

CFC Meeting Agenda  
Monday, March 2, 2020, 4 p.m.,  
Kansas Room

Seid Adem  
Sarah Cook  
Kristin Grimmer  
Danielle Head  
Rik Hine  
Alexandra Klales  
Wonjae Lee  
Rebecca Meador

Michael McGuire  
Linsey Modellmog  
Gretchen Montgomery  
Julie Noonan  
Michael O'Brien  
Holly O'Neill  
Vince Rossi  
Jim Schnoebelen

Bradley Siebert  
Josh Smith  
Cherry Steffen  
Nan Sun  
Mary Sundal  
Loree Weir  
Roy Wohl  
Kerry Wynn

- I. Call to Order
- II. \*Approval of CFC Minutes, Monday, Feb. 3, 2020
- III. \*Division Reports
  - A. SOCSCI
    1. September 30, 2019 – minutes
    2. October 2, 2019 – election results
    3. December 6, 2019 – minutes
    4. January 31, 2020 - minutes
  - B. HUMDIV
    1. October 1, 2019 – minutes
    2. January 30, 2020 – minutes
  - C. NSD
    1. February 14, 2020 - minutes
- IV. \*Committee Reports
  - A. CFC-CC
- V. \*New Business
  - A. Election of Grand Marshal by paper ballot
  - B. New Programs
    1. B.Ed. in Middle Grades STEM Education
    2. BA in Musical Theater
    3. LEAP
    4. Minor program in African American and African Diaspora Studies
    5. Minor program in Museum and Curatorial Studies
  - C. Program Deletion
    1. BA in German
  - D. Program Changes
    1. Bachelor of Integrated Studies
    2. 99 CAS Credit hour rule
- VI. Discussion
- VII. Updates

VIII. Announcements

IX. Adjournment

**Upcoming Dates:**

CAS Faculty Meeting – 3 p.m. on Wednesday, March 4, in the Bradbury Thompson Alumni Center

Next CFC Meeting – 4 p.m. on Monday, April 6, at Washburn B (please note room change)

# CFC Meeting Agenda

Monday, February 3, 2020, 4 p.m., Kansas  
Room

Present:	Linsey Modellmog	Josh Smith
Sarah Cook	Julie Noonan	Nan Sun
Kristin Grimmer	Michael O'Brien	Loree Weir
Rik Hine	Holly O'Neill	Roy Wohl
Alexandra Klales	Jim Schnoebelen	Kerry Wynn
Rebecca Meador	Bradley Siebert	

- I. Call to Order - 4:01pm
- II. \*Approval of CFC Minutes, Monday, Nov. 4, 2019 - Approved
- III. Division Reports – None received
- IV. Committee Reports – None received
- V. New Business
  - A. \*New Program – B.S. in CIS with concentration in Data Science - Approved
    - \*During the discussion, a comment was made regarding Part 5 of the degree program. Specifically, where it states the Math and Statistics Department has committed to teaching specific upper division courses regularly, it was commented that this commitment should also be supported by the College of Arts and Sciences.
- VI. Discussion
  - A. Senior auditors
    - \*The topic of senior auditors was brought up. A specific issue was the observation auditors still perform course evaluations while not being held to the same standards (i.e. do not have to perform course work) as other students enrolled for credit.
    - \*Another issue was how poor attendance by some auditors negatively impacts group learning activities in courses where such activities are heavily implemented.
    - \* The idea of having specific expectations for auditors was mentioned since they do not fall under the current handbook that is required for students.
    - \*Rik Hine would like anyone with suggestions on the matter, including how to better develop solutions for these challenges, to contact him.
    - \*During the discussion, it was noted that Joel Bluml is still the individual to contact if there is an issue with an auditor that is causing a class disturbance.
    - \*Faculty also have the authority to state whether they want auditors in a course, and can set limits on the number of auditors in a class.
    - \*Other suggestions included meeting with auditors before class starts to outline expectations and to add a checklist on evaluations where auditors could identify they were auditing the course.
- VII. Updates - None
- VIII. Announcements - WUmester
- IX. Adjournment - 4:29pm

Upcoming Dates:

See WUmester handout

Next CFC meeting is 4 p.m. Monday, March 2 in the Kansas Room

**Social Sciences Division Meeting Minutes**  
**Monday, September 30, 2019**  
**2:00 pm, HC 208**

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**Social Science Division Representatives:**

*History*

Kelly Erby  
Rachel Goossen  
Kim Morse  
Tom Prasch  
Kerry Wynn

*Political Science*

Amber Dickenson  
Linsey Modellmog  
*Psychology*  
Linzi Gibson  
Jericho Hockett  
Michael McGuire  
Mike Russell

*Sociology/Anthropology*

Cheryl Childers  
Alex Klales  
Ashley Maxwell  
Laura Murphy  
Sangyoub Park  
Mary Sundal

- I. Call to Order at 2:00 pm
- II. Welcome & Introductions
- III. New Business
  - a. \*All votes will be done electronically because we do not have quorum
  - b. Appointment of Social Science Senate Representative
    - i. Nomination – Cheryl Childers
  - c. Course Change: Intro to GIS
  - d. Program Change: BS in Anthropology – Forensics Concentration
  - e. General Education Consideration of new course
  - f. Election of Interim Social Science Division President
    - i. Nomination – Mary Sundal
- IV. Discussion Items
  - a. Kim Morse – Faith/Work Series
    - i. It's important to understand the content of this series. Doesn't seem very inclusive.
      1. Students should be able to complete this regardless of faith/religious background
      2. The potential for discrimination against students is a concern.
    - ii. We should have our guard up when an institution or individual gives money, and then chooses course content.
      1. It's not a course, but looks a lot like one.
      2. We do not have academic oversight.
      3. How are applicants selected?
      4. Curricular vs. co-curricular issue; This is not student-driven or student-lead
    - iii. Students will be attracted to the money. \$40,000 each semester will be handed out indefinitely.
    - iv. Chris Jones is allowed to consult on the content, but has not seen anything yet.
    - v. Endorse ad-hoc faculty senate committee to investigate
  - b. Jennifer Ball – GED credit
    - i. Student petitioning for social science credit

1. Score of 175 or more on GED
  2. Initiative/recommendation coming from GED itself
  3. If it were a course it would go through the gen ed committee
  4. Math uses GED scores for placement
  5. Test is not over one specific discipline
    - a. Sample questions seem to be more “general reasoning,” not content
  6. Could this be a draw for students?
- c. Capital improvements – requests for improvements in 206 and 210.
1. Small screens
  2. Need more flexible furniture
- ii. Room 305 has a small screen as well
- iii. Approved changes
1. VGA cabling is going to be changed to HDMI
  2. Wireless cards in all campus computers

V. Announcements

VI. Adjournment – 3:10 pm

**From:** [Kim Morse](#)  
**To:** [socsci](#)  
**Cc:** [RaLynn Schmalzried](#); [Mary Sundal](#)  
**Subject:** Election results  
**Date:** Wednesday, October 2, 2019 1:44:30 PM

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Folks,

Elections closed and everything passed. Thank you for taking the extra time to participate in the online process. Also, HUMDIV met yesterday and endorsed our resolution. If you can attend the Senate meeting on October 7, please do, 3pm in the Forum Room, BTC.

Kim

**Social Science Division Meeting**  
**12/6/19 Minutes**  
**HC107**

- A. Call to Order 10:02 am
- B. Dean Stephenson – Three program changes
  - a. Proposal to eliminate CAS 99 credit hour rule - Approved
    - i. Has become a detriment for students who want to double major in certain subjects; LEAP students.
  - b. LEAP program - Approved
    - i. Allows students to finish their bachelors and law school in a total of five years. Law school is providing scholarships to students. Several schools involved. Makes the program more attractive to qualified students.
    - ii. LEAP coordinator position will require a significant amount of time, marketing materials, etc. Would require a course reduction.
  - c. Bachelor of Integrated Studies (BIS)
    - i. Allows students to combine programs of interest. Four tiers of the BIS (almost major, double minor, tripod is most common, individualized study plan).
    - ii. Students must communicate the experience they're gaining through the plan they design.
    - iii. Does not second language.
    - iv. All students do capstone experience at the end. Compensation for capstone supervision is through WTE. Concerns that WTE is not sufficient compensation.
- C. Political Science Course Changes
  - a. TWO Changes
  - Description and Prerequisite
    - PO371 Topics—American Politics and Govt - Approved
    - PO372 Topics—Comparative Politics - Approved
    - PO373 Topics—International Relations - Approved
  - Title and Description
    - PO235 Intro to Comp Politics (old title) - Approved
    - PO308 Federalism & Public Policies (old title) - Approved
- D. Sociology and Anthropology Course Changes
  - a. DELETE
    - AN325 Anthropology of the Caribbean - Approved
    - AN333 Culture and Personality - Approved
    - AN340 Childhood and Society - Approved
    - SO206 Crime Victimization - Approved
    - SO330 Collection Behavior - Approved
  - b. Prerequisite
    - SO301 Population and Society - Approved
    - SO308 Sociology of Mental Health - Approved



SO316 Sociology of East Asia (title previously changed to “Japan and East Asia”) - Approved

SO318 Sociology of Religion - Approved

SO319 Food and Culture - Approved

SO323 The City and Urban Life - Approved

SO400 Special Topics/Sociology- Approved

c. Description

AN112 Cultural Anthropology - Approved

AN322 Visual Anthropology - Approved

AN370 Historical Archaeology - Approved

d. TWO Changes

Description and Prerequisite

AN312 Medical Anthropology - Approved

AN335 Applied Anthropology - Approved

Title and Description

AN319 North American Indians (old title) - Approved

New title People of Indigenous North America

E. Sociology and Anthropology New Courses

AN113 Linguistic Anthropology - Approved

AN314 The Immigrant Experience in America - Approved

F. Spring 2020 Division meeting dates

a. Two meetings spring semester

b. Second meeting should be a couple weeks before elections

c. 12 pm on Friday might be the best time

**Social Science Division Meeting**  
**1/31/20 Minutes**  
**HC118**

**Social Science Division Representatives:**

Kelly Erby	Sangyoub Park	Amber Dickenson
Tom Prasch	Mary Sundal	Marisa Gonzales
Kerry Wynn	Rachel Goossen	Laura Murphy
Linzi Gibson	Bruce Mactavish	Alex Kalas
Mike Russell	Lindsey Ibanez	Jia Feng
Cheryl Childers	Jason Miller	

- A. Call to Order 12:00 pm
- B. Update on new Math Initiatives (Todd Cooksey)
  - a. Students better prepared for MA 112
  - b. MA 095 better prepares students for MA 112 or MA 116
  - c. MA 090 doesn't prepare students for MA 116
- C. New Minor Program - Approved
  - a. African American and African Diaspora Studies (AAADS)
  - b. Not sure how often the Psychology of Social Power (PY 395) is offered
    - i. Special topics course
  - c. Friendly amendment: "...or special topic courses."
- D. New Course - Approved
  - a. XX 200: Introduction to Critical Race and Ethnic Studies
  - b. Will get a new prefix, likely AD (no longer cross-listed with interdisciplinary studies)
- E. Announcements
  - a. WUmester four-ups - first half of schedule disseminated
  - b. Brian Lanker, "I dream a world", Feb. 14 – June 13, Mulvane
  - c. Mon. Feb 10 at 7 pm – Flonzie Brown (On WUmester schedule)
  - d. Washburn "Right to Vote" conference
  - e. History Day, Sat., Feb 29, Breaking Barriers in History
- F. Next Meeting
  - a. Friday, April 10, 12-1 pm, room HC 118
    - i. Need to select new chair

**Humanities Division of Washburn University**  
**College of Arts and Sciences Minutes**  
**Tuesday, Oct. 1, 2019**  
**Conducted in person, Morgan Hall 155**

Present: Kendall-Morwick, Krug, Routsong, Schnoebelen, Sheldon, Siebert, Smith, Steinroetter, Sullivan, Way, Weed, Zwikstra, Montgomery, Gonzalez-Abellas, O'Brien, Moss, Walter, Chamberlain, Barron.

Guests: Dean Laura Stephenson, Sarah Cook

Humanities Division Chair Jim Schnoebelen called the meeting to order at 3:00 p.m.

The minutes were approved at 3 p.m.

The first agenda item was a an informational item brought by Interim Associate Vice President for Academic Affairs Jennifer Ball. Ball reported that it is being considered whether to award one hour of humanities credit for GED scores above 175 in Reasoning Through Language Arts. Siebert asked what it gains a student to get one hour of credit in the humanities; Ball said that it would mean less elective credit needed. Sullivan asked how many this would matter for; Ball said only two she's aware of. Now one social science student has asked. Ball concluded at 3:08.

(3:09) Schnoebelen raised the next discussion item, the tabled deletion of the BA in German. Since it was tabled, it will need to be introduced as a new action item at another meeting. Dean Laura Stephenson was invited to take questions.

Stephenson said that deletion of a program is hard to do, and the discussion with Gonzalez-Abellas (as acting chair) was not taken lightly. The major reason for the deletion was a lack of students interested in majoring in Modern Languages. The enrollment problem predates the phased retirement of Lunte. There has only been one new major declaration in the past three years, and seven out of twelve upper division classes have had three or fewer students. Sequencing in particular presents a challenge; without consistent cohorts of majors, classes don't fill. Enrollment data is connected to the decline of German as a subject at high schools. Dean Stephenson and Gonzalez-Abellas discussed various options, but none were feasible.

(3:18) Sullivan asked why the Department of Modern Languages was not consulted, only the acting chair (Sullivan was on sabbatical). Stephenson said that she assumed that the department was already discussing the matter internally. Stephenson also said that she should have attended a department meeting, but did not realize that there was opposition. Sullivan said that Lunte had not been recruiting; with a full time replacement, the program could have grown. Stephenson said she was not comfortable hiring somebody with no students to teach.

(3:20) Gonzalez-Abellas said that the department explored other options (splitting time with WU 101), but with no full-time faculty to teach the program, it could not be sustained. However, he disputed the financial argument; Modern Languages is a net financial boon for the institution.

(3:22) Stephenson said that a program with so few students is not a wise investment.

(3:23) Smith asked whether the Dean can override a decision at the departmental level (i.e., should Modern Languages choose not to delete the German program). Stephenson replied that faculty positions have to be approved at the Dean's level, and she had to make the hard decision not to approve this search because there were so few students.

(3:25) Steinroetter said that it sets a precedent for not replacing faculty lines upon retirements, rather than hiring energetic new faculty to try to rejuvenate declining programs. Stephenson replied that national trends make the rejuvenation of German unlikely, and we can't count on hiring the right person.

(3:27) Gonzalez-Abellas said that other options, like splitting the line, were not tried, even on a trial basis to see if the program could be saved. If Washburn cuts small programs, it will become a community college, not a university. Stephenson replied that the CAS budget keeps getting cut, and the cuts have to come from faculty lines because student enrollment is declining.

(3:30) Sullivan noted an MLA study that 40% of modern language programs have been cut since the great recession; it is tied to a more general disdain toward immigrants. Way added that the issue is about institutional values, and resisting cuts to humanities. Stephenson replied that the issue, in this case, is a lack of students.

(3:33) Steinroetter brought up the example of religious studies and asked how many majors there were before Jones started. Jones replied that there were four; there are now 15. Washburn is the only institution in its peer group to offer a religious studies major. Stephenson said that there were differences; upper division enrollment was still strong in Crawford's classes. Jones replied that this was mostly auditors; Stephenson said that auditors mattered. Jones acknowledged that upper division German classes may not get auditors; Sullivan replied that they do.

(3:38) Schnoebelen said that we are in a sort of procedural limbo, since the action item to delete the program failed, but the program on the books is unfunded. Stephenson added that the program cannot take new majors. Gonzalez-Abellas said that the program cannot exist without a faculty member; Stephenson said that the program had few students with a faculty member. Gonzalez-Abellas noted that he had to turn away two freshmen who wanted to major in German, and that enrollments had always been low but consistent—about five majors at a time. Why are we cutting it now? Stephenson reiterated that sequencing makes a faculty line in German a poor investment.

(3:43) Sheldon said that the whole process should be changed. Smith said that shared governance in this case gives faculty the illusion of power, and Steinroetter added that it is unethical to ask us to vote against what we have decided. Stephenson said that faculty positions are not subject to shared governance. Schnoebelen said that if program deletions become information items, we will be giving up power. Siebert said that a protest vote is better than no vote at all; Steinroetter said that we've already done that, which is why we have to vote again. Schnoebelen said that we will need to discuss program deletion at the CAS level, since it will come up again with the MLS degree.

(3:50) Sullivan said that decisions are made, and then faculty hear about them. Kendall-Morwick said that faculty need a mechanism for expressing disapproval for decisions that are beyond our control. Stephenson reiterated that she could not justify a tenure line for a faculty member teaching three students per course. She has to care about money because it is how things get done. Zwikstra said that we need to be clear about who cut the program, and for what reasons, so that faculty governance does not look complicit.

(3:55) Gonzalez-Abellas said that, without a faculty line, there will be no more German majors after this spring. We cannot keep a program on the books with no way to administer it. We need a strategy for recognizing that reality without it appearing that faculty approve. Stephenson said that governance changes have to go through Faculty Senate. Schnoebelen said that any faculty member can put an item on the Senate agenda.

(3:58) Steinroetter left. Sarah Cook was invited to discuss changes to math placement. For students who do not place into the for-credit math course, MA 090 is the developmental math course for MA 112 and MA 095 is for MA 116; MA 108 is college algebra prep. No HUMDIV programs require MA 116, so all HUMDIV majors should be tracked into MA 090 and/or MA 112. MA 112 focuses on practical college-level math; MA 116 is designed to prepare students for advanced college level math. Cook shared new placement information: students who do not place into MA 112 can be placed in the course with co-curricular help so that they do not have to take MA 090.

(4:03) New business.

1. Course Change-EN 307 and EN 384. Kendall-Morwick explained that these two course changes are the same change, and can be grouped together. Sheldon moves to approve; Way second. Motion carried.
2. Course Change-EN 350. Sullivan moves to approve. Siebert seconds. Kendall-Morwick explained the change; Zwikstra clarified that the course is not gen ed. Motion carried.
3. New Course Proposal—EN 312. Siebert moved to approve and Sullivan seconded. Siebert explained that he had already worked out with Communication Studies to avoid overlap with their courses. Motion carried.
4. Program Change-Minor in EN. Kendall-Morwick moved; Weed seconded. Way explained that EN has a new course for gen ed, Intro to English Studies, and the minor has been changed to incorporate the course and to increase the credit hours. Sheldon introduced a friendly amendment: professional in place of business English. Schnoebelen was unclear on whether the

amendment could be made without a new copy from the chair; Steinroetter would be contacted to work that out. The motion carried with the friendly amendment.

5. Program Change-BA in Creative Writing. Sullivan moved, Way seconded. Way explained the change. The motion carried.
6. Program Change-BA in English Lit. Kendall-Morwick moved to approve; Weed seconded. Way explained. The motion carried.

(4:12) special topics. Nominations were sought to replace Way on Faculty Senate. Sheldon nominated Zwikstra. Siebert moved to close nominations. The motion carried. Nominations were also sought to replace Way on the Honors committee. Way nominated Krug. The motion carried.

(4:14) Announcements. Gonzalez-Abellas read a statement from the Division of Social Science expressing concern about the Leadership Institute's new Faith and Work Series, and calling for faculty oversight of academic-adjacent programs like this one. Gonzalez-Abellas moved to approve; Siebert seconded. The statement was approved.

(4:20) Routsong moved to adjourn; Chamberlain seconded. Meeting adjourned.

**Humanities Division of Washburn University**  
**College of Arts and Sciences Minutes**  
**Thursday, Jan. 30, 2020**  
**Conducted in person, Morgan Hall 155**

Present: Burdick, Chamberlain, Derrington, Farkas, Gonzalez-Abellas, Hine, Jones, Kendall-Morwick, Montgomery, Moss, O'Brien, Schnoebelen, Sheldon, Siebert, Smith, Sullivan, Walter, Wasserstein, Weed, Zwikstra

Guest: Kelly Erby

Humanities Division Chair Jim Schnoebelen called the meeting to order at 3:00 p.m.

Motion to approve minutes.

Discussion of errata:

At 3:18, remove "as chair"

At 3:09, change "religion" to "modern languages"

(3:03) Minutes approved.

(3:04) Schnoebelen invited Erby to present the first three agenda items; she would then leave before all three items were voted on. Program Change: 99 CAS credit hours. Erby explained that the requirement had become cumbersome to students with dual-degree students (i.e., double-majors with one major outside of the CAS). A CAS major by itself contains a strong Gen Ed background, ensuring sufficient hours within the CAS without the extra requirement.

Sullivan: what will be the effect on enrollment? Erby says that it could work both ways—students might be more likely to double-major in CAS disciplines without the requirement.

Hine expressed concerns about enrollment numbers declining in general, and thus about cutting more requirements for the CAS.

Jones asked how many hours are required for a CAS major with general education; Erby clarified that the number is mostly between 84 and 92. Smith added that dual degree students often need a waiver anyway.

Sullivan noted that Business, and other degrees, cut gen ed, and thus CAS hours.

Wasserstein asked if other units have similar requirements; Erby said no.

(3:11) Schnoebelen moved on to the next agenda item, the LEAP Program. Erby presented. The program exists to streamline transition from undergraduate to Law School. Students can complete undergraduate degree after 91 credits, thus reducing hours in the CAS in

order to start Law School. Baker University already has a program with Washburn Law to this effect.

Burdick asked if each department and program will be able to decide to waive major requirements as they choose. Erby confirmed. All Gen Ed is already required. History, for example, waived its minor requirement.

Derrington asked why 29 hours are being cut. Erby answered that it has to do with requirements at the Law School.

Siebert asked what impact there would be on enrollment in our classes, and whether that would mean that classes would be cut.

Hine elaborated that there needs to be specific information about that.

Sheldon said that we need to resolve how enrollment will be affected and counted before English could approve.

(3:19) Schnoebelen introduced the agenda item Changes to the BIS program. Erby presented: the BIS was developed largely as a bridge from Associates to Bachelors degrees focusing on online courses. The program is changing to become more flexible. In practice it already is; the changes are just formalizing these things in the catalog.

(3:22) Erby left. Schnoebelen called for a motion to approve the changes to CAS credit hours. O'Brien moved. Seconded.

Sullivan started discussion. Are we looking out for ourselves as well as our students? Schnoebelen answered that it would affect only a small minority.

Hine argued that the immediate result is that our numbers will go down, endangering our classes. Admin is chipping away at our numbers while increasing the threshold for our classes to run.

Wasserstein argued that this will affect students who already want to take classes in the CAS, and also want classes in other units. It won't adversely affect us.

Gonzalez-Abellas argued that the change is positive. The 99 credit hour requirement is costing us students in the end. It's costing us majors. The change will lead to minors becoming majors.

Smith agreed with Gonzalez-Abellas; this is costing us students.

Siebert asked if we have data on dual degree students. We do not at present.



Derrington asked if the threshold for classes being cut is codified anywhere. If not, we might push for that.

Smith clarified that anything below six impacts your contractual load. Beyond that, updates to the number are made ad hoc. Arterburn emailed chairs to say that eight is the new desired threshold. Schnoebelen and Gonzalez-Abellas clarified that 10 is the number in Communication and Modern Languages. Zwikstra noted that we are not paid more for filling or overloading our classes. Gonzalez-Abellas noted that online classes have this provision.

Wasserstein argued that non-codified provisions like the threshold to cut allow the administration to act in bad faith. Sullivan agreed. Gonzalez-Abellas noted that six is the hard number, but everything else is variable. Siebert noted that having three full sections does not mean you can keep an under-enrolled section. We are bringing in enough credit hours to cover the classes that fall below the threshold.

Schnoebelen offered to pass on to the Dean that we would like clarity, but does not anticipate that the Dean will commit to a specific number.

Kendall-Morwick and Siebert reiterated the need for clarity.

Walter quoted from the faculty handbook: classes with six or fewer are subject to load redistribution. Classes over 100 are subject likewise to redistribution.

Schnoebelen called the vote. Passed by voice. Motion passes.

(3:37) Item II: the Leap Program. Kendall-Morwick moved to approve; Wasserstein seconded. No discussion. Motion passed by voice vote; Sullivan voted nay; Hine and Gonzalez-Abellas abstained.

(3:38): Item III: BIS program. Siebert moved; Kendall-Morwick seconded. Motion passes by voice vote.

(3:39) Items IV-V: changes to EN 325-326. Change is from "English" to "British" to clarify content of class. Farkas moved to approve; Gonzalez-Abellas seconded. Discussion: Sullivan asked what if Scotland becomes independent; Kendall-Morwick noted that we already include British Commonwealth and post-colonial literature, so the term is amorphous. Motion passes by voice vote.

(3:41) Special orders. Election to replace Leslie Renard on CCPT for one semester. Must be tenured; cannot be on any T&P or TYR committee. Smith clarified that a chair also cannot be on it if someone in their department is up for review. Schnoebelen asked if anybody meets the requirements. No one does. Schnoebelen tabled the item and offered to speak to the Dean.

(3:44) Hine discussed the issue of auditors. They are difficult to integrate into active learning, and often expect traditional lecture. Since auditors are counted as students for evaluation purposes, that means that 1) if auditors do not evaluate, it hurts our completion numbers and 2) if they do, they may evaluate us differently and thus skew our numbers. We are not opposed to having auditors; we would like better boundaries that clarifies how they are integrated into our courses.

Zwikstra said that auditors should not be able to complete student perception forms. They do not experience the class in the same way because they are not doing the work. Gonzalez-Abellas noted that we should include history and political science. Also, auditors do not pay, are not counted toward our minimal thresholds, and thus should not evaluate.

Hine noted that the distinction should be administrative, not our job to do.

Farkas did not know that auditors could evaluate.

Hine also noted that auditors do not use the LMS and can be difficult to communicate with.

Sheldon noted that auditors sporadically turn in work for grades. Can we have a course-by-course agreement? Or have an orientation in which course descriptions and expectations on a course-by-course basis?

Chamberlain noted that we have to email the syllabus to auditors. Also favors orientation.

Smith said that the Dean's office is not doing enough about this.

Kendall-Morwick supports an orientation, but not across-the-board rules.

Derrington noted that the process for enrolling auditors has never changed; this might be an opportunity to change since teaching styles have changed so much.

Sheldon suggested that we should have separate classes for auditors counted toward our load.

Wasserstein supported excluded auditor from evaluations but cautioned against using ageist tropes to dismiss or malign auditors.

Schnoebelen asked Hine to draft a proposal and encouraged faculty to communicate with him about what to include.

(4:01) Schnoebelen called for announcements. Kendall-Morwick announced WU-mester events coming; be on the lookout.

Sullivan noted Apeiron is coming, and may include a WU-mester endorsed symbol. Encourage students to propose papers!

Jones announced the King Lecture.

Burdick announced that a climate survey will be coming soon.

Zwikstra moved to adjourn; Kendall-Morwick seconded. Schnoebelen noted that online business will be coming, and expect one more face-to-face meeting to elect officers. Meeting adjourned 4:05.

## **Natural Science Division (NSD) Minutes for Friday, February 14, 2020.**

I. Called to order at 2:01 pm by Division Chair Seid Adem.

II. Minutes of the previous NSD meetings (11/8/19) were approved via email as circulated.

III. Committee Reports – None

IV. Old Business – none.

V. New Business –

A. CAS Program Change-99 CAS Credit-Hour Rule

Some faculty in the division were not in favor of totally removing the 99 hour requirement, they would rather see it reduced somewhat but still emphasize the liberal arts and sciences nature of our degrees.

Motion to approve the proposal failed.

NSD proposes to reduce the 99 hour requirement to 84 hours, basically 70% of the 120 hours required for graduation. This preserves the emphasis on liberal arts and sciences nature of our degrees.

Approved by a majority of NSD with no negative votes, some abstentions.

B. Program Change-Bachelor of Integrated Studies

Approved as submitted by NSD.

One faculty suggested that the ISP should be filed no later than one year before graduation.

C. Washburn University School of Law Early Admission Program (WU LEAP)

Approved as submitted by NSD.

With the proviso that if hours are needed to be cut to fit into the WU LEAP, the cuts should be in correlated as opposed to listed major requirements if possible.

VI. Announcements –

Chemistry will offer CH100, CH151 and CH52 every semester to allow flexibility for students.

Apeiron registration will open next week.

Any faculty interested in helping with climate change webinars contact Brian Thomas.

The meeting was adjourned at 2:45pm.

Minutes respectfully submitted by Rick Barker, Secretary

There was an interesting and informative presentation by Dr. Vince Rossi, “Interdisciplinary Research in the Biophotonics Lab.”

College Faculty Council  
Curriculum Committee Minutes  
February 24, 2020, 4pm – Washburn Memorial Union

Present: McGuire, Meador, O'Brien, Schnoebelen, Smith, Steffen, Wynn, Erby (guest), Gonzalez-Abellas (guest), Stephenson (guest)

I. Discussion of proposals from CAS on deletion of German major, changes to Bachelor of Integrated Studies, African American and African Diaspora Studies minor, LEAP, changes to the 99 credit hour rule, and Museum and Curatorial Studies.

II. Committee discussion and voting on proposed new programs and program changes

- A. Changes to the Bachelor of Integrated Studies—Approved  
Suggested change to catalog language: under “Descriptions of Plans...Two Areas of Emphasis...” add “each of” before “two departments.” Suggest the same change for “Three Areas of Emphasis.”  
New language: 12-18 hours completed in *each of* two departments or...  
12-18 hours completed in *each of* three departments or disciplines...
- B. African American and African Diaspora Studies—Approved
- C. LEAP—Approved
- D. Changes to 99 credit hour rule—Approved
- E. Museum and Curatorial Studies—Approved
- F. B.Ed. in Middle Grades Stem Education—Approved  
Suggest that the rationale be expanded to include demand in the state for STEM educators
- G. B. A. in Musical Theater—Approved

III. Committee discussion on the deletion of the German major

- During discussion, both the guest speakers and the committee members recognized two separate issues
  - The deletion of the Bachelor of Arts in German as a program
  - Problems with the process of program deletion
- The committee discussed information presented—low enrollment in the German major, at Washburn and nationally, the potential for increased German enrollment, the decision not to hire someone to fill the tenure-track position in German, the Modern Language Department’s limited options when presented with the information about the

deletion, the fairness to students and the practicality of leaving a non-existent program in the catalog,

- The committee also discussed the process of proposing the deletion of a program and the following suggestions were included
  - A more transparent process for considering program deletion
  - More information provided at all stages as to the rationale for program deletion
  - Meaningful consultation with faculty in affected department and assistance in advertising and revitalizing programs with declining enrollments before program deletion is considered.
  - Guidance and clarity for faculty voting on an informational item which has already been decided.
  
- After extensive discussion, the committee voted 4-3 to approve the deletion

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2020-02-14</u>
<b>Division</b>	<u>Roy Wohl</u>	<u>Approve</u>	<u>2020-02-17</u>
<b>Dept. of Educ.</b>	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2020-02-17</u>
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-02-17</u>
<b>Curriculum Committee</b>	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-02-25</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	_____	_____	_____

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

BEEd in Middle Grades STEM Education (CIP: 13.1203)

2. Rationale for offering this program.

This program will prepare students to teach both mathematics and science at the middle grades level.

3. Exact proposed catalog description.

The focus of the Middle Grades STEM Education program is on science and mathematics education and on integrating STEM throughout the curriculum. The program prepares students for licensure in both mathematics and science education in grades 6-8.

Candidates for the degree and licensure in Middle Grades STEM Education are advised by the faculty of the Department of Education.

Pre-admission courses required for formal admission to teacher education:

ED 155 Teaching, Learning and Leadership

ED 285 Educational Psychology

Education Core Courses:

ED 165 ED 1: Examining Teaching as a Profession

ED 275 ED 2: Exploring Teaching as a Profession

ED 295 ED 3: Experiencing Teaching as a Profession

ED 395 ED 4: Extending Teaching as a Profession

ED 354 Curriculum and Assessment

ED 302 Teaching Exceptional Learners  
ED 420 Student Teaching

Content/General Education/University Requirements

Arts and Humanities:

EN 101 First Year Writing  
EN 300 Advanced College Writing (Teaching Emphasis)  
CN 150 Public Speaking  
2 Humanities Electives (from Approved General Education List)

Social Sciences:

PY 100 Basic Concepts in Psychology  
PY 211 Adolescent Psychology  
SO 101 Social Problems

Mathematics and Natural Sciences:

AS 104 Life in the Universe  
BI 100 Introduction to Biology  
MA 116 College Algebra  
MA 131 Trig/Calculus  
MA 140 Statistics  
MA 204 Number Theory and Discrete Mathematics  
MA 230 Math for Middle and Secondary Teachers  
MA 320 Mathematics for Middle School Teachers  
MA 381 History and Literature of Mathematics  
PS 108 Physical Science

STEM Courses:

ED 217 Introduction to STEM and STEM Education  
CH 317 Chemistry for STEM Educators  
ED 314 Chemistry Methods for STEM Educators  
PS 318 Earth/Space Science for STEM Educators  
ED 318 Earth/Space Science Methods for STEM Educators  
BI 319 Life Science for STEM Educators  
ED 319 STEM Practicum I  
EG 320 Engineering for STEM Educators I  
ED 321 STEM Practicum II

4. List any financial implications.

None



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

Courses for this degree will be offered in the education department as well as in the Mathematics, Chemistry, Biology and Physics Departments.

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Sharon Sullivan</u>	<u>Approve</u>	<u>2019-10-31</u>
<b>Division</b>	<u>Danielle Head</u>	<u>Approve</u>	<u>2019-11-25</u>
<b>Dept. of Educ.</b>	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2020-01-27</u>
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-01-27</u>
<b>Curriculum Committee</b>	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-02-25</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	_____	_____	_____

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

B.A.in Musical Theatre (CIP: 50.0509)

2. Rationale for offering this program.

The Musical Theatre concentration is very popular. After additional discussion, it was decided the MT program is unique enough that it should be a separate degree from the B.A. in Theatre.

3. Exact proposed catalog description.

Musical Theatre prepares students for life as working artists in the theatre and further study in performance. Students develop skills in music, dance and acting. Practical training and creative experiences are coupled with an interdisciplinary liberal arts curriculum and a foundation in theatre history and theory. Students must audition for admittance to the Musical Theatre program. The audition will evaluate music, dance and acting skills. Students are expected to participate in the Theatre Showcase each semester. Students are expected to audition and perform as cast. Students must pass a jury each year to remain in the program.

## STUDENT LEARNING OUTCOMES

By the end of their program students should

Demonstrate performances skills that include:

- Voice production and technique to create roles in full productions (speaking and singing)
- Vocal interpretation and role preparation skills that enable understanding and performance of roles from a wide variety of styles.
- Musicianship, sight-singing competence and analytic skills
- Stage movement and dance skills in at least 3 styles of musical theatre dance genres
- Integration of voice, movement and acting skills.

Demonstrate proficiency in implementation of skills and knowledge of:

- Basic production elements such as costume, sets and props, lighting, makeup and sound.
- Script analysis, dramatic literature and history, and musical theatre repertory.
- Audition and business techniques for musical theatre performers.

Musical Theatre course requirements

TH100/300 Practicum (1 cr ea) 4

TH202 Acting 1 3

TH206 Theatre History/Lit 3

TH207 Theatre History/Lit 3

TH311 Stagecraft 3

1 Additional Tech class: 3

(TH315 Set/Props, TH316 Lights/Sound, TH317 Costume, TH319 Stage Makeup)

TH 401 Directing/Analysis 3

TH406 American Musical Theatre History 3

TH104 Dance 1 3

TH204 Dance 2 3

TH304 Dance 3 3

TH209 MT Performance 1 3

TH309 MT Performance 2 3

TH409 MT Performance 3 3

Music Correlates:

MU109 Piano for beginners 2

MU215 Theory and Aural Comprehension 4

MU 275 Voice Lessons (4 semesters) 4

MUTBA Music Ensemble (4 semesters) 4

4. List any financial implications.

Increased cost to Music for voice lessons due to increase in students in the musical theatre program.

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

Music teaches fourteen credit hours in the B.A. in Musical Theatre

## New Program Review Form: LEAP

1. Title of Program: Washburn Law Early Admission Program (LEAP)

2. Rationale for offering this program:

LEAP is proposed to help attract well-qualified and highly motivated students to Washburn's undergraduate program and, ultimately, to Washburn's School of Law.

3. Exact proposed catalog description:

LEAP is designed to enable academically talented and focused students to complete their undergraduate degree while simultaneously completing their first year of law school. This program is a modification of a baccalaureate degree from Washburn's College of Arts and Sciences (CAS). As there is no prelaw major, students are required to complete an existing major and to complete all other University core and general education requirements. The program is designed so that students in the program would complete at least 91 credits toward their undergraduate degree. Students who anticipate completing at least 91 credits by the end of their junior year are eligible to apply for entry to Washburn University School of Law in their junior year. In law school they would earn the remaining 29 credits of undergraduate study and receive their bachelor's degree after earning a passing grade in at least 29 law credit hours of coursework.

LEAP is also designed to lessen financial barriers to students desiring to pursue law degrees. Upon enrollment at Washburn Law, LEAP students will be charged Washburn Law School's in-state tuition and fees for each year of enrollment. As part of the program, Washburn's School of Law agrees to provide LEAP students a full tuition scholarship for the first year of law school and a minimum tuition scholarship of \$5000 per year for years two and three of law study, contingent on successful academic progress.

### Program Eligibility:

LEAP is designed for highly qualified and exceptionally motivated students. The criteria are:

- 1) a high school grade-point average of 3.0 or higher on a 4.0 scale, **OR** an ACT score in the top quartile (28–36 ACT) or comparable SAT score. For current Washburn or transfer students with at least 15 or more undergraduate credit hours the requirement is an undergraduate GPA of 3.0; and
- 2) application to and acceptance by the LEAP admission committee, chaired by the CAS LEAP coordinator.

Once the CAS prelaw coordinator accepts a candidate into LEAP, the candidate will be identified to the Washburn University School of Law Associate Dean for Centers and External Programs. Washburn Law will then assign the CAS student a law-school faculty advisor and a mentor from the local bench or bar, both of whom will assist the CAS student in their preparation for law school and a career in the law. The CAS student will also have the support of an academic advisor at CAS and the prelaw coordinator at CAS.

*LEAP Completion Requirements:* CAS students accepted into LEAP must:

1. maintain a 3.0 undergraduate GPA,

2. take the LSAT as administered by the Law School Admission Council (LSAC) (ideally, LEAP students will take the LSAT after their second year and no later than the end of the first semester of their third year);
3. complete a free application to Washburn Law by the deadlines for the semester of intended enrollment, and
4. ***earn admission to Washburn Law as determined by its admission requirements and process***, including the mandated character and fitness review that is necessary for admission to both law school and the bar.

Additionally, LEAP students must have completed:

5. any CAS specific course requirements for their major;
6. all of the CAS requirements for their general education program;
7. university core requirements; and
7. enough total undergraduate credit hours so that the credits earned at Washburn Law will be sufficient to complete the CAS Bachelor's degree.

For example, a LEAP CAS student who needs 120 credit hours to earn the Bachelor's degree would need to have accumulated at least 91 credit hours by the end of the third undergraduate year so that the 29 credit hours completed during the first year at Washburn Law would total the hours necessary to earn the CAS Bachelor's degree.

#### 4. Financial Implications:

As part of this program, CAS will lose tuition and enrollment from LEAP students during their final year of undergraduate study. However, it is likely the generous scholarships it provides will help to attract undergraduates to Washburn.

\*Please note that new LEAP will replace the old 3.5. However, under the new LEAP, students may leap at either 3 or 3.5 years.

***Memorandum of Understanding***  
***Washburn University School of Law***  
***Law Early Admission Program (LEAP)***  
***Partnership with Washburn University College of Arts and***  
***Sciences (WUCAS) for Early Law School Entry for***  
***Undergraduates***

**Statement of Program Mission:**

Washburn University School of Law [hereinafter “Washburn Law”] and WU College of Arts and Sciences University [hereinafter “WUCAS”] agree to offer the Washburn University *Law Early Admission Program (LEAP)* to academically talented and highly motivated undergraduate students at WUCAS. This program will allow WUCAS’s outstanding undergraduates early entry into law school by matriculating into Washburn Law after completing at least 91 credit hours of undergraduate study. The affiliation is structured to assist these students with their preparation for law school by exposing them to the skills necessary for the study of law, the qualities necessary for the successful practice of law, and the programming and curriculum available at Washburn Law. By pairing students early with law-faculty and attorney mentors, students will be prepared to serve their communities in a variety of roles in law firms, prosecutors’ offices, corporations, not-for-profit enterprises, and other professional legal environments.

**Program Objectives:**

Through participation in the *LEAP* partnership, students will be able to:

1. Reduce the number of years spent on their combined undergraduate and law education;
2. Lower the total cost of their undergraduate and law school education;
3. Enter the job market earlier;
4. Develop mentor/mentee relationships with Washburn Law faculty, staff and alumni while still undergraduates at WUCAS;
5. Participate in curricular and extracurricular activities jointly sponsored by Washburn Law and WUCAS that are designed to demonstrate the critical

thinking, legal analysis, technical writing, and oral communication skills and competencies essential to success in law school;

6. Appreciate the benefits of a career in the law and develop a better understanding of the range of career options through special events and activities offered to participants by Washburn Law; and
7. Comprehend the importance of honesty, integrity, and ethical behavior to the legal profession and become committed to the exercise of such values in their personal and professional endeavors.

### **Program Requirements & Processes:**

The WUCAS prelaw coordinator will identify candidates for LEAP when students matriculate as incoming freshmen, transfers, or as soon thereafter as possible and recommend a course of study that will satisfy the LEAP requirements in a timely fashion.

Students may participate in the program even if they do not decide on a prelaw course of study until a later date in their undergraduate education. However, as a practical matter, the program will be most feasible for undergraduate prelaw students who are identified early. Advance planning will be necessary to complete required coursework for undergraduate majors. Early and focused consultation with both the prelaw coordinator and the student's undergraduate academic advisor will facilitate timely fulfillment of the LEAP requirements and preparation for early enrollment at Washburn Law.

### **Student Scholarships**

Upon enrollment at Washburn Law, the student will be charged Washburn Law School's in-state tuition and fees for each year of enrollment. The law school agrees to provide to the student a full tuition scholarship for the first year of law school and a minimum tuition scholarship of \$5000 per year for years two and three of law study, contingent on successful academic progress. Following successful completion of the student's first year of study at Washburn Law, the student will apply to WUCAS to transfer up to 29 credits from Washburn Law to WUCAS to complete the Bachelor's degree. A student who earns fewer than 29 credits in the first and second semesters of law school will be permitted to earn the remaining credits needed to complete the Bachelor's degree through summer coursework at Washburn Law.

## Admission Requirements

*LEAP* is designed for highly qualified and exceptionally motivated students. The criteria are:

- 1) a high school grade-point average of 3.0 or higher on a 4.0 scale, **OR** an ACT score in the top quartile (28–36 ACT) or comparable SAT score. For current Washburn or transfer students with at least 15 or more undergraduate credit hours the requirement is an undergraduate GPA of 3.0; and
- 2) application to and acceptance by the *LEAP* admission committee, chaired by the WUCAS *LEAP* coordinator.

Once the WUCAS prelaw coordinator accepts a candidate into *LEAP*, the candidate will be identified to the Washburn University School of Law Associate Dean for Centers and External Programs. Washburn Law will then assign the WUCAS student a law-school faculty advisor and a mentor from the local bench or bar, both of whom will assist the WUCAS student in their preparation for law school and a career in the law. The WUCAS student will also have the support of an academic advisor at WUCAS and the prelaw coordinator at WUCAS.

*LEAP Completion Requirements:* WUCAS students accepted into *LEAP* must:

1. maintain a 3.0 undergraduate GPA,
2. take the LSAT as administered by the Law School Admission Council (LSAC);
3. complete a free application to Washburn Law by the deadlines for the semester of intended enrollment, and
4. ***earn admission to Washburn Law as determined by its admission requirements and process***, including the mandated character and fitness review that is necessary for admission to both law school and the bar.

Additionally, *LEAP* students must have completed:

5. any WUCAS specific course requirements for their major;
6. all of the WUCAS requirements for their general education program;
7. university core requirements; and
7. enough total undergraduate credit hours so that the credits earned at Washburn Law will be sufficient to complete the WUCAS Bachelor's degree. For example, a *LEAP* WUCAS student who needs 120 credit hours to earn the Bachelor's degree would need to have accumulated at least 91 credit hours by the



end of the third undergraduate year so that the 29 credit hours completed during the first year at Washburn Law would total the hours necessary to earn the WUCAS Bachelor's degree.

WUCAS agrees to accept law school credit hours as coursework toward both the total credit hour requirement for the Bachelor's degree and the required credit hours of upper-division coursework. In some undergraduate majors, law school credit may count toward the major or minor requirements. In some undergraduate majors, law school credit may count toward the major or minor requirements as determined by the department.

Upon WUCAS's receipt of official transcripts evidencing the completion of the law school credit hours necessary for completion of the undergraduate degree, the Office of the Registrar for WUCAS will conduct the remaining steps necessary for the student to be awarded the Bachelor's degree and diploma, and will forward an official transcript to the Washburn Law registrar for inclusion in the law student's academic record.

If there are insufficient credit hours completed at Washburn Law after the first and second semester of law school, students have the option of completing the undergraduate degree program at WUCAS or using subsequently earned law credits to complete the undergraduate degree.

In coordination with WUCAS's prelaw coordinator, Washburn Law faculty and staff will develop and sponsor events and activities designed to achieve the objectives set forth in this Memorandum.

*Program Assessment:* Washburn Law and WUCAS agree to share information so that each unit can assess the effectiveness of this program. Data related to the program such as program enrollment, law school enrollment through the program, law school completion, and employment outcomes will be provided annually with a formal assessment report on a five-year cycle.

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Dr. Laura A. Stephenson  
Dean  
WU College of Arts and Sciences

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Carla D. Pratt  
Dean  
Washburn University School of Law

_____ Date	_____ Date
_____ Dr. JuliAnn Mazachek	_____
Vice President for Academic Affairs, Washburn University	
_____ Date	

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**\* Washburn Law's First Year Courses – Total 29 Credit Hours:**

Fall Semester: The Law of Torts (4), Criminal Law (3), The Law of Property (4), Legal Analysis, Research, and Writing I (3) – Total of 14 Credit Hours.

Spring Semester: Constitutional Law I (4), Contract Law (4), Civil Procedure (4), Legal Analysis, Research, and Writing II (3) – Total of 15 Credit Hours.

Note that January enrollees take Legal Analysis, Research, and Writing I (LARW I) in the spring semester and LARW II during the following fall semester.

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Mary Sundal</u>	<u>Approve</u>	<u>2020-01-24</u>
<b>Division</b>	<u>Mary Sundal</u>	<u>Approve</u>	<u>2020-02-04</u>
<b>Dept. of Educ.</b>	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-02-05</u>
<b>Curriculum Committee</b>	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-02-25</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	_____	_____	_____

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

African American and African Diaspora Studies Minor Program (CIP: 05.02)

2. Rationale for offering this program.

A new minor program in AAADS will provide a needed opportunity to revise, modernize, and diversify the curriculum at Washburn. It will help attract students and faculty members of color to the University; promote inclusion of existing students and faculty of color; and allow participating students from all backgrounds to hone skills in cultural fluency, which is repeatedly one of the top 5 skills that employers surveyed by the National Association of College Employers (NACE) say they look for in hiring undergraduates. Minors in AAADS will gain an interdisciplinary view of the world that is grounded in the perspective of Africa and the African diaspora. They will come to understand the forces that influence and impact the lives of people of African descent in the United States and beyond.

Washburn's curriculum and level of faculty expertise already supports the creation of this minor program but, as stated above, it is anticipated that the existence of the program will help to further diversify the curriculum and attract a more diverse faculty and student body. In these ways, the minor will help Washburn to live up to its core value inclusion.

The initial director of the program will be Dr. Mary Sundal, an Africanist scholar. Dr. Sundal earned a graduate certificate in African Studies from the University of Kansas, is a member of the African Studies Association, published multiple peer-reviewed articles on the pastoral peoples of Uganda, and currently has a book project focusing on African indigenous healers. As additional faculty members of color with expertise in African American and African Diaspora Studies join the faculty at Washburn, it will be important to revisit the appointment of this position.

The Social Sciences Division will be the home for this proposed minor; however, it will need to be

highly interdisciplinary in order to be academically robust. Faculty members and departments from across the University are encouraged to cross-list courses with the program and/or offer courses that could count toward the fulfillment of the minor program.

### 3. Exact proposed catalog description.

#### African American and African Diaspora Studies

##### Mission:

African American and African Diaspora Studies (AAADS) is an interdisciplinary program that examines the societies and cultures of people of African descent around the globe. This includes the ideas, institutions, and practices that African Americans and people throughout the African diaspora have used to survive and shape the modern world. The mission and learning objectives of the program are rooted in critical race theory-in particular, the premise that the construction of race and ethnicity is inextricably linked to systems of power and privilege-and thus an ability to analyze how concepts of race and ethnicity both influence and are influenced by social, historical, and cultural processes is essential to the pursuit of social justice. AAADS aims to help students cultivate this ability, preparing them to contribute to the creation of a more socially just world through their professional and civic endeavors.

##### Student Learning Outcomes:

Upon completion of the AAADS minor, students will be able to:

1. Describe the history of the African diaspora and the continued impact of colonialism, global slave trade, and segregation/apartheid on African Americans and other African diasporic communities.
2. Analyze the social construction of race and ethnicity and how their intersections with class, gender, and other factors affect African Americans and other African diasporic individuals and communities.
3. Apply interdisciplinary methods and theories appropriate to African American and African Diaspora Studies.
4. Demonstrate social justice praxis informed by critical race theory.

##### Study Plan:

To obtain the optional minor in African American and African Diaspora Studies (AAADS), a student must complete at least 15 hours of designated AAADS coursework, including both required and elective courses. Electives must be taken in at least two disciplines, and at least 6 hours of electives must be at the upper-division level. These courses should include XX 200: Introduction to Critical Race and Ethnic Studies. The minor will be supervised by the director of the AAADS program or a member of the AAADS advisory board. Students may complete the minor two ways. They may a) submit a study plan consisting of coursework formally identified as counting toward the AAADS minor, or b) they may develop a study plan to request alternate coursework be accepted toward the minor. The minor plans will be reviewed by the director of the program and advisory board to ensure the program learning outcomes are met. Students wishing to complete the minor must submit their study plan for approval before completing coursework in the minor.

##### Required Courses:

- XX 200: Introduction to Critical Race and Ethnic Studies

- One of the following courses: HI 328 African American History; HI 329 the Civil Rights Movement; HI 370 Modern Africa; OR AN 317: Peoples and Cultures of Africa

Electives that may count toward the minor include, but are not limited to:

- AN 317: Peoples and Cultures of Africa
- AR 309: Arts of Africa
- HI 328: African American History
- HI 329: The Civil Rights Movement
- HI 370: Modern Africa
- HS 450/HS 650: Multicultural Issues
- MM 360: Minorities and the Media
- PY 395: Psychology of Social Power
- SO 207: Race and Ethnic Relations
- Approved directed readings or independent studies

Please note that, while the classes above all require prerequisites, these prerequisites will be waived for students pursuing this minor program.

4. List any financial implications.

None.

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

Other CAS departments will be positively affected as their course offerings will count toward the fulfillment of this minor program. The Department of Human Services will also be positively affected because one of their existing courses (HS450/HS650) will also count toward this program. In the future, additional courses in schools outside of CAS may offer courses that could count toward the minor as well.



**Washburn University**  
College of Arts & Sciences - Course Approval System

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Course Information Form

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Course Title: **Introduction to Critical Race and Ethnic Studies**

Department: **CAS**

Division: **Social Sciences**

Course Level: **Undergraduate**

Prefix: **XX** Course Number: **200**

Effective Semester: **Fall**

Effective Year: **2020**

Credits: **3**

**Course Catalog Description (include prerequisites)**

This course provides students with foundational knowledge of Critical Race Theory as a lens to understand race and ethnicity as socially, culturally, and historically constructed realities that sustain unequal distribution of political and socioeconomic power and inform constructions of identity and community. Students will gain skills to work toward an anti-racist and socially just society.

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

None

Restrictions? **None**

Course offered? **Every three or four semesters**

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 will provide foundational knowledge of Critical Race Theory. It will be required of students minoring in the proposed African American and African Diaspora Studies minor program. It will also appeal to a broad range of students interested in studying and combating systemic racism and discrimination.

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?

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.

**XX 200: Introduction to Critical Race and Ethnic Studies Syllabus Draft**

### Course Description

This course provides students with foundational knowledge of Critical Race Theory as a lens to understand race and ethnicity as socially, culturally, and historically constructed realities that sustain unequal distribution of political and socioeconomic power and inform constructions of identity and community. Students will gain skills to work toward an anti-racist and socially just society.

### Course Objectives

Upon successfully completing this course, students will be able to:

- **CONTEXT:** Explain race and ethnicity as socially, culturally, and historically constructed realities that sustain unequal distributions of political and socioeconomic power and inform constructions of identity and community. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.
- **THEORY:** Analyze social structures using Critical Race Theory and its central tenets and recognize their implications. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.
- **METHODS:** Apply diverse methods of inquiry to understand race and ethnicity, focusing on our local community. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.
- **COMMUNICATION:** Articulate through critical thinking, writing, and public speaking how power relations result from the cultural and institutional productions of race, ethnicity, and/or indigeneity
- **PRAXIS:** Demonstrate social justice praxis informed by critical race theory. This course objective fulfills the Global Citizenship, Ethics, and Diversity USLO.

### General Education

Introduction to Critical Race and Ethnic Studies provides three credit hours toward satisfying the General Education Student Learning Outcome (SLO) of Global Citizenship, Ethics, and Diversity. This SLO carries the following description:

"the broad understanding of peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures, and a commitment to finding solutions to problems that can affect the world."

Approximately 30% of your grade will be derived from writing assignments and projects designed to evaluate your learning in this area. In addition to the General Education component, Introduction to Critical Race and Ethnic Studies serves as a foundational course for the African American and African Diaspora Studies minor.

### Textbooks

- Delgado, R., & Stefancic, J. (2017). *Critical race theory: An introduction*. NYU Press.
- Bonilla-Silva, E. (2017). *Racism without racists: Color-blind racism and the persistence of racial inequality in America*
- Additional readings, videos, images, audio, and other sources will be available on D2L.

You will be expected to engage in reading, listening to and watching a variety of material throughout the course which will form the basis of course discussions. In addition to the assigned texts, readings may take the form of journal articles, governmental reports, media reports, book chapters, stories from periodicals, films, music, art, etc. There may also be assignments where you will need to watch a news or documentary video or listen to a podcast. These assigned materials will be provided to you as documents posted to the course page and/or as links to internet sources in D2L.

Please note that you will be expected to read, listen to or watch the assigned material prior to the class for which it is assigned. It is important to do so as this material will provide the foundation for class discussions and assist you in completing future writing assignments. As you read, listen to, or watch the assigned material, you should look for the primary themes, facts versus opinions, point of view the author or producer is coming from, and what questions are left unanswered.

### Assignments

Preparation for and Participation in Class 100 points

Racial Autobiography 50 points

Reflection Papers 100 points (4 @ 25 points)

Case Study Papers 250 points (1 @ 100 points and 1 @ 150 points)

The Power of a Single-Story Project 200 points

Praxis Paper 300 points

### Preparation and Participation

This course emphasizes discussion and is intended to advance understanding and prompt critical analyses of the topics being covered. Students should expect to read the assigned material carefully and be ready to engage in a discussion related to those readings with your peers and instructors in class. The quality of your answers to questions posed in class and contributions to the discussions will be more important than the quantity. Questions and comments that challenge the claims of the authors we read, or the instructors' interpretation and analysis of the readings, are welcome; we look forward to learning new things and new perspectives on the topics from you too. We do not expect mastery of the readings prior to our discussions; questions of understanding often benefit the entire class. Some of the readings may be difficult, but the course is intended for beginners to the subject matter. The discussion that occurs during class should not only increase your understanding of the material but cause you to think about it from another perspective that you may not have considered. For each 20+ minutes of class you miss, or if you are unable to contribute to the discussion in a thoughtful way that demonstrates that you read the material, or if you do not appear actively engaged in listening to your instructors or peers, you will lose points from your grade. We take class seriously, not only for what you learn but because you contribute to our collective learning by offering good comments and probing questions.

With regard to the way in which discussion is to take place, we employ the Paideia method proposed by Mortimer Adler. This method includes the following ideas:

1. The subject matter should permit discussion. While there will be material that will provide you with facts and research on the topic, there will also be material that presents ideas, beliefs, and/or interpretations of the topic. There will often be more material assigned for the day than it will be possible to incorporate fully into the discussion. However, this also means that you as a student share responsibility with the instructors as to the direction of the discussion. In other words, you help decide which points are most profitable to explore more deeply.

2. The goals of education are to acquire knowledge; to develop intellectual skills such as listening, writing, speaking, problem solving and critical thinking; and to increase the understanding of ideas, values and issues. With this in mind, the goal of discussions should be to gain the essence of the topic and its complexity. It is not about debate or winning an argument. You should be talking to, not at, your classmates, which means that listening and processing what you hear is just as important of a skill as talking. Everyone has something to contribute so please also be mindful not to dominate the conversation.

3. Do not take things for granted or at face value. It is okay to question what is being presented. Recognize when you are getting angry or your emotions are getting the best of you. At times, the material or something a peer says in class may cause you to have a reaction that is not conducive to the learning process. If you feel yourself getting frustrated or angry, please stop, take a deep breath, and think about how you can phrase your objection in a way that does not attack or humiliate the other student before speaking. Adding fuel to the fire by reacting emotionally tends to result in others shutting down rather than allowing them to open themselves up to considering other points of view and gaining a broader understanding

#### Racial Autobiography

Students will explore the extent that race impacts their own lives through the production of a racial autobiography. On D2L and handed out in class there are a list of questions meant to encourage you to think more deeply about your own conceptions of race and where they come from. Then, you will write an autobiographical essay where you share your reflections. Complete instructions for the racial autobiography can be found on D2L along with a grading rubric.

#### Reflection Papers (x4)

Students will complete four short reflection papers about course readings, films, and other content. These are meant to help you focus your thoughts and reflect critically on your own understanding of race and ethnicity. Complete instructions for the reflection papers can be found on D2L along with a grading rubric.

#### Case Study Papers (x2)

In class, we will explore two case studies related to race and ethnicity in the United States. From these case studies, students will write papers that utilize Critical Race Theory (CRT) to provide analysis and insight into the case studies. Complete instructions for the papers can be found on D2L along with a grading rubric.

#### The Power of a Single-Story Project

Students will complete a project (individually or in small groups) whereby they create a public work that explores, celebrates, honors and respects the story of an individual's lived experience as it relates to the course. These projects can take many forms from writing obituaries of famous people left out of history to creating digital stories or short films celebrating local people of color. You will share your story in a presentation. Examples of types of projects and detailed instructions as to the parameters of the project and a grading rubric can be found on D2L.

#### Praxis Paper

Over the course of the semester, students will develop a praxis paper on a topic related to the course. Unlike many papers you will write during your university experience, this is not a one-and-done paper. Rather, it is broken into several parts that culminate in a final, fully developed paper. Specific instructions for each part can be found in the Praxis Paper folder on our course page in D2L.

#### Course Calendar

##### WK Date Topic Readings Films Assignments

1

Introductions, overview of the course, expectations setting CRT Ch. 1

2

Racial Formations (p)Reflection 1

3

CRT Foundations and Tenets CRT Ch. 2 Racial Autbio.

4

CASE STUDY 1 Welcome to Shelbyville

5

Race as Imagined Biology Race: Pwr of an Illsn, Ep. 1

6

Race in American History RWR Ch. 1-2 Race: Pwr of an Illsn, Ep. 2 Case Study 2

7

Storytelling and Counter Storytelling CRT Ch. 3 Reflection 2

8

Intersectionality, Anti-Essentialism, and "Offshoots" of CRT CRT Ch. 4

9

"Offshoots" and Intersectionality CRT Ch. 5 Reflection 3

10

CASE STUDY 2 Dark Girls

11 Colorblindness and Other Myths of "Post-Racial" Society RWR 3-4 Race: Pwr of an Illsn, Ep. 3

12

RWR 5-6 Case Study 2



13

Critiques of CRT CRT Ch. 6 Reflection 4

14

No Class. Thanksgiving/Spring Break

15

Where we are: CRT speaking to the current moment, Hope, and Moving Forward CRT Ch. 7 Single Story

16

CRT Praxis, Hope, and Moving Forward Single Story

17

Praxis Paper Presentations Praxis Papers

Intro to Critical Race and Ethnic Studies Course Assessment Plan

General Education SLOs

As a General Education course, Introduction to Critical Race and Ethnic Studies emphasizes learning in the area of Global Citizenship, Ethics, and Diversity.

Global Citizenship refers to the broad understanding of peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global Citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures, and a commitment to finding solutions to problems that can affect the world.

The Introduction to Critical Race Studies student learning outcomes are:

1. CONTEXT: Explain race and ethnicity as a socially, culturally, and historically constructed reality that sustains unequal distribution of political and socioeconomic power and informs constructions of identity and community
2. THEORY: Analyze social structures using Critical Race Theory and its central tenets and recognize their implications
3. METHODS: Apply diverse methods of inquiry to understand race and ethnicity.
4. COMMUNICATION: Articulate through critical thinking, writing, and public speaking how power relations result from the cultural and institutional productions of race, ethnicity, and/or indigeneity
5. PRAXIS: Demonstrate social justice praxis informed by critical race theory

Outcomes one, two, three, and five are connected to and assessed as part of the Global Citizenship, Ethics, and Diversity General Education SLO.

Assessing Student Learning in Introduction to Critical Race and Ethnic Studies

SLO 1 (Context) asks students to articulate the social, cultural, and historical aspects of race and ethnicity, how those structures sustain an unequal distribution of political and socioeconomic power, and how they inform constructions of identity and community. SLO 2 (Theory) asks students to apply critical race theory and draw out implications. SLO 3 (Methods) asks students to, at an introductory level, use appropriate methodological tools to understand race and ethnicity. Students will be tasked with two assignments to demonstrate mastery of the three learning outcomes.

First, students will complete two case study analysis papers where they will apply what they have learned about context and theory to analyze a visual or written case study. To successfully complete each case study analysis paper, students will need to draw from their understanding of context (SLO1) and theory (SLO2). Each paper is worth 12.5% of the students' course grade or 25% collectively. A grading rubric is included as Appendix A.

Second, students will engage in a praxis paper where they must synthesize their contextual (SLO1); theoretical (SLO2); methodological (SLO3) knowledge and demonstrate social justice praxis informed by critical race theory (SLO5). This paper is broken into various "chunks" (worth 30% of the student's course grade) but only the final piece will be assessed for gen ed. The final portion is worth 10% of the student's course grade. A grading rubric is included as Appendix B.

Students' SLO scores will be determined as follows:

- SLO1 (Context): 30% of Case Study 1; 30% of Case Study 2; 40% of praxis paper
- SLO2 (Theory): 30% of Case Study 1; 30% of Case Study 2; 40% of praxis paper
- SLO3 (Methods): 100% of praxis paper
- SLO5 (Praxis): 100% of praxis paper

Scores and Reporting

The following scale will be used to articulate between assignment score (as percentage) and Gen Ed reporting:

Advanced Target Developing Beginning\* Not Observed

90-100% 75-89% 65-74% 60-64% 0-59%

\* Beginning category may include students scoring below 60% at instructor's discretion

## Appendix A: Grading Rubric for Case Study Papers

## Criteria Advanced Target Developing Beginning

## Introduction and Thesis Statement

(20 points) Introduction skillfully tells the reader the purpose of the essay and provides context. Includes a clear thesis statement. Introduction is present and includes a thesis statement but could be further developed and strengthened. An introduction is present but is weak and/or lacks a clear thesis statement. Essay lacks an introduction.

## Application of Context

(25 points) Skillfully applies contextualizing information to case study. Provides specific evidence from case study and other course examples to support claims. Applies contextualizing information to case study. Provides general evidence from case study and other course examples to support claims. Applies contextualizing information to case study in a surface way. Provides only very general evidence to support claims. Does not apply contextualizing information to case study. Does not provide appropriate evidence to support claims.

## Application of Theory

(25 points) Skillfully applies CRT to case study. Provides specific evidence from case study and other course examples to support claims. Applies CRT to case study. Provides general evidence from case study and other course examples to support claims. Applies CRT to case study in a surface way. Provides only very general evidence to support claims. Does not apply CRT to case study. Does not provide evidence to support claims.

## Conclusion

(10 points) Essay includes a compelling conclusion that restates thesis and articulates its significance. Essay includes a conclusion that restates thesis and articulates its significance. Essay includes a conclusion, but it is basic or weak. Essay lacks a conclusion.

## In-text Citations

(10 points) Essay consistently utilizes required citation format with no errors throughout. Essay utilizes required citation format with minimal errors throughout. Essay utilizes required citation format with several errors throughout. Essay does not utilize required citation format.

## Structure and Organization

(5 points) Information is very organized with well-constructed paragraphs and subheadings where appropriate. Information is organized with well-constructed paragraphs. Information is organized, but paragraphs are not well constructed. Information is disorganized. A clear structure is needed.

Style, Spelling, Grammar, and Mechanics (5 points) No grammatical, spelling or punctuation errors. Style and voice are effective. Almost no grammatical, spelling, or mechanical errors. Style and voice are consistent with a scholarly paper. Several grammatical, spelling, or mechanical errors. Style and voice could be further polished. Many grammatical, spelling, or mechanical errors. Style and voice are inconsistent with a scholarly paper.

## Appendix B: Grading Rubric for Final Praxis Paper

## Criteria Advanced Target Developing Beginning

## Introduction (w/ Thesis Statement and problem statement)

(10 points) Introduction skillfully tells the reader the purpose of the essay and provides problem/context. Includes a clear thesis statement. Introduction is present and includes a thesis statement and problem/context statement but could be further developed and strengthened. An introduction is present but is weak and/or lacks a clear thesis statement and/or problem/context statement. Essay lacks an introduction.

## Application of Context and Theory

(20 points) Skillfully applies contextualizing information and theory. Provides specific evidence to support claims. Applies contextualizing information and theory. Provides general evidence to support claims. Applies contextualizing information and theory in a surface way. Provides only very general evidence to support claims. Does not apply contextualizing information and theory. Does not provide appropriate evidence to support claims.

Application of Methodology (10 points) Skillfully uses appropriate methodology as part of plan. Uses appropriate methodology as part of plan. Uses appropriate methodology as part of plan, but needs further development.

Does not use appropriate methodology as part of plan.

## Action Plan and Outcomes

(20 points) Includes a well thought out and detailed action plan with realistic outcomes. Includes a reasonable action plan and outcomes. Includes an action plan and outcomes, but these need to be more fully developed. Does not provide a reasonable action plan and outcomes.

## Conclusion

(10 points) Essay includes a compelling conclusion that restates thesis and articulates its significance. Essay includes a conclusion that restates thesis and articulates its significance. Essay includes a conclusion, but it is basic or weak. Essay lacks a conclusion.

## In-text Citations and Works Cited

(10 points) Essay utilizes Chicago author-date citation format with no errors throughout. An error free works cited page is included. Essay utilizes Chicago author-date citation format with minimal errors throughout. An almost error-free works cited page is included. Essay utilizes Chicago author-date citation format with several errors throughout. A works cited page is included, but there are many errors. Author does not employ Chicago author-date citation format or are missing a works-cited page.

## Structure and Organization

(5 points) Information is very organized with well-constructed paragraphs and subheadings where appropriate. Information is organized with well-constructed paragraphs. Information is organized, but paragraphs are not well constructed. Information is disorganized. A clear structure is needed.

Style, Spelling, Grammar, and Mechanics (5 points) No grammatical, spelling or punctuation errors. Style and voice are effective.

Almost no grammatical, spelling, or mechanical errors. Style and voice are consistent with a scholarly paper. Several grammatical, spelling, or mechanical errors. Style and voice could be further polished.

Many grammatical, spelling, or mechanical errors. Style and voice are inconsistent with a scholarly paper.

Presentation

(10 points) Student presents a well-polished, professional praxis presentation Student presents a polished praxis presentation Student presents a praxis presentation that could use additional polish Student does not present their praxis project.

Additional comments:

Introduction to Critical Race and Ethnic Studies is proposed as a General Education Social Science division course and, as such, is likely to attract a wide-range of students. In addition, the course would be required for the African American and African Diaspora Studies minor (pending approval of the AAADS minor program).

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

Initiator's E-mail Address: [mary.sundal@washburn.edu](mailto:mary.sundal@washburn.edu)

Submitted for Approval

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Kelly Erby</u>	<u>Approve</u>	<u>2020-02-19</u>
<b>Division</b>	<u>Danielle Head</u>	<u>Approve</u>	<u>2020-02-20</u>
<b>Dept. of Educ.</b>	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2020-02-20</u>
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-02-20</u>
<b>Curriculum Committee</b>	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-02-25</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	_____	_____	_____

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

Museum and Curatorial Studies Minor (CIP: 30.14)

2. Rationale for offering this program.

In 2019, the Mulvane Art Museum officially became part of the College of Arts and Sciences (CAS) at Washburn University. This change in organizational structure presents new opportunities for enhanced collaboration between the Mulvane and CAS departments and disciplines. In particular, the creation of a minor program in Museum and Curatorial Studies will enrich the learning and career opportunities for students in a broad range of majors including but not limited to: art, biology, anthropology, history, mass media, music, and public administration. For students in these and other fields, the addition of an interdisciplinary course of study in Museum and Curatorial Studies will allow them to further hone their skills of interpretation and analysis as well as obtain greater access to professional opportunities in the world of museums, libraries, and cultural programs. Labor statistics suggest that the market for Museum and Curatorial Studies professionals is expanding. This program will better position Washburn students to take advantage of these positions.

3. Exact proposed catalog description.

Museum and Curatorial Studies

Mission:

Museum and Curatorial Studies is an interdisciplinary program that examines the practices associated with the collection, analysis, and exhibition of art, artifacts, specimens, and

interpretive displays for the purpose of preservation, interpretation, and public engagement. It also considers the practices associated with the governance, administration, and responsible fiscal management within the professional world of museums and other collection and exhibition spaces. Finally, the field of museum studies seeks to understand the dynamic role museums, galleries, and collecting play in history and culture.

#### Student Learning Outcomes:

Upon completion of the Museum and Curatorial Studies minor, students will be able to:

1. Demonstrate understanding of approaches to work performed in museums and galleries including operations, collections management, interpretation, exhibition, and museum education.
2. Analyze the role of public exhibitions in culture, for example, as institutions embedded in historical contexts and as sites of cultural production.
3. Apply interdisciplinary methods and theories appropriate to the various aspects of museum and curatorial studies to an aspect of museum work that could include operation, collections management, interpretation, exhibition, or museum education.

#### Study Plan:

To obtain the optional minor in Museum and Curatorial Studies, a student must complete at least 18 hours of designated Museum and Curatorial Studies coursework, including both required and elective courses. Required courses include XX 200: Introduction to Museum and Curatorial Studies, XX 313/AR 313: Museums and Materials, and XX 400: Capstone in Museum and Curatorial Studies. Students will work with the director of the Museum and Curatorial Studies to create a study plan of 9 additional credit hours in elective courses that satisfy the program's learning outcomes and complement a student's major area and interests. These electives must be taken in at least two disciplines, and at least 6 hours of electives must be at the upper-division level. This study plan must be approved before a student completes coursework in the minor program.

#### Required Courses:

- XX 200 Introduction to Museum and Curatorial Studies
- XX 313/AR 313 Museums and Materials
- XX 400 Capstone in Museum and Curatorial Studies

#### 4. List any financial implications.

None

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

Yes. Other CAS departments will be positively affected, as their course offerings will count toward the fulfillment of this minor program and this could increase their enrollments. In addition, the availability of this program will enhance other existing programs by providing their students' greater access to professional opportunities in the world of museums, galleries, libraries, and cultural programs.



**Washburn University**  
College of Arts & Sciences - Course Approval System

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Course Information Form

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Course Title: **Capstone in Museum and Curatorial Studies**

Department: **Art**                      Division: **Creative & Performing Arts**

Course Level: **Undergraduate**                      Prefix: **XX**      Course Number: **400**

Effective Semester: **Fall**                      Effective Year: **2020**                      Credits: **3**

**Course Catalog Description** *(include prerequisites)*

The Museum and Curatorial Studies Capstone prepares students to successfully plan and complete a project related to their professional interests in Museum and Curatorial Studies. Capstone projects may include an analysis of an issue topic related in areas ranging from collections or curatorial management to education to administration. Prerequisites: Introduction to Museum and Curatorial Studies, AR 313, and at least 12 hours of credit in the Museum and Curatorial Studies minor or permission of the director of the Museum and Curatorial Studies program.

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

Introduction to Museum and Curatorial Studies, AR 313, and at least 12 hours of credit from courses approved for the Museum and Curatorial Studies minor or permission of the director of the Museum and Curatorial Studies program.

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 will provide a capstone experience in the interdisciplinary field of museum and curatorial studies. It will be required of students minoring in the new proposed Museum and Curatorial Studies program and provide students an opportunity to apply their knowledge.

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

If 'Yes', which major(s)?

But it will be required as part of a new proposed minor program in museum and curatorial studies.

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.

XX 400

Capstone in Museum and Curatorial Studies

The Museum and Curatorial Studies Capstone provides students with preparation for and opportunity to complete a project related to their professional interests in Museum and Curatorial Studies. Capstone projects may include an analysis of a museum-studies issue in areas ranging from collections or curatorial management to education to administration.

With the help of the Museum and Curatorial Studies director, students will pursue a theme developed in the core interdisciplinary program and/or individualized study program. By the end of the second week of the semester in which a student is enrolled in the capstone project, they must submit a written proposal. At that point, the project is submitted to a capstone committee for review and approval. The expectation is a research paper or an approved equivalent. Students are encouraged to develop creative alternatives that might include a curatorial project or media production. Regardless of the form the project takes, it must reflect an in-depth understanding of a specific theme and demonstrate the interdisciplinary nature of curatorial interpretation and analysis.

Readings, writings, and assessment measures to be determined on an individual basis.

Additional comments:

We will apply for a unique course prefix for this program and course.

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

Initiator's E-mail Address: [kelly.erby@washburn.edu](mailto:kelly.erby@washburn.edu)

Submitted for Approval



**Washburn University**  
College of Arts & Sciences - Course Approval System

## Course Information Form

### Course Title: Introduction to Museum and Curatorial Studies

Department: Art                      Division: Creative & Performing Arts

Course Level: Undergraduate                      Prefix: XX      Course Number: 200

Effective Semester: Fall                      Effective Year: 2020                      Credits: 3

#### Course Catalog Description *(include prerequisites)*

Museums, collections, and exhibition spaces: why do we have them and what are their functions in society? What sort of institutions fall under the definition of a museum? What does it mean to work in a museum, a gallery, a private collection, or to serve in a curatorial role? This class will explore the history of museums and exhibition spaces and current debates about these institutions, including mission and vision statements, roles and organizational structure, architecture and facilities management, and legal and ethical issues. Lectures, readings, and assignments will encompass interdisciplinary ideas and establish for students the capabilities required of a curatorial professional—from the practical skills needed to operate a museum or gallery to theories on the societal role of museums and other exhibition spaces. Students will learn through lecture, discussion, in-class activities, reading, writing assignments, museum visits, and guest speakers.

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

None

Restrictions? None                      Course offered? Every three or four semesters

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 will provide foundational knowledge in the interdisciplinary field of museum and curatorial studies. It will be required of students minoring in the new proposed Museum and Curatorial Studies minor program.

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

If 'Yes', which major(s)?

It will be required of the proposed minor program in museum and curatorial studies

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.

XX 200

Introduction to Museum & Cultural Studies

Museums, collections, and exhibition spaces: why do we have them and what are their functions in society? What sort of institutions fall under the definition of a museum? What does it mean to work in a museum, a gallery, a private collection, or to serve in a curatorial role? This class will explore the history of museums and exhibition spaces and current debates about these institutions, including mission and vision statements, roles and organizational structure, architecture and facilities management, and legal and ethical issues. Lectures, readings, and assignments will encompass interdisciplinary ideas and establish for students the capabilities required of a curatorial professional—from the practical skills needed to operate a museum or gallery to theories on the societal role of museums and other exhibition spaces. Students will learn through lecture, discussion, in-class activities, reading, writing assignments, museum visits, and guest speakers.

#### COURSE INFORMATION

Credit hours: 3

Required Book: FOUNDATIONS OF MUSEUM STUDIES: EVOLVING SYSTEMS OF KNOWLEDGE

Readings excerpts from several books, including:

- Weil, Stephen E. *A Cabinet of Curiosities: Inquiries into Museums and Their Prospects*, (Washington: Smithsonian Institution Press), 1995
- AAM *Mastering Civic Engagement: A Challenge to Museums*, (Washington: American Association of Museums), 2002
- Gurian, Elaine Heumann *Civilizing the Museum: The Collected Writings of Elaine Heumann Gurian*, (New York: Routledge), 2006
- Duncan, Carol *Civilizing Rituals: Inside Public Art Museums* (New York: Routledge), 2010
- Hein, Hilda S. *The Museum In Transition: A Philosophical Perspective* (Washington: Smithsonian Institution Press), 2000
- Carbonell, Bettin Mesias, ed. *Museum Studies: An Anthology of Contests* (Oxford: Blackwell Press) 2004

Websites:

- AAM American Alliance of Museums: <http://www.aam-us.org/>
- ICOM International Council of Museums: <http://icom.museum/>
- MPMA Mountain Plains Museum Association: <http://www.mpma.net/>
- International Coalition of Sites of Conscience: <http://www.sitesofconscience.org/>

Course Description: Museums, collections, and exhibition spaces: why do we have them and what are their functions in society? What sort of institutions fall under the definition of a museum? What does it mean to work in a museum, a gallery, a private collection, or to serve in a curatorial role? This class will explore the history of museums and exhibition spaces and current debates about these institutions, including mission and vision statements, roles and organizational structure, architecture and facilities management, and legal and ethical issues. Lectures, readings, and assignments will encompass interdisciplinary ideas and establish for students the capabilities required of a curatorial professional—from the practical skills needed to operate a museum or gallery to theories on the societal role of museums and other exhibition spaces. Students will learn through lecture, discussion, in-class activities, reading, writing assignments, museum visits, and guest speakers.

At the end of the course students should be able to:

- Demonstrate an understanding of exhibition history, the kinds of museum and cultural programs in operations, and their professional organizations
- Debate ethical issues within museum and curatorial practices
- Discuss critically, in written and verbal form, current issues in the philosophy of museum and curatorial studies,

including institutional missions, representations of the past, interpretations of cultural objects and the role of museums and other exhibition spaces in society

- Conduct research, review, and develop a critical assessment over an issue or topic in the field of museum and curatorial studies and present that research in written form and as a PPT-supported oral presentation
- Work collaboratively with others in team-based learning and problem solving
- Articulate why museum and curatorial spaces matter
- Critically discuss their goals and aspirations as a museum and curatorial professional

Course Requirement:

- Complete assigned readings and web site visits
- Attend regularly and participate actively in discussions, presentations, and exercise
- Write 2 essays (600-700 words each)
- Research and write a formal paper (1200 – 1800 words)
- Present research in a PPT presentation (10 to 15 min)
- Complete Midterm
- Complete Final

Course Evaluation: attainment of course learning objectives is assessed through the work students produce in the following individual and collaborative projects. Grades will be based on a student's total score out of a possible 100 point weighted in the following manner.

Participation in presentations, discussion 20 pts.

Essays (2 @ 10 points) 10 pts.

Project/Research (total 30 points) 15 pts.

Presentation 15 pts.

Midterm 15 pts.

Final 25 pts

(Unexcused absences will reduce total possible points 2pts for each occurrence)

Additional comments:

We will seek a unique course prefix for this course as opposed to using AR

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

Initiator's E-mail Address: [kelly.erby@washburn.edu](mailto:kelly.erby@washburn.edu)

# COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

	Chair's Signature	Recommendation		Review Date
Department	<u>Miguel Gonzalez-Abellas</u>	<u>Approve</u>		<u>2019-02-21</u>
Division	_____	_____		_____
Dept. of Educ.	<u>N/A</u>	_____		_____
<small>(If relates to teacher certification program.)</small>				
Dean	<u>Laura Stephenson</u>	<u>Approve</u>		_____
Curriculum Committee	<u>Kerry Wynn</u>	<u>Approve</u>		<u>2020-02-25</u>
Accepted by CFC	_____	_____		_____
CAS Faculty	_____	_____		_____

<b>Approved By:</b>	<b>Faculty Senate</b> _____	<b>University Faculty</b> _____	<b>WU Board of Regents</b> _____
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Program: Bachelor of Arts in German (CIP: )

1. Reason for this program deletion?

Low enrollment in German courses, along with the low number of majors and minors does not justify hiring a full time faculty member to continue the program. Most majors in German are graduating this semester (spring 2019) and we are not admitting new majors in German.

2. Complete description.

3. Is the program being deleted from the catalog being replaced with another program? No

If so, please explain.

Unfortunately, the answer is no. Modern Languages continues but with only two programs now, French and Spanish. No new language program is being added.

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

Not really. However, students looking to fulfill the language requirement for the BA can continue to take German classes, since we plan to keep the first year offering (GE101 and GE102). Obviously, they can fulfill the language requirement with other languages as well.

5. Does this change affect any other departments? No

I do not believe so. Most departments or programs with a language requirement of some sort have a general "foreign language" requirement, which can still be fulfilled with French or Spanish if it goes beyond the 100-level (as it is the case with the minor in International Studies or in Latino, Caribbean and Latin American Studies). No unit has a German specific requirement.

**From:** Jim Schnoebelen <[jim.schnoebelen@washburn.edu](mailto:jim.schnoebelen@washburn.edu)>

**Sent:** Wednesday, April 03, 2019 6:21 PM

**To:** Laura Stephenson <[laura.stephenson@washburn.edu](mailto:laura.stephenson@washburn.edu)>

**Subject:** Humanities Division vote RE BA in German

Laura—

I wanted to let you know that the Humanities Division recently voted NOT to approve deletion of the BA in German. What follows is a brief summary of the debate we had about the issue via virtual meeting between last Friday and today at 5:00pm.

It was a hotly contested issue, primarily because faculty were worried about the precedent set by deleting programs for lack of personnel (i.e. when someone retires, moves on to another university, etc.). It was revealed that the numbers are low (perhaps non-existent?), but that at least some faculty (adjuncts?) could potentially be used to teach the classes when relevant faculty members who currently teach the classes retire. Division members were also concerned that this decision had been made by administrators ahead of the actual faculty vote, and were unwilling/uncomfortable "rubber-stamping" what could be considered a "done deal" before the vote even reached the division. Finally, I believe many division members were concerned because the Modern Language Department as a group did not seem to approve the action.

While some recognized that issues presented above could be brought forth at other levels of approval (CFC, Faculty Senate, General Faculty, etc.), a majority felt that the argument to delete an academic program should be strengthened or clarified before being approved.

Please let me know if you have questions or would like further clarification about the debate. Again, what I've presented above is just a quick summary.

Jim

**James M. Schnoebelen, Ph.D.**

Chair, Humanities Division

Associate Professor, Communication Studies

Washburn University

Morgan Hall, Room 206-E

1700 SW College Ave.

Topeka, KS 66621

Office Phone/Voicemail: 785.670.1426

**From:** Laura Stephenson  
**To:** Jim Schnobelen  
**Cc:** Miguel Gonzalez-Abellas; Matt Arterburn  
**Subject:** RE: Humanities Division vote RE BA in German  
**Date:** Friday, April 5, 2019 10:20:00 AM

Dear Jim,

Thank you for letting me know the results of the vote in the Humanities Division about deleting the German major. I also appreciate you taking the time to summarize the debate.

I am grateful that the Humanities Division gave this program deletion careful consideration; our faculty governance works best when there is robust discussion of proposed changes. Deleting a program is a difficult decision and neither Dr. Gonzalez-Abellas nor I have taken this matter lightly. This decision has been especially difficult for Miguel who has been a dedicated advocate for all the languages we offer. I do want to clarify that the recommendation to delete this program is not based on “lack of personnel” but rather a sustained **lack of students** entering the program. The problem goes back many years and predates Dr. Lunte’s phased retirement. In the past five years, there has been no more than five active majors at any given time. In the past three years, we have only had one new major declaration. We only stopped allowing new major declarations this past fall. Seven out of the last twelve upper division German sections that we offered had three or fewer students enrolled. None were cancelled, because they were required for majors to graduate.

Miguel, Matt, and I have had numerous discussions about strategies for increasing enrollments and ways we could continue to accommodate small numbers of majors. Language study is especially challenging compared to other disciplines: courses in the curriculum are sequential and it’s difficult to reduce or vary the frequency of offerings. Upper division courses are not typically accessible to non-majors and, unlike in other departments, faculty cannot incorporate other course offerings in their teaching schedule (e.g., a Spanish instructor can’t take on a German section). Accommodating so few majors is as much a pedagogical issue as it is a resource problem: it’s hard to teach an effective conversation class in an independent study format. Washburn is not alone in seeing declining enrollments in German; this is a national, even international, trend. Miguel and I have discussed strategies to accommodate small numbers of language students that other universities have used to get by, including online teaching, participation in consortiums, combining with other majors, increasing study abroad elements, and relying on adjunct instruction, but the department did not view these alternatives as feasible.

At the same time as we have struggled with these small enrollments, we have also been facing university budget shortfalls. Every faculty opening is reviewed carefully by the chair, dean, and VPAA to determine if replacement is fiscally and academically feasible. Considering the trends in German language studies nationally, extremely low enrollments at WU and the absence of a strategy to overcome this, we could not in good conscience recommend recruiting a new German instructor.

I am very willing to come talk with the Humanities Division about the German major and to hear thoughts and concerns from your faculty. However, I feel that an in-person meeting would be preferable; discussing complex issues over email is tricky and can lead to misunderstandings. I’ve also offered to discuss the issue further with the Modern Language Department.

Again, thank you for sharing this with me. I appreciate the thoughtful debate. As we look ahead, we may want to discuss our approval processes at CFC and also consider how Program Review might also weigh in. Please don’t hesitate to let me know if I can provide other information.

Laura

**Humanities Division of Washburn University**  
**College of Arts and Sciences Minutes**  
**Tuesday, Oct. 1, 2019**  
**Conducted in person, Morgan Hall 155**

Present: Kendall-Morwick, Krug, Routsong, Schnoebelen, Sheldon, Siebert, Smith, Steinroetter, Sullivan, Way, Weed, Zwikstra, Montgomery, Gonzalez-Abellas, O'Brien, Moss, Walter, Chamberlain, Barron.

Guests: Dean Laura Stephenson, Sarah Cook

Humanities Division Chair Jim Schnoebelen called the meeting to order at 3:00 p.m.

The minutes were approved at 3 p.m.

The first agenda item was a an informational item brought by Interim Associate Vice President for Academic Affairs Jennifer Ball. Ball reported that it is being considered whether to award one hour of humanities credit for GED scores above 175 in Reasoning Through Language Arts. Siebert asked what it gains a student to get one hour of credit in the humanities; Ball said that it would mean less elective credit needed. Sullivan asked how many this would matter for; Ball said only two she's aware of. Now one social science student has asked. Ball concluded at 3:08.

(3:09) Schnoebelen raised the next discussion item, the tabled deletion of the BA in German. Since it was tabled, it will need to be introduced as a new action item at another meeting. Dean Laura Stephenson was invited to take questions.

Stephenson said that deletion of a program is hard to do, and the discussion with Gonzalez-Abellas (as acting chair) was not taken lightly. The major reason for the deletion was a lack of students interested in majoring in German. The enrollment problem predates the phased retirement of Lunte. There has only been one new major declaration in the past three years, and seven out of twelve upper division classes have had three or fewer students. Sequencing in particular presents a challenge; without consistent cohorts of majors, classes don't fill. Enrollment data is connected to the decline of German as a subject at high schools. Dean Stephenson and Gonzalez-Abellas discussed various options, but none were feasible.

(3:18) Sullivan asked why the Department of Modern Languages was not consulted, only the acting chair (Sullivan was on sabbatical). Stephenson said that she assumed that the department was already discussing the matter internally. Stephenson also said that she should have attended a department meeting, but did not realize that there was opposition. Sullivan said that Lunte had not been recruiting; with a full time replacement, the program could have grown. Stephenson said she was not comfortable hiring somebody with no students to teach.

(3:20) Gonzalez-Abellas said that the department explored other options (splitting time with WU 101), but with no full-time faculty to teach the program, it could not be sustained.

However, he disputed the financial argument; Modern Languages is a net financial boon for the institution.

(3:22) Stephenson said that a program with so few students is not a wise investment.

(3:23) Smith asked whether the Dean can override a decision at the departmental level (i.e., should Modern Languages choose not to delete the German program). Stephenson replied that faculty positions have to be approved at the Dean's level, and she had to make the hard decision not to approve this search because there were so few students.

(3:25) Steinroetter said that it sets a precedent for not replacing faculty lines upon retirements, rather than hiring energetic new faculty to try to rejuvenate declining programs. Stephenson replied that national trends make the rejuvenation of German unlikely, and we can't count on hiring the right person.

(3:27) Gonzalez-Abellas said that other options, like splitting the line, were not tried, even on a trial basis to see if the program could be saved. If Washburn cuts small programs, it will become a community college, not a university. Stephenson replied that the CAS budget keeps getting cut, and the cuts have to come from faculty lines because student enrollment is declining.

(3:30) Sullivan noted an MLA study that 40% of modern language programs have been cut since the great recession; it is tied to a more general disdain toward immigrants. Way added that the issue is about institutional values, and resisting cuts to humanities. Stephenson replied that the issue, in this case, is a lack of students.

(3:33) Steinroetter brought up the example of religious studies and asked how many majors there were before Jones started. Jones replied that there were four; there are now 15. Washburn is the only institution in its peer group to offer a religious studies major. Stephenson said that there were differences; upper division enrollment was still strong in Crawford's classes. Jones replied that this was mostly auditors; Stephenson said that auditors mattered. Jones acknowledged that upper division German classes may not get auditors; Sullivan replied that they do.

(3:38) Schnoebelen said that we are in a sort of procedural limbo, since the action item to delete the program failed, but the program on the books is unfunded. Stephenson added that the program cannot take new majors. Gonzalez-Abellas said that the program cannot exist without a faculty member; Stephenson said that the program had few students with a faculty member. Gonzalez-Abellas noted that he had to turn away two freshmen who wanted to major in German, and that enrollments had always been low but consistent—about five majors at a time. Why are we cutting it now? Stephenson reiterated that sequencing makes a faculty line in German a poor investment.

(3:43) Sheldon said that the whole process should be changed. Smith said that shared governance in this case gives faculty the illusion of power, and Steinroetter added that it is unethical to ask us to vote against what we have decided. Stephenson said that faculty



positions are not subject to shared governance. Schnoebelen said that if program deletions become information items, we will be giving up power. Siebert said that a protest vote is better than no vote at all; Steinroetter said that we've already done that, which is why we have to vote again. Schnoebelen said that we will need to discuss program deletion at the CAS level, since it will come up again with the MLS degree.

(3:50) Sullivan said that decisions are made, and then faculty hear about them. Kendall-Morwick said that faculty need a mechanism for expressing disapproval for decisions that are beyond our control. Stephenson reiterated that she could not justify a tenure line for a faculty member teaching three students per course. She has to care about money because it is how things get done. Zwikstra said that we need to be clear about who cut the program, and for what reasons, so that faculty governance does not look complicit.

(3:55) Gonzalez-Abellas said that, without a faculty line, there will be no more German majors after this spring. We cannot keep a program on the books with no way to administer it. We need a strategy for recognizing that reality without it appearing that faculty approve. Stephenson said that governance changes have to go through Faculty Senate. Schnoebelen said that any faculty member can put an item on the Senate agenda.

(3:58) Steinroetter left. Sarah Cook was invited to discuss changes to math placement. For students who do not place into the for-credit math course, MA 090 is the developmental math course for MA 112 and MA 095 is for MA 116; MA 108 is college algebra prep. No HUMDIV programs require MA 116, so all HUMDIV majors should be tracked into MA 090 and/or MA 112. MA 112 focuses on practical college-level math; MA 116 is designed to prepare students for advanced college level math. Cook shared new placement information: students who do not place into MA 112 can be placed in the course with co-curricular help so that they do not have to take MA 090.

(4:03) New business.

1. Course Change-EN 307 and EN 384. Kendall-Morwick explained that these two course changes are the same change, and can be grouped together. Sheldon moves to approve; Way second. Motion carried.
2. Course Change-EN 350. Sullivan moves to approve. Siebert seconds. Kendall-Morwick explained the change; Zwikstra clarified that the course is not gen ed. Motion carried.
3. New Course Proposal—EN 312. Siebert moved to approve and Sullivan seconded. Siebert explained that he had already worked out with Communication Studies to avoid overlap with their courses. Motion carried.
4. Program Change-Minor in EN. Kendall-Morwick moved; Weed seconded. Way explained that EN has a new course for gen ed, Intro to English Studies, and the minor has been changed to incorporate the course and to increase the credit hours. Sheldon introduced a friendly amendment: professional in place of business English. Schnoebelen was unclear on whether the amendment could be made without a new copy from the chair; Steinroetter would be contacted to work that out. The motion carried with the friendly amendment.

5. Program Change-BA in Creative Writing. Sullivan moved, Way seconded. Way explained the change. The motion carried.
6. Program Change-BA in English Lit. Kendall-Morwick moved to approve; Weed seconded. Way explained. The motion carried.

(4:12) special topics. Nominations were sought to replace Way on Faculty Senate. Sheldon nominated Zwikstra. Siebert moved to close nominations. The motion carried. Nominations were also sought to replace Way on the Honors committee. Way nominated Krug. The motion carried.

(4:14) Announcements. Gonzalez-Abellas read a statement from the Division of Social Science expressing concern about the Leadership Institute's new Faith and Work Series, and calling for faculty oversight of academic-adjacent programs like this one. Gonzalez-Abellas moved to approve; Siebert seconded. The statement was approved.

(4:20) Routsong moved to adjourn; Chamberlain seconded. Meeting adjourned.

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Tracy Routsong</u>	<u>Approve</u>	<u>2019-02-11</u>
<b>Division</b>	<u>Tracy Routsong</u>	<u>Approve</u>	_____
<b>Dept. of Educ.</b>	<u>N/A</u>	_____	_____
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-02-18</u>
<b>Curriculum Committee</b>	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-02-25</u>
<b>Accepted by CFC</b>	_____	_____	_____
<b>CAS Faculty</b>	_____	_____	_____

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

Program: Bachelor of Integrated Studies (CIP: )

1. Reason for this program change?

The current program was created when there were fewer options for courses and course programs that could be completed or mostly completed online. As a part of the PLAN 2+2 program, this was essential. As PLAN phased out, the needs of the integrated studies program transitioned to work with a wider array of students. While still an option for online students, this degree also serves a purpose for students who desire more flexibility or creativity within the program. Last, these degree changes are similar to statewide and national trends for a flexible option toward graduation for students.

2. Complete revised description.

Mission Statement: The Integrated Studies program aims to foster cross-disciplinary connections in preparation for the complexity of a global society.

The Bachelor of Integrated Studies allows students the opportunity to blend resources in a sound and creative manner. Consistent with the mission of the University and the College of Arts and Sciences, students are able to individualize their academic experiences. This degree can provide a broad, general studies focus, or a more concentrated development of an emphasis delivered in a variety of platforms including online, face-to-face, and weekend options. This degree may be completed fully online.

The requirements of the BIS degree are based on the assumption that a multi-disciplinary approach is suitable for the depth of experience of an undergraduate student's degree. In particular, those students who desire exposure of various disciplines relevant to their personal interests, goals, aspirations, or career path will benefit from this degree. This program allows for more flexible and creative options toward reaching students' degree goals. Multi-disciplinary plans

of study within the Bachelor of Integrated Studies may be created in one of two ways:

- Unique, customized plan created by a student with the assistance of the director of the program.
- Standard multi-disciplinary plan.

### Program Goals

Students who complete the Bachelor of Arts in Integrated Studies should be able to:

- Demonstrate the ability to engage in objective, multidisciplinary perspective taking. Outcome: Develop an ISP that includes two or more disciplines.

- Integrate knowledge and modes of thinking drawn from two or more disciplines

Outcome: Articulate how course materials integrate into a cohesive program in a reflection paper.

- Integrate interdisciplinary understanding of a complex problem or intellectual question Outcome: Design and complete an interdisciplinary project.

### Descriptions of Plans

**Individualized Study Plan:** To meet the depth of experience component within traditional degree requirements, the student designs and submits for approval an Individualized Study Program (ISP). This ISP is formulated by selecting courses consistent with a specific focus, theme, or unifying conceptual principle with the approval of the BIS Director. All ISPs will have a minimum of 30 credit hours.

**Multi-Disciplinary Study Plan:** As the world becomes more complex, the needs for interdisciplinary educational experiences increases. To respond to this trend, groups of departments may design a Multi-disciplinary Study Program (MDSP) for approval by the Integrated Studies Advisory Committee (ISAC) and the BIS Director. Students who choose to pursue these "pre-approved" plans of study must complete the course-work identified by the participating departments or work with the BIS Director to find appropriate substitutions. All MDSPs will have a minimum of 30 credit hours but may have more depending on the individualized plan.

The following pre-approved multi-departmental study programs (MDSPs) are currently available:

#### Two Areas of Emphasis

12 - 18 hours completed in each of two departments or disciplines, one of which must be within CAS.

#### Three Areas of Emphasis

12 - 18 hours will be completed in each of three departments or disciplines, two of which must be within CAS.

All programs require the completion of:

IS 389 Capstone Project Development (1 credit hour) plus IS 390 Capstone Project (2 credit hours)

Upper division courses may require prerequisites or consent of instructor. Programs must be formulated in consultation with the BIS Director. If considering a customized plan, use the standard program examples below as models.

#### Administrative Communication:

Students must complete the following plan of study.

39 hours of required courses:

CN 308 Organizational Communication CN elective (3 credit hours)  
CN 330 Conflict & Negotiation  
CN 350 Persuasion  
Select 12 Credits of Psychology Core  
Select 12 Credits from Business/Political Science/Sociology Core  
IS 389 Capstone Development  
IS 390 Capstone Project

Web Technology Utilization Emphasis:

Students must complete the following plan of study. 34 hours of required courses:

AR 223 Graphic Design I (3)  
AR 321 Photoshop Imaging (3)  
CM 101 Computer Concepts and Applications (3)  
CM 111 Introduction to Structured Programming (4)  
CM 113 Visual Programming (3)  
CM 130 Web development I (3)  
CM 330 Web Development II (3)  
MM 202 Creative Media Writing (3)  
MM 321 Visual Communication (3)  
MM 372 Filmmaking I (3)  
3 hours in Integrated Studies Capstone courses or Internship: IS 388 Internship \*pending approval (1 -7) OR  
IS 389 Capstone Project Development (1) and IS 390 Capstone Project (2)  
Approved AR/CM/MM Electives

(21 hours-at least 18 must be upper division) from below:

AR 120 Design I: 2-D (3)  
AR 321 Photoshop Imaging (3)  
AR 322 Graphic Design II (3)  
AR 325 Photoshop Imaging II (3)  
AR 326 2- and 3-D Digital Animation (3)  
AR 403 Workshop in Art Media (3) Consent of Instructor required  
AR 429 Web Design (3)  
CM 203 Digital Forensics I (3)  
CM 231 Comp. Organization/Assembler Language (3)  
CM 245 Contemporary Programming Methods (3)  
CM 261 Networked Systems I (3)  
CM 307 Data Structures and Algorithmic Analysis (3)  
CM 322 Operating Systems (3)  
CM 361 Networked Systems II (3)  
MM 100 Introduction to Mass Media (3)  
MM 319 Public Relations I (3)  
MM 352 Advertising I (3)  
MM 422 Editing (3)

Required Correlated Courses:

MA 116 College Algebra (3)  
MA 140 Statistics (3)  
BU 250 Management Information Systems (3)  
EN 208 Professional Writing (3)  
CN 150 Public Speaking (3)

One of the following two:  
CN 340 Interviewing (3)  
CN 341 Persuasive Speaking (3)

Students interested in obtaining more information about the Bachelor of Integrated Studies should contact the College of Arts and Sciences Dean's office or the Director of the Program.

Grade of "C" or better required for designated courses in the ISP/MDSP.

ISP/MDSP consists of at least 30 graded hours, including 12 hours 300-400 level courses and a capstone project (IS 389 and IS 390 or substitute approved by ISAC).

Courses applied to the General Education distribution requirements may not also be utilized to meet ISP/MDSP requirements.

All requirements for the Bachelor of Arts degree must be met with the following exceptions: no major requirements; no foreign language requirement.

### 3. Describe the nature of the proposed change.

These changes adjust to current needs of students and programs. The proposed changes create more flexibility for those changing from other schools (Nursing, Business, etc.), and for those who are wanting to have other combinations within their coursework. In lay terms, think about the options like this: 1. The almost major - This is for the student who has nearly completed a degree, but has switched to the BIS. They will bulk up the major with coursework from one additional area (e.g. A student nearly completes an education degree, but then chooses not to move forward. That student might take courses in another area to prepare him or her to work with youth, but not in the same way as a classroom teacher. \*Example created with the Education department) 2. A double minor to a major. This is a very typical way other colleges and universities handle an integration or general studies program. Students take 15 - 18 hours within two areas, plus the Capstone. 3. The triple area emphasis. This is the current model of the BIS. The change would open up the three areas to allow for students to take coursework from any discipline, instead of just Communication and Psychology.

Additionally, this change falls in line with practice and will allow for more transparency and consistency. (Currently, course availability and student interest has led to substitutions.)

There is also a change open up which upper division courses in Psychology and Communication Studies might be taken. This change is because since this program originated, both departments have added online options and in discussion with the department chairs, neither could see good reason to keep the limitations in place.

Last, it allows for a major to have 30 credit hours instead of 39. This falls in line with the CAS requirements for a major, and with other similar programs within other colleges and universities.

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

yes

5. Does this change affect any other departments? Yes

This allows students to take courses, assuming they have met the pre-requisites, within any of the CAS departments to build their Integrated program instead of only Communication Studies and Psychology.

## Program Change Form: 99 CAS credit-hour rule

### 1. Reason for this program change:

CAS proposes to eliminate the 99 semester hours of credit in courses that are offered in the College of Arts and Sciences (CAS), or would normally be taught by a discipline in a college of arts and sciences, as a requirement for baccalaureate (BA, BEd, BFA, BM, BPA, or BS) degrees from Washburn.

The requirement of the 99 hours of CAS credit was originally intended to ensure students graduating with a baccalaureate degree had a strong background in the liberal arts and sciences disciplines. However, the requirement has more recently become an obstacle to graduation for some students, especially as the total hours required for a degree have decreased to 120 in most cases. In particular, this requirement has become cumbersome for students pursuing a dual degree, double major, or a minor in a program outside of CAS (e.g. business or social work), as well as students who transfer to a CAS major after being in another program. Current requirements for CAS bachelor degrees assure that students still have a strong background in liberal arts and sciences (a minimum of 79 hours for a BA—at least 92 hours is more likely given the average number of hours required in majors for a BA—and 84 for a BS). Eliminating this requirement is congruent with Washburn's mission to eliminate barriers to graduation or transfer, as well as CAS's goal to encourage interdisciplinary study.

### 2. Complete Revised Description:

Eliminate paragraph in catalog, p. 99:

~~To receive a BA, BEd, BFA, BM, BPA, or BS degree from Washburn University, a student must complete a minimum of 99 semester hours of credit in courses that either are offered in the College of Arts and Sciences or would normally be taught by a discipline in a college of arts and sciences.~~

### 3. Describe the nature of the proposed change:

Students receiving a baccalaureate degree will no longer be required to take 99 semester hours of credit in courses that are offered in CAS.

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

Yes.

### 5. Does this change affect any other departments?

Yes. While this change will eliminate the requirement for students graduating with a baccalaureate degree to complete 99 semesters hours of credit, it will also eliminate a barrier to students pursuing a double major or a minor in a program from outside of CAS (e.g. a modern languages student majoring or minoring in business).