

CFC Meeting Agenda  
Monday, December 7, 2020, 4 p.m., via Zoom

Seid Adem  
Allan Ayella  
Rick Barker  
Amber  
Dickenson  
Rachel Goossen  
Danielle Head  
Lindsey Ibañez  
Rebecca Meador

Michael McGuire  
Justin Moss  
Matt Nyquist  
Michael O'Brien  
Sangyoub Park  
Vince Rossi  
Jim Schnoebelen  
Azyz Sharafy  
Janet Sharp

Theodore Shonka  
Bradley Siebert  
Josh Smith  
Cherry Steffen  
Courtney  
Sullivan  
Loree Weir  
Roy Wohl

- I. Call to Order
- II. \*Approval of CFC Minutes, Monday, November 2, 2020
- III. Accept Division Reports
  - A. \*Social Science Division Minutes – November 20, 2020
  - B. \*Natural Science Division Minutes – November 13, 2020
- IV. Committee Reports
  - A. \*CFC Curriculum Committee – October 26, 2020 – with AD 199, 299, 395, 397, 399 info
- V. New Business
  - A. \*New Program – B.Ed. Speech and Theatre
  - B. \*Program Change – Physical Education – pulled; see Curricular Approval Process
- VI. Discussion
  - A. Curricular Approval Process
  - B. \*Student Perception Forms
- VII. Information Items
  - A. Degree Audit Update
- VIII. Concerns
- IX. Announcements
- X. Adjourn

CFC Meeting Minutes  
Monday, November 2, 2020, 4 p.m., via  
Zoom

Present:	Michael McGuire	Theodore Shonka
Seid Adem	Michael O'Brien	Bradley Siebert
Allan Ayella	Vince Rossi	Josh Smith
Rick Barker	Jim Schnoebelen	Cherry Steffen
Rachel Goossen	Azyz Sharafy	Courtney Sullivan
Danielle Head	Janet Sharp	Loree Weir
Lindsey Ibañez		Roy Wohl
Rebecca Meador		

- I. Call to Order - 4:01pm
- II. \*Approval of CFC Minutes, Monday, October 5, 2020 -- Approved
- III. Accept Division Reports -- Accepted
  - A. \*Humanities Division Minutes – April 5-22, 2020 Online
  - B. \*Social Science Division Minutes – October 9, 2020
  - C. \*Natural Science Division Minutes October 16, 2020
- IV. Committee Reports -- Approved
  - A. \*CFC Curriculum Committee – August 31, 2020, with course info, and September 28, 2020
- V. New Business
  - A. \* Program Change – Forensic Chemistry Minor (note that the form says “new” because it is the only way to enter minors into the current system) -- Approved
    - A friendly amendment was requested. In the new proposed catalog description, it states, “The Forensic Chemical Science minor must...” Forensic Chemical Science is the name of the old degree, and should be replaced with “Forensic Chemistry.”
    - Question about minors and whether Chemistry majors can take these courses and get a Forensic Chemistry minor.
    - There was some discussion regarding the difference between a declared minor and the natural science concentration where 30 hours of natural science courses outside of the major granting department are needed for a Bachelor of Science.
    - The discussion involving the concentration and minor highlights a need for more consistent language across the catalog.
    - No Chemistry majors can get a minor in Forensic Chemistry.
  - B. \* Program Change – BS Forensic Chemistry -- Approved
  - C. \* Program Change – BA Math
    - A friendly amendment was requested. The degree program is a B.A. in Mathematics Secondary Education Specialization, not the general B.A. in Mathematics.
    - As part of the change, one credit hour was added to the program.
    - The CIP code number needs to be added.
  - Approve
  - D. \* Program Change – BS Math -- Approved
    - A friendly amendment was requested. The degree program is a B.S. in Mathematics Secondary Education Specialization, not the general B.S. in Mathematics.

- As part of the change, one credit hour was added to the program.
- The CIP code number needs to be added
- E. \* Program Change – BA Philosophy -- Approved
  - The CIP code number needs to be added.
- F. \* Program Change – BA Religious Studies -- Approved
  - The CIP code number needs to be added.
- G. \* Program Change – BA Political Science -- Approved
  - The CIP code number needs to be added

## VI. Discussion

## VII. Information Items

- A. Fall 2020 Graduate Recognition Ceremony: 6:30 p.m., Friday, Nov. 20, 2020, at Lee Arena
  - Graduates will be seated in a way to maintain proper social distance. There can be a maximum of 130 graduates. Each graduate can have up to two guests, who must register to attend. There will be a screen up where faculty can Zoom in.
  - There is still a plan to honor Spring of 2020 graduates, though the details are not known at this time.
  - Members of the Student Advisory Board for the College of Arts and Sciences met in small groups with leadership. The students are appreciative of the efforts being made by faculty this semester. Some feedback provided mentioned that because of stress, students don't come to class. Another observation is the dissemination of information through D2L is great. It was also noted that students feel safe on campus.
  - It was mentioned that the Theatre Department's production of Mr. Marmalade was great, as the students were still able to depict emotion even in face masks.

## VIII. Concerns

- The need to make advisors more aware of the 150-credit rule for two degrees.
- Another advising observation was to make it better known that only 6 hours in the same discipline can count towards general education credits. This is being updated in Degree Works and Navigate.

## IX. Announcements

- Student art show: "Women of the Ages"
- Fall "Speak Off" via Zoom

## X. Adjourn - 4:38pm

Meeting minutes: Friday, November 20, 2020 at noon

Social Science Division, Washburn University

In attendance: Lindsey Ibanez, Mary Sundal, Jason Miller, Laura Murphy, Alex Myers, Sangyoub Park, (Sociology & Anthropology); Kim Morse, Kelly Erby, Tom Prasch, Bruce Mactavish, Kerry Wynn (History); Michael McGuire, Cindy Turk, Mike Russell, (Psychology); Amber Dickenson (Political Science)

The minutes from the October meeting had already been approved via email.

Ibanez noted that the current number of Social Science faculty is 28, and therefore if a 50% quorum is desired, it would be fulfilled with 14 attendees.

*Items for consideration:*

1. Sociology course change (SO302)
2. Anthropology course change (AN302)
3. Anthropology course deletion (AN335)
4. Anthropology new course addition (AN490)
5. Anthropology program change

Sundal explained the proposed changes. Mactavish asked whether 490 was an allowable course number. Sundal noted that there were existing undergraduate courses with a 400 course number, and Miller said the number was available when he checked with the registrar. The division voted to approve all. (Four members were unable to attend the meeting but voted to approve by email.)

The next Division meeting is set for January 22, 2021 at noon.

➔ Approved by email

## **Natural Science Division (NSD) Minutes for Friday, November 13, 2020.**

- I. Zoom meeting called to order at 2:01 pm by Division Chair Seid Adem.
- II. Minutes of the previous NSD meetings (10/16/20) were approved as circulated.
- III. Committee Reports – none
- IV. Old Business – none
- V. New Business
  - A. Physics Proposals:
    1. The Course Deletion-Physics for Health Professions, PS102 was approved by the Natural Sciences Division.
    2. The Course Change- Electrical Laboratory, PS 322 was approved by the Natural Sciences Division.
    3. The Course Change -Electronics, PS 340 was approved by the Natural Sciences Division.
- VI. Discussion –
- VII. Announcements – none

The meeting was adjourned at 2:14pm.

Minutes respectfully submitted by Rick Barker, Secretary

There was an interesting and informative presentation by Dr. Ben Reed, “Overview of long-term research projects involving the ornate box turtle at Washburn University.”

**College Faculty Council  
Curriculum Committee Minutes  
October 26<sup>th</sup>, 2020, 4:00 PM – Zoom Meeting**

Present: Dickenson, Meador, Moss, Sharp, Smith, Steffen (non-voting guests – Cook, Sundal). Schnoebelen voted specific to programs mentioned below via email.

- I. Call for approval of the minutes (10/5/2020), Approved
- II. The following program changes were discussed:
  - a. Bachelor of Arts in Mathematics with Secondary Education Specialization (Dr. Cook – meeting guest), Approved
    - i. Reflects an effort to align the BA in Mathematics with Secondary Education Specialization with the BEd in Mathematics Secondary Education.
    - ii. Indirectly impacts Department of Education, but courses in question are housed within the math department.
    - iii. Delete MA 388 (1 credit)
    - iv. Select 2 additional classes from a list provided.
    - v. Sent back to the department for clarification/revisions
    - vi. Update provided through approval system
    - vii. Change does add an hour to the degree
    - viii. Department of Education needed to approve, N/A on the program change form is inaccurate, Department of Education approved via email, 11/2/2020 (see below).
  - b. Bachelor of Science in Mathematics with Secondary Education Specialization, (Dr. Cook – meeting guest), Approved
    - i. Reflects an effort to align the BS in Mathematics with Secondary Education Specialization with the BEd in Mathematics Secondary Education.
    - ii. Indirectly impacts Department of Education, but courses in question are housed within the math department.
    - iii. Delete MA 388 (1 credit)
    - iv. Select 2 additional courses from a list provided.
    - v. Sent back to the department for clarification/revisions
    - vi. Update provided through approval system
    - vii. Change does add an hour to the degree
    - viii. Department of Education needed to approve, N/A on the program change form is inaccurate, Department of Education approved via email, 11/2/2020 (see below).
  - c. Minor in Forensic Chemistry, Approved
    - i. CH 203 and CH 320 have been removed from the program
    - ii. Replaced with CH 323
    - iii. Friendly amendment
      1. Consistent wording was suggested by a committee member
        - a. A Minor in Forensic Chemistry (proposed) verse Forensic Chemical Science Minor.
        - b. This friendly amendment was accepted by Shaun Schmidt, 10/27/2020.
      - iv. Minor hours reduced by 1 credit
  - d. Bachelor of Science in Forensic Chemistry, Approved
    - i. Program description correction.
    - ii. Addendum to be assumed as the “complete revised description.”
  - e. Bachelor of Arts in Philosophy, Approved
    - i. PH 202 changed to PH 301 (moved to upper division, spring 2020)
    - ii. Program offering to reflect this change.
    - iii. Does not change other areas but does impact Religious Studies.

- f. Bachelor of Arts in Religious Studies, Approved
    - i. PH 202/PH 301 change (spring 2020)
    - ii. New list of prerequisites to consider
    - iii. Reflects updates from Philosophy
  - g. Bachelor of Arts in Political Science, Approved
    - i. PO 325 and PO 335 to be replaced with Special Topics PO 373 and PO 372.
    - ii. Hours and distribution remain the same.
- III. The following courses were discussed (Dr. Sundal – meeting guest)
- a. African American and African Diaspora Studies Minor Program
    - i. The 10/9/2020 Social Science division minutes reflect the approval of the following courses (not indicated in the CAS approval system). Confirmed again via email 11/6/2020 (see below). Thus, CFC-CC was able to consider the following:
      - 1. AD 395, Approved
      - 2. AD 397, Approved
      - 3. AD 199, Approved
      - 4. AD 299, Approved
      - 5. AD 399, Approved
    - ii. Discussion concerning library acquisitions
      - 1. Decided to move forward without adequate library holdings.
      - 2. Concern from a committee member noted regarding the potential ability of library holdings to impact future program/course additions.

Meeting Adjourned, 4:45 PM

Submitted by Rebecca Meador

**Department of Education correspondence concerning the Department of Mathematics, 11/2/2020:**

From: Cherry Steffen  
 Sent: Monday, November 2, 2020 4:42 PM  
 To: Michaela Saunders <michaela.saunders@washburn.edu>  
 Cc: Sarah Cook <sarah.cook@washburn.edu>  
 Subject: Re: program change additions

Michaela,

This is to confirm that the changes to the BA and BS in Mathematics Secondary Education are approved by the Education Department. These changes do not affect any education majors beyond those in these programs. Please let me know if you need further information from me.

Cherry O. Steffen, Ph.D.  
 Professor and Chair  
 Department of Education  
 Washburn University  
 1700 SW College Avenue  
 Topeka, KS 66621  
 Phone: 785-670-1943  
 Fax: 785-670-1046

**Confirmation that all 5 courses listed above were approved, 10/9/2020:**

Fri 11/6/2020 2:11 PM  
 To: Kelly Erby  
 Cc: Rebecca Meador  
 Hi Rebecca,  
 Yes, we approved them all together. Sorry for the confusion.  
 Lindsey

Lindsey M. Ibañez, Ph.D.  
 Assistant Professor of Sociology  
 Department of Sociology and Anthropology  
 Washburn University



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

Course Approval Form

## Special Topics in African American and African Diaspora Studies

### LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? N

2020-08-26 12:11:25

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?  
Unknown.

Can support transitional cross-listed classes, but have no funds to support new instructional directions. Will need to converse with teaching faculty each time they develop a new topical focus. Discussion should occur no less than six months before launch of new focus is ideal.

Comments

### GENERAL EDUCATION COMMITTEE

Does the General Education Committee approve this course for general education credit? -

Comments

### EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification? N 2020-08-26 12:12:17

If yes, please explain:

### OTHER AFFECTED DEPARTMENTS/SCHOOLS

Will the requested changes to this course in any way affect your offerings or majors? -

If yes, please explain:

**DIVISION APPROVAL -**

**DEAN APPROVAL -**

**CFCCC APPROVAL -**

**VPAA COMPLETE? -**





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

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Course Approval Form -

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## AD 299 Special Topics in African American and African Diaspora Studies

### LIBRARY

E-Mail Address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate?  N

2020-08-26 12:11:04

If no, what would be necessary to bring the library collection to an acceptable standard for this course offering?

Unknown.

Can support transitional cross-listed classes, but have no funds to support new instructional directions. Will need to converse with teaching faculty each time they develop a new topical focus. Discussion should occur no less than six months before launch of new focus is ideal.

Comments

### EDUCATION DEPARTMENT

Will addition of/changes to this course in any way alter the program leading to a teacher certification?  N

2020-08-26 12:11:54

If yes, please explain:

**DIVISION APPROVAL** -

**DEAN APPROVAL** -

**CFCCC APPROVAL** -

**VPAA COMPLETE?** -

[Update](#)



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College of Arts & Sciences - Course Approval System

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Course Information Form

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Course Title: **Directed Study in African American and African  
Diaspora Studies**

Department: **CAS** Division: **Social Sciences**

Course Level: **Undergraduate** Prefix: **AD** Course Number: **395**

Effective Semester: **Fall** Effective Year: **2020** Credits: **1 to 3**

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

Directed readings and individualized research program on a subject relevant to African American and African Diaspora Studies and with the guidance of a professor. May be taken for more than one semester. Prerequisite: Consent of Instructor and approval of the AAADS Director.

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

Consent of Instructor and approval of the AAADS Director.

Restrictions? **Departmental permission** Course offered? **Irregularly**

Primarily attract? **Department majors**

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

n/a

Please state the rationale for offering this course:

AD395 Directed Study is for AAADS minors who want to explore areas within African American and African Diaspora Studies that are not covered in the regular curriculum.

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 will be an additional course taught by full-time faculty.**

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

n/a

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

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

Washburn University AAADS Minor Program  
AD395 Directed Study Request Form

To enroll in AD395, students should complete the following form in consultation with a faculty mentor. The designated mentor will then forward the signed form to the African American and African Diaspora Studies (AAADS) director for review and final approval. The approved form functions as a learning agreement between the student and faculty member.

Important: The combined meeting time and time required for the student to complete the assigned work (writing, research, etc.) must reasonably approximate the federal requirements for credit hour assignment established in U.S. Dept. of Education Regulation 34 CFR 600.2: "One hour of classroom or direct faculty instruction and a

minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester... or the equivalent amount of work over a different amount of time."

NAME OF STUDENT: \_\_\_\_\_ WIN: \_\_\_\_\_

FACULTY MENTOR: \_\_\_\_\_

SEMESTER AND YEAR: \_\_\_\_\_ NUMBER OF CREDIT HRS (1-3): \_\_\_\_\_

PROPOSED TOPIC OF STUDY:

COURSE LEARNING OUTCOMES: On completion of the directed study, the student will be able to:

ASSESSMENT (How will the learning outcomes be assessed?):

INSTRUCTIONAL METHODS (e.g., meetings w/mentor and assignments):

Faculty Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature \_\_\_\_\_ WIN: \_\_\_\_\_

AAADS Director Signature \_\_\_\_\_ Date: \_\_\_\_\_

Additional comments:

Empty rectangular box for additional comments.

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

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

Submitted for Approval



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

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Course Information Form

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Course Title: **Internship in AAADS**

Department: **CAS**

Division: **Social Sciences**

Course Level: **Undergraduate**

Prefix: **AD**

Course Number: **397**

Effective Semester: **Fall**

Effective Year: **2020**

Credits: **1 to 3**

**Course Catalog Description (include prerequisites)**

A program for junior/senior-level undergraduates offered in cooperation with a local or state agency with the supervision of faculty and/or the AAADS Director. Prerequisite: Approval of the AAADS Director.

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

Approval of the AAADS Director.

Restrictions? **Departmental permission**

Course offered? **Irregularly**

Primarily attract? **Department majors**

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

n/a

Please state the rationale for offering this course:

AD397 Internship is for AAADS minors who want to explore areas within African American and African Diaspora Studies that are not covered in the regular curriculum. Internships are a combination of community service and an independent research project.

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 will be an additional course taught by full-time faculty.**

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

n/a

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

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

Washburn University AAADS Minor Program  
AD397 Internship in AAADS

AD397 Internship is for AAADS minors who want to explore areas within African American and African Diaspora Studies that are not covered in the regular curriculum. Internships are a combination of community service and an independent research project. AD397 may be repeated for a maximum of 3 credit hours.

- The student should identify an internship site and select a supervising professor who agrees to work with them on the project.
- The student will submit to the supervising professor a 1-2 page typed proposal detailing the (1) reason for the internship (e.g., exploring a possible career, learning more about a topic or issue, service to the community,

etc.); (2) the name of the agency, along with the name of the contact person; (3) the focus of the internship and how it connects to AAADS; and (4) how the internship will advance the understanding, knowledge, or experience of the student.

- The student should submit the signed enrollment form to the AAADS Director, which will serve as the supervising professor's consent for the student to enroll in the Internship course.

Important: The combined meeting time and time required for the student to complete the internship duties and the assigned work (writing, research, etc.) must reasonably approximate the federal requirements for credit hour assignment established in U.S. Dept. of Education Regulation 34 CFR 600.2: "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester... or the equivalent amount of work over a different amount of time."

NAME OF STUDENT: \_\_\_\_\_ WIN: \_\_\_\_\_

FACULTY MENTOR: \_\_\_\_\_

INTERNSHIP AGENCY: \_\_\_\_\_

SEMESTER AND YEAR: \_\_\_\_\_ NUMBER OF CREDIT HRS (1-3): \_\_\_\_\_

PROPOSED TOPIC OF STUDY: \_\_\_\_\_

COURSE LEARNING OUTCOMES: On completion of the directed study, the student will be able to:

ASSESSMENT (How will the learning outcomes be assessed?):

INSTRUCTIONAL METHODS (e.g., meetings w/mentor and assignments):

Faculty Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature \_\_\_\_\_ WIN: \_\_\_\_\_

AAADS Director Signature \_\_\_\_\_ Date: \_\_\_\_\_

Additional comments:

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

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

Submitted for Approval



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

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Course Information Form

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Course Title: **Special Topics in African American and African  
Diaspora Studies**

Department: **CAS**

Division: **Social Sciences**

Course Level: **Undergraduate**

Prefix: **AD**

Course Number: **399**

Effective  
Semester: **Fall**

Effective Year: **2020**

Credits: **3**

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

Topics will vary from semester to semester and will be announced in advance. May be taken for more than one semester. Prerequisite: Consent of Instructor

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

Prerequisite: Consent of Instructor

Restrictions? **Instructor**

Course offered? **Irregularly**

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

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

n/a

Please state the rationale for offering this course:

The Special Topics courses (AD 199, AD 299, AD 399) will be cross-listed with existing courses in other disciplines that focus on African American and African Diaspora Studies.

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.

The special topics courses will be cross-listed with existing courses approved for the AAADS minor, thus, the syllabi will vary depending on the courses.

Additional comments:

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

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

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

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

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

2. Rationale for offering this program.

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

3. Exact proposed catalog description.

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

**University Requirements**

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

Total Hours: 12

**General Education Requirements**

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

# COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

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

**General Education Requirements**

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



Social Sciences: 9 credits: EC 200, AN 112, GG 102 (9 credits)

Natural Sciences: GENS: 9 credits

Total Hours: 27

#### Education Core Courses

ED 155: Teaching Learning and Leadership\*(3)

ED 285 - Educational Psychology(3)

ED 165: Ed. 1 - Examining Teaching as a Profession\*(3)

ED 275: Ed. 2 - Exploring Teaching as a Profession\*(3)

ED 295: Ed. 3 - Experiencing Teaching as a Profession\*(3)

ED 395: Ed. 4 - Extending Teaching as a Profession\*(3)

ED 354: Curriculum and Assessment\*(3)

ED 302: Teaching Exceptional Learners (3)

CN/TH 359: Methods of Teaching Speech and Theatre (3)

ED 410: Student Teaching (12)

#### Theatre Core Courses

TH 202: Acting I (3)

TH 311: Stagecraft (3)

TH 315 or TH316 or TH317: Theatre Design Course (3)

TH 206 or 207: Theatre History (3)

TH 401: Analysis and Directing (3)

TH 100/300: Practicum (3)

#### Communication Studies Core Courses

CN 101: Intro to Comm Studies (3)

CN 150: Public Speaking (3)

CN 341: Persuasive Speaking (3)

CN 342: Comm in Teams and Groups OR CN 351: Interpersonal Comm (3)

CN 343: Debate (3)

CN 395: Oral Interpretation (3)

#### Other

MM 100: Intro. to Mass Media (3)

Elective in either TH or CN (3)

#### Student Learning Outcomes

After completing this program, students will be able to:

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

secondary level.

4. List any financial implications.

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

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

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

# COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
<b>Department</b>	<u>Roy Wohl</u>	<u>Approve</u>	<u>2020-10-30</u>
<b>Division</b>	<u>Roy Wohl</u>	<u>Approve</u>	<u>2020-10-30</u>
<b>Dept. of Educ.</b>	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2020-11-02</u>
<small>(If relates to teacher certification program.)</small>			
<b>Dean</b>	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-11-02</u>
<b>Curriculum Committee</b>	<u>Rebecca Meador</u>	<u>Approve</u>	<u>2020-11-30</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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Program: Bachelor of Education in Physical Education (CIP: )

1. Reason for this program change?

Necessary to provide current information regarding requirements for this degree. The degree requirements were updated two years ago but the new program description was apparently not sent through the CAS program approval system.

2. Complete revised description.

The Major in P-12 Physical Education Teaching: Bachelor of Education Degree

The Bachelor of Education degree in P-12 Physical Education Teaching requires satisfactory completion of the following course work:

Major requirements (25 credits): KN 133 or KN 134, KN 248, KN 250, KN 266, KN 299, KN 306, KN 311, KN 321, KN 326, KN 340, and current First Aid/CPR certification.

Elementary and Secondary PE Certification requirements (14 credits: KN 341, KN 342, KN 343, KN 344, KN 345, KN 420 and KN430.

Prerequisite Science requirements(12-13 credits): BI 100/101, BI 250 or BI275, and BI 255.

Professional Education P-12 Certification requirements (36 credits): ED 155,ED 165, ED 285, ED 275, ED 295, ED 395, ED 302, ED 354, and ED 440.

A student should consult with the Kinesiology Department for additional university and general education course requirements, and contact the Education Department for more information on

specific Teacher Education admission requirements.

3. Describe the nature of the proposed change.

To update the information to show what is currently required to graduate with a P-12 Physical Education Teaching degree.

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

Yes

5. Does this change affect any other departments? No



# SIR II STUDENT INSTRUCTIONAL REPORT II (SIR II)

SIR II Report Number

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This questionnaire gives you the chance to comment anonymously about this course and the way it was taught. Using the rating scale below, mark the one response for each statement that is closest to your view. Fill in the appropriate circle to the right of the statement.

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective
- (0) Not applicable, not used in the course, or you don't know. In short, the statement does not apply to the course or instructor.

As you respond to each statement, think about each practice as it contributed to your learning in this course.

### A. Course Organization and Planning

- |   | Very Effective | Effective | Moderately Effective | Somewhat Ineffective | Ineffective | Not applicable |
|---|----------------|-----------|----------------------|----------------------|-------------|----------------|
| 1. The instructor's explanation of course requirements . . . . .                          | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)            |
| 2. The instructor's preparation for each class period . . . . .                           | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)            |
| 3. The instructor's command of the subject matter . . . . .                               | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)            |
| 4. The instructor's use of class time . . . . .   | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)            |
| 5. The instructor's way of summarizing or emphasizing important points in class . . . . . | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)            |

### B. Communication

- |  |     |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|-----|
| 6. The instructor's ability to make clear and understandable presentations . . . . .         | (5) | (4) | (3) | (2) | (1) | (0) |
| 7. The instructor's command of spoken English (or the language used in the course) . . . . . | (5) | (4) | (3) | (2) | (1) | (0) |
| 8. The instructor's use of examples or illustrations to clarify course material . . . . .    | (5) | (4) | (3) | (2) | (1) | (0) |
| 9. The instructor's use of challenging questions or problems . . . . .                       | (5) | (4) | (3) | (2) | (1) | (0) |
| 10. The instructor's enthusiasm for the course material . . . . .                            | (5) | (4) | (3) | (2) | (1) | (0) |

### C. Faculty/Student Interaction

- |   |     |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|-----|
| 11. The instructor's helpfulness and responsiveness to students . . . . .                               | (5) | (4) | (3) | (2) | (1) | (0) |
| 12. The instructor's respect for students . . . . .   | (5) | (4) | (3) | (2) | (1) | (0) |
| 13. The instructor's concern for student progress . . . . .   | (5) | (4) | (3) | (2) | (1) | (0) |
| 14. The availability of extra help for this class (taking into account the size of the class) . . . . . | (5) | (4) | (3) | (2) | (1) | (0) |
| 15. The instructor's willingness to listen to student questions and opinions . . . . .                  | (5) | (4) | (3) | (2) | (1) | (0) |

### D. Assignments, Exams, and Grading

- |  |     |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|-----|
| 16. The information given to students about how they would be graded . . . . . | (5) | (4) | (3) | (2) | (1) | (0) |
| 17. The clarity of exam questions . . . . .                                    | (5) | (4) | (3) | (2) | (1) | (0) |
| 18. The exams' coverage of important aspects of the course . . . . .           | (5) | (4) | (3) | (2) | (1) | (0) |
| 19. The instructor's comments on assignments and exams . . . . .               | (5) | (4) | (3) | (2) | (1) | (0) |
| 20. The overall quality of the textbook(s) . . . . .                           | (5) | (4) | (3) | (2) | (1) | (0) |
| 21. The helpfulness of assignments in understanding course material . . . . .  | (5) | (4) | (3) | (2) | (1) | (0) |

### E. Supplementary Instructional Methods

Many different teaching practices can be used during a course. In this section (E), rate only those practices that the instructor included as part of this course.

Rate the effectiveness of each practice used as it contributed to your learning.

- |   | Very Effective | Effective | Moderately Effective | Somewhat Ineffective | Ineffective | Not used |
|---|----------------|-----------|----------------------|----------------------|-------------|----------|
| 22. Problems or questions presented by the instructor for small group discussions . . . . . | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)      |
| 23. Term paper(s) or project(s) . . . . .   | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)      |
| 24. Laboratory exercises for understanding important course concepts . . . . .              | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)      |
| 25. Assigned projects in which students worked together . . . . .                           | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)      |
| 26. Case studies, simulations, or role playing . . . . .                                    | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)      |
| 27. Course journals or logs required of students . . . . .                                  | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)      |
| 28. Instructor's use of computers as aids in instruction . . . . .                          | (5)            | (4)       | (3)                  | (2)                  | (1)         | (0)      |

Questionnaire continued on the other side.

For the next **two** sections (F and G), use the rating scale below. Mark the one response for each statement that is closest to your view. Fill in the appropriate circle to the right of each statement.

- (5) **Much More** than most courses
- (4) **More Than** most courses
- (3) About the **Same** as others
- (2) **Less** than most courses
- (1) **Much Less** than most courses
- (0) **Not applicable**, not used in the course, or you don't know. In short, the statement does not apply to the course or instructor.

*Much More Than most courses*  
*More Than most courses*  
*About the Same as others*  
*Less than most courses*  
*Much Less than most courses*  
*Not Applicable*

**F. Course Outcomes**

- 29. My learning increased in this course ..... (5) ... (4) ... (3) ... (2) ... (1) ..... (0)
- 30. I made progress toward achieving course objectives ..... (5) ... (4) ... (3) ... (2) ... (1) ..... (0)
- 31. My interest in the subject area has increased ..... (5) ... (4) ... (3) ... (2) ... (1) ..... (0)
- 32. This course helped me to think independently about the subject matter ..... (5) ... (4) ... (3) ... (2) ... (1) ..... (0)
- 33. This course actively involved me in what I was learning ..... (5) ... (4) ... (3) ... (2) ... (1) ..... (0)

**G. Student Effort and Involvement**

- 34. I studied and put effort into the course ..... (5) ... (4) ... (3) ... (2) ... (1) ..... (0)
- 35. I was prepared for each class [writing and reading assignments] ..... (5) ... (4) ... (3) ... (2) ... (1) ..... (0)
- 36. I was challenged by this course ..... (5) ... (4) ... (3) ... (2) ... (1) ..... (0)

**H. Course Difficulty, Work Load, and Pace**

- 37. For my preparation and ability, the level of difficulty of this course was:  
 (5) Very difficult      (4) Somewhat difficult      (3) About right      (2) Somewhat elementary      (1) Very elementary
- 38. The work load for this course in relation to other courses of equal credit was:  
 (5) Much heavier      (4) Heavier      (3) About the same      (2) Lighter      (1) Much lighter
- 39. For me, the pace at which the instructor covered the material during the term was:  
 (5) Very fast      (4) Somewhat fast      (3) Just about right      (2) Somewhat slow      (1) Very slow

**I. Overall Evaluation**

- 40. Rate the quality of instruction in this course as it contributed to your learning (try to set aside your feelings about the course content):  
 (5) Very effective      (4) Effective      (3) Moderately effective      (2) Somewhat Ineffective      (1) Ineffective

**J. Student Information**

- 41. Which one of the following best describes this course for you?  
 (1) A major/minor requirement      (2) A college requirement      (3) An elective      (4) Other
- 42. What is your class level?  
 (1) Freshman/1st year      (2) Sophomore/2nd year      (3) Junior/3rd year      (4) Senior/4th year      (5) Graduate      (6) Other
- 43. Do you communicate better in English or in another language?  
 (1) Better in English      (2) Better in another language      (3) Equally well in English and another language
- 44. Sex      (1) Female      (2) Male
- 45. What grade do you expect to receive in this course?  
 (1) A      (2) A-      (3) B+      (4) B      (5) B-      (6) C      (7) Below C

**K. Supplementary Questions** If the instructor provided supplementary questions and response options, mark your answers in this section. Mark only one response for each question.

- 46. (5) (4) (3) (2) (1) (NA)      48. (5) (4) (3) (2) (1) (NA)      50. (5) (4) (3) (2) (1) (NA)      52. (5) (4) (3) (2) (1) (NA)      54. (5) (4) (3) (2) (1) (NA)
- 47. (5) (4) (3) (2) (1) (NA)      49. (5) (4) (3) (2) (1) (NA)      51. (5) (4) (3) (2) (1) (NA)      53. (5) (4) (3) (2) (1) (NA)      55. (5) (4) (3) (2) (1) (NA)

**L. Student Comments** If you would like to make additional comments about the course or instruction, use a separate sheet of paper. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved? An additional form may be provided for your comments. **Please give these comments to the instructor.**



Abbreviated survey instrument adopted for Spring 2020, Summer 2020, and Fall 2020. Questions taken from SIR II instrument.



The questionnaire gives you the chance to comment confidentially about this course and the quality of instruction. Using the rating scale below, select the one response for each statement that is closest to your view.

1. The instructor's respect for students
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective
  
2. The instructor's comments on assignments and exams
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective
  - (0) Not Applicable
  
3. Rate the quality of instruction in this course as it contributed to your learning (try to set aside your feelings about the course content):
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective
  
4. What is your class level?
  - Freshman/1st year
  - Sophomore/2<sup>nd</sup> year
  - Junior/3<sup>rd</sup> year
  - Senior/4<sup>th</sup> year
  - Graduate
  - Auditor
  - Other

Abbreviated survey instrument adopted for Spring 2020, Summer 2020, and Fall 2020. Questions taken from SIR II instrument.

#### Student Comments

5. If you would like to make additional comments about the course or instruction, especially given the extraordinary circumstances of COVID-19 this semester, please do so in the response box below.



For consideration and discussion—proposed draft of CAS Student Perception Survey Questions to adopt moving forward, after Fall 2020



The questionnaire gives you the chance to comment confidentially about this course and the quality of instruction. Using the rating scale below, select the one response for each statement that is closest to your view.

1. The instructor's explanation of course requirements
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective
  
2. The instructor's preparation for each class period
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective
  
3. The instructor's command of the subject matter
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective
  
4. The instructor's helpfulness and responsiveness to students.
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective
  
5. The instructor's organization of course material
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective

For consideration and discussion—proposed draft of CAS Student Perception Survey Questions to adopt moving forward, after Fall 2020

6. The instructor's comments on assignments and exams
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective
  
7. The instructor's respect for students
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective
  
9. Rate the quality of instruction as it contributed to your learning (try to set aside ideas about the course content)
  - (5) Very Effective
  - (4) Effective
  - (3) Moderately Effective
  - (2) Somewhat Ineffective
  - (1) Ineffective
  
10. What is your class level?
  - Freshman/1st year
  - Sophomore/2<sup>nd</sup> year
  - Junior/3<sup>rd</sup> year
  - Senior/4<sup>th</sup> year
  - Graduate
  - Auditor
  - Other

#### Student Comments

11. If you would like to make additional comments about the course or instruction, please do so in the response box below.

## General Education

INCOMPLETE

Credits applied: 0 Catalog year: 2020-2021 GPA: 0.00



STUDENTS MAY NOT USE ANY COURSES FROM THEIR MAJOR SUBJECT AREA(S) FOR GENERAL EDUCATION, ALTHOUGH THOSE COURSES MAY SHOW UP IN THE COURSE POP-UP WINDOW WHEN CLICKING ON THE ATTRIBUTE COURSE LINK FOR THE REQUIREMENTS BELOW.

<input type="radio"/>	15 Credits of General Education <b>Humanities</b>	Still needed:	You have completed or have in progress 0 credits - a minimum of 15 additional credits are required. <b>No more than 6 hours may be counted from any one discipline.</b>
<input type="radio"/>	15 Credits of General Education <b>Social Science</b>	Still needed:	You have completed or have in progress 0 credits - a minimum of 15 additional credits are required. <b>No more than 6 hours may be counted from any one discipline.</b>
<input type="radio"/>	12 Credits of General Education <b>Natural Science</b>	Still needed:	You have completed or have in progress 0 credits - a minimum of 12 additional credits are required. <b>No more than 6 hours may be counted from any one discipline.</b>
<input type="radio"/>	ARTS & HUMANITIES		
<input type="radio"/>	Art, Music or Theatre	Still needed:	3 Credits in @ @ with attribute = GECP
<input type="radio"/>	Humanities Electives	Still needed:	12 Credits in @ @ with attribute = GEHU or @ with attribute = GECP
<input type="radio"/>	SOCIAL SCIENCES		
<input type="radio"/>	Social Sciences	Still needed:	15 Credits in @ @ with attribute = GESS
<input type="radio"/>	NATURAL SCIENCES/MATHEMATICS		
<input type="radio"/>	Natural Science and Mathematics	Still needed:	12 Credits in @ @ with attribute = GEN5