

CFC Meeting Agenda  
Monday, October 3, 2022, 4 p.m.  
Zoom

Seid Adem  
Adebanke Adebayo  
Allan Ayella  
Karen Camarda  
Amber Dickinson  
Jason Emry  
Kristen Grimmer  
Karen Garrison

Silas Huff  
Lindsey Ibanez  
Tucker Jones  
Louise Krug  
Wonjae Lee  
Bruce Mactavish  
Justin Moss  
Alex Myers

Matthew Nyquist  
Cecil Schmidt  
Janet Sharp  
Ted Shonka  
Ian Smith  
Lucy Tan  
Georgina Tenny

- I. Call to Order
- II. Approval of CFC Minutes, Monday, September 12, 2022
- III. Accept Division Reports
  - A. Creative Performing Arts Division—September 1, 2022
  - B. Humanities Division—September 6, 2022
  - C. Natural Science Division—September 9, 2022
  - D. Social Science Division—September 9, 2022
- IV. Old Business
  - A. Grand Marshal
- V. New Business
  - A. Curriculum Proposals
    - a. New Program
      - i. Great TEXTS Certificate Program
    - b. New Courses
      - i. TX 100
      - ii. TX 200
      - iii. TX 300
      - iv. TX 301
      - v. TX 400
- VI. Discussion
- VII. Concerns
- VIII. Announcements
- IX. Adjourn

**CFC Meeting Agenda**  
**Monday, September 12, 2022, 4 p.m.**  
**Vogel Room**

Present: Matt Arterburn, Seid Adem, Adebanke Adebayo, Karen Camarda, Jason Emry, Kristen Grimmer (Zoom), Karen Garrison, Lindsey Ibanez (Zoom), Tucker Jones, Louise Krug, Wonjae Lee, Justin Moss, Alex Myers, Joey Kendall-Morwick, Janet Sharp, Ted Shonka, Ian Smith, Lucy Tan, Georgina Tenny

- I. Call to Order**
  - Matt started the meeting at 4:01PM
  - Matt discussed his intentions to guide/support and be a resource for this committee rather than dictate any changes.
- II. Election of new CFC secretary**
  - Tucker has volunteered and was approved by the general committee.
- III. \*Approval of CFC Minutes, Monday, April 25, 2022**
  - Karen G moved to approve the minutes.
  - Seconded & Approved
- IV. \*Accept Division Reports**
  - **A. HUMDIV – March 28-April 4, 2022 online; April 19-26, 2022 online**
    - I.** Approved
  - **B. Social Science Division – April 29, 2022**
    - I.** Approved
- V. Old Business**
  - **A. \*Review subcommittee assignments**
    - I.** Education has moved to the School of Applied Studies. More conversation (in New Business) about how this will change subcommittee assignments.
    - II.** Subcommittee assignments were Approved
- VI. New Business**
  - **A. \*Division Changes**
    - I.** Education has been moved to the School of Applied Studies; formerly Kinesiology & Education were combined as one of the five CAS Divisions
    - II.** Discussion on whether Kinesiology should be added to another CAS Division (reducing the CAS Divisions to four) or another department should join with Kinesiology to retain the five division structure
      - I.** If Divisions are reduced to four, CAS loses representation on some university committees.
      - II.** KN can't remain a division of their own without being far overrepresented in governance and overburdening Kinesiology faculty
      - III.** CAS is already likely to lose a senate seat because of the loss of Education faculty from the census, and so department chairs are hesitant to lose further representation by losing a CAS Division
      - IV.** Mass media proposes leaving Creative and Performing Arts and combine with Kinesiology for form a new Division.
  - III.** Karen G moved to join Mass Media and Kinesiology (Kristen seconded)
    - I.** Discussion:
      - I.** The current rundown of divisions was discussed
      - II.** This new combination will still be the smallest division, but this keeps CAS from dropping down to four divisions.
    - II.** New division was unanimously approved by the CFC
- **B. Fall 2022 Commencement Grand Marshal**
  - I.** Matt came up with names to start the conversation
    - I.** Frank Chorba
    - II.** Mary Sheldon
    - III.** Bill Gahnstrom

- II. Recommendations from the Council
  - I. Steve Black
- III. Matt asked if we should vote now.
- IV. Brief discussion if we should wait and let CAS vote on this via email
  - I. This is a new procedure to choose a Fall Grand Marshall
- V. The council decided to create an online poll and let CAS vote on the four names listed above

VII. Discussion

- **A. Meeting format for 2022-2023: in person, hybrid, virtual**
  - I. **1. Note: two requests for virtual meeting were received by folks who could not attend today**
  - II. Initially only one person was going to be unable to regularly attend, then it became evident that many people were going to be unable to attend, primarily because of childcare concerns
  - III. All remainder meetings will be in the Forum room which is better mediated
  - IV. Do we keep this time and do in person? Go hybrid? Go entirely on Zoom?
    - I. There would be conflicts if we tried to move the meeting earlier.
    - II. It was suggested that we try the hybrid approach once and see how it goes.
    - III. Several people expressed interest in all Zoom meetings
      - I. Vote on who would prefer Hybrid – 4 for hybrid
      - II. Vote on who would prefer all Zoom – 14 for Zoom
  - V. Next meeting will be on Zoom. We will see how it goes.
- **B. Online fee students pay for online courses**
  - I. Students pay \$300 for online courses. This money doesn't go to the professor. Several education classes are only offered online. It's not fair to make courses cost more when the professor isn't getting any of that money.
  - II. This fee can also put us at a competitive disadvantage with other institutions.
  - III. This policy is a throwback to when very few classes were offered online. Things have since changed. This is a concern that has been voiced by leadership across campus. But if we cut these funds, there is a significant cut to the entire university (approx. three million). We cannot really do anything with our current interim leadership, but the new leadership may be able to effect a change.
  - IV. This will not fade off the radar, but will be discussed with new leadership.
- **C. Potential Changes to our General Education Requirements**
  - I. KBOR pushed this through very quickly. All KBOR schools must adopt this new model. We do not have to adopt this, but there have been suggested implications about negative things that will happen if we do not adopt it.
  - II. This new model significantly strips down the number of Gen Eds that students will be expected to take. Instead of taking Gen Eds, students may transfer most GenEd and go immediately into their majors. They would also be likely to complete all of their Gen Ed credits while in high school. If this goes through, there will be program changes across the board.
  - III. Two take-home points.
    - I. First, we can get through this if we are collaborative. We need to work together as much as possible.
    - II. Second, if we add interdisciplinary minors, we can minimize these effects. Matt discussed some proposed/hypothetical minors.
      - I. If we add in some creative minors, this could help us rebound more quickly
  - IV. If adopted, this is supposed to go into effect by Fall 2024

VIII. \*Information Items

- **A. CAS Summer Professional Development Grant (Applications due Sept. 16)**
  - I. See packet
- **B. Faculty Success Groups (Sign up by Sept. 16)**
  - I. See packet
- **C. WUmester 2023: Health & Healing**
  - I. See packet

IX. Concerns

- General concern about the Gen Ed Changes

X. Announcements

- Tuesday, September 20<sup>th</sup> -- Agnes Callard “What is Free Speech” 7:30PM in BTAC

**XI. XI. Adjourn**

- Adjourned at 5:04PM

## CPA Meeting Agenda

Thursday, September 1, 2022, 4 p.m.

Zoom Link: <https://washburn.zoom.us/j/91971778903?pwd=NkRQcjBxVXd1VTczTmxobHp3ZExBdz09>

<b>Art:</b>	<b>Mass Media:</b>	<b>Music:</b>	<b>Theatre:</b>
Deena Amont	Andrew Anglin	Lawrence Abernathy	Julie Noonan
Madeline Eschenburg	Regina Cassell	Bryce Call	Theodore Shonka
Michael Hager	Sam Finch	Sheri Cook-Cunningham	Sharon Sullivan
Danielle Head	Kristen Grimmer	Joseph DeSota	
Wonjae Lee	Matthew Nyquist	Zsolt Eder	
Marguerite Perret	Maria Stover	Von Hansen	
Azyz Sharafy		Andrew Hakenewerth	
Kelly Thor		Kelly Huff	
Bobby Tso		Silas Huff	
Ye qiang Wang		Bill McKemy	
		Rebecca Meador	
		Erinn Renyer	
		Tom Seddon	
		Lucy Tan	
		Craig Treinen	

**Did not have a quorum so no official meeting – just a discussion.**

**Vote went out on 9/1 and we had 27 respondents of yes to all changes.**

- 1. Voted to move mass media out of CPA**
- 2. Voted to replace mass media reps and replace reps whose terms had ended (updates in the table below).**

- I. Call to order
- II. CPA Division Change Proposal:
  - a. Mass Media to potentially join Kinesiology and replace Education (see page 2 for proposal)
- III. CPA appointments for 2022 – 2023 academic year (see page 3 for information tables)
- IV. Adjourn

## CPA Division Change Proposal

The Kinesiology and Mass Media Departments are proposing to join together to form a new

MM/KN Division. This would reduce the size of the Creative/Performing Arts Division (by 6 faculty members), while the newly formed division would be similarly sized (one fewer person) to the former ED/KN Division. This would maintain the current five-division structure of CAS. Altering Division structure requires a change to the Faculty Handbook, and according to that document is “the responsibility of the College Faculty” and so any change will need to be approved by Divisions, CFC and the entire CAS faculty.

The Mass Media and Kinesiology departments took the time to discuss this proposal. Faculty in both departments are in favor of the change. The proposed division change is going through all the levels of approval: CPA Division, CFC and CAS faculty.

The proposed change will take effect only after it has passed all levels of approval.

## CPA Elected & Appointed Representatives

Division Positions	Elected Reps	Term Info	Needs Nominated and Elected
Division Chair	Kristen Grimmer	2-year term, can serve 2 terms (through 6/23)	YES
	Silas Huff		
Academic/Sweet Sabbatical	Yeqliang Wang	Must be tenured, 2-year term (through 6/22)	YES
	Rebecca Meador		
Assessment Committee	Sherrri Cook-Cunningham	3-year term (through 6/24)	NO
CCPT	Craig Treinen Craig Treinen	2-year term, no term limit (through 6/22)	YES
FITAC	Andrew Anglin Doesn't Exist	2-year term (through 6/23)	YES
General Education	Kelly Huff	3-year term (through 6/23)	NO
Honors Advisory Board	Von Hansen Bryce Call	Elect even years (through 6/22)	YES
Interdisciplinary Studies	Silas Huff Bobby Tso	Elect even years (through 6/22)	YES
Undergraduate Probation & Reinstatement	Regina Cassell	Can be non-tenured, elect even years (through 6/22)	YES
	Ted Shonka		
University Program Review Committee	Mike Hager	Must be tenured, 2-year term (through 6/22)	YES
	Mike Hager		
Faculty Senate	Yeqliang Wang	2-year term (through 6/23 but resigning because of sabbatical)	YES
	Joey DeSota		
Faculty Senate	Kelly Huff	2 – year term (through 6/23)	NO
Faculty Senate	Julie Noonan	2-year term (through 6/23)	NO

Dean Appointed Division Positions	Elected Reps	Term Info	Needs Appointed
BIS Committee	Andrew Anglin	3-year term (ends 6/22)	YES
Faculty Development Grants	Andrew Anglin	2-year term (ends 6/23)	YES
IT Advisory Committee	Wonjae Lee	2-year term (ends 6/23)	NO

**Humanities Division of Washburn University**  
**College of the Arts and Sciences**  
**Meeting Minutes**  
**September 6, 2022 (Morgan 239 and Zoom)**

**Zoom link**

<https://washburn.zoom.us/j/95909392761?pwd=Ukp4ZVNhYcGNwR1JSWnB2M2VqZjk4QT09>

**In attendance:** Eric McHenry, Izzy Wasserstein, Ian Smith, Carson Kay, Corey Zwikstra (zoom), Muffy Walter, Jim Schnoebelen, Margaret Jones, Melanie Burdick, Rik Hine, Liz Derrington, Chris Jones, Kara Kendall-Morwick, Dennis Etzel (zoom), Michael O'Brien (zoom), Miguel Gonzalez-Abellas (zoom), Adebanke Adebayo, Tracy Routsong, Justin Moss, Louise Krug, Vanessa Steinroetter (zoom)

**Call to order**

Ian Smith, Chair of the Division, conducted a meeting beginning September 6, 2022 at 4:00 PM (Central). The meeting was called to order at 4:02 PM (Central).

**Business included the following agenda items.**

1. Approval of Minutes from the May 18, 2022 meeting
2. Vote on the Interdisciplinary Committee HUMDIV representative
  - a. Candidate: Bradley Siebert
3. Discussion of (Revised) New Certificate Program Proposal: TEXTS program
4. Announcements
5. Adjournment

**1. Approval of Minutes (May 18, 2022)**

- a. Minutes were approved.

**2. Interdisciplinary Committee HUMDIV Representative**

- a. Candidate: Bradley Siebert
- b. Confirmed by acclamation.

**3. Discussion of (Revised) New Certificate Program Proposal: TEXTS Program**

**a. (Re)introduction of program**

- i. For access to proposal, please [click here](#) or review the following link.
- ii. [https://washburnmail-my.sharepoint.com/:w:/r/personal/kelly\\_erby\\_washburn\\_edu/Documents/TEXTS%20Curriculum%20For%20ms/Program%20Proposal.docx?d=w5ce9631b94484721990dad81ccd22331&csf=1&web=1&e=7ipNPv](https://washburnmail-my.sharepoint.com/:w:/r/personal/kelly_erby_washburn_edu/Documents/TEXTS%20Curriculum%20For%20ms/Program%20Proposal.docx?d=w5ce9631b94484721990dad81ccd22331&csf=1&web=1&e=7ipNPv)
- iii. TEXTS program committee: Courtney Sullivan, Chris Jones, Melanie Burdick, Kerry Wynn, Tracy Routsong, and Kelly Erby.

**b. Point 1: Changes since prior meeting discussion**

- i. After receiving the May HUMDIV meeting's feedback, the committee made revisions to the TEXTS program proposal. Per prior concerns, the TEXTS courses will no longer be considered General Education courses. The committee continues to acknowledge concerns regarding team-teaching and course load.
- ii. The committee has incorporated a TEXTS fellow title to formally credit participating faculty with 0.75 course load to avoid net load loss.

**c. Point 2: Continued Questions from HUMDIV**

**i. Question 1: Should we be adding programs?**

- i. Other programs already in existence continue to struggle with enrollment. Does it make sense to add a new program when we have programs that need to grow?

- ii. The committee acknowledges this concern. The hope is to create cohorts of 15 first-generation students not majoring in a humanities area to attract students to course offerings they might not otherwise pursue. The committee hopes that students pursuing Business and SAS degrees will experience these upper-division TEXTS courses. In other words, the hope is to add rather than compete with other courses. Additionally, the donor is financially supporting participating students through scholarships and by covering textbook costs. It will essentially equate to 15 credit hours, or one full semester, of free college education in the humanities.

**ii. Question 2: Who (administratively) will be credited for teaching these courses?**

- i. Is that how students will be classified? We have social science and humanities faculty on the committee, so how will the TEXTS program be allocating labor? Who will be teaching these courses?
  - 1. The committee acknowledges this concern, which was raised by a chair. The Dean's Office is aware of this concern.
- ii. Where are the hours/credits going, if the courses are neither social science nor humanities specific? Who gets credit for this? There is a benefit by giving faculty courses to teach, particularly as an outlet in light of the possible General Education changes. Administratively, who is getting credited?
- iii. It might be worth having someone in Dean's Office consult with the honor's program to handle where credit goes. Given that the honor's program has a system in place for credit distribution, it might be possible to borrow their approach to avoid recreating a process already in place.

**iii. Question 3: How are we defining "Great" texts? Is "Great" the appropriate descriptor?**

- i. The program proposal appears to equate "great" texts as transformative and significant works. How, though, are we defining "great?" How can we meet the needs of our students?
- ii. One chair wanted a clear definition of what these "great texts" are. The committee believes defining these texts could limit the texts that students could experience. There will be a committee to look at applications proposing TEXTS courses. In the applications, instructors must explain why their required texts are significant texts for our students.
- iii. Moreover, "texts" is flexible and not limited to texts/books. Films, musical scores, and visual art count as texts. The committee is deliberately defining "texts" broadly.

**iv. Question 4: How will the committee evaluating TEXTS course applications be formed?**

- i. Rather than treating the future TEXTS committee as an assigned university committee, it would be beneficial for this responsibility to be equitably distributed between every participating division and department.
- ii. How would this be achieved?
  - 1. Perhaps each division gets a certain number of votes and each division would submit their representatives for consideration.

**v. Question 5: Why was "Great" texts added to the most recent TEXTS program proposal document?**

- i. "Great" texts were added to this doc. Why?
- ii. It's a placeholder phrase right now. The donor expressed interest in creating the program quickly, so the committee is responding quickly. The donor is pleased thus far and does not desire to micromanage the program. He is enthusiastic about the ideas.
- iii. If this document still in flux and we are marketing but not wanting to limit to a specific name, are we voting on a document that has not been finalized? We are typically voting in a more finalized form.
- iv. HUMDIV is not voting on this today. Feedback will go to Dean's Office. They will issue a final proposal that we will vote on electronically in 1-2 weeks. The e-vote will be completed by September 19 at 5:00 pm (central).

**vi. Question 6: How can we better underscore the importance of diversity in the TEXTS program?**

- i. It is important to see language in the proposal that speaks to diversity of perspectives.



- vii. **Question 7: What barriers might exist for faculty in smaller departments to participate in the TEXTS program?**
- i. Regarding equitable distribution, those in small department that have to teach a certain number of courses may find it difficult to get involved because (a) the teaching partner will likely be outside of the department and (b) the instructor(s) will have to make room for the TEXTS course in their teaching schedule(s) if the course is accepted. How will timing work out? How might timing make it difficult for some faculty to participate? How do we make room for that structure? How will that work with rotation? Ultimately, Hine anticipates the potential for scheduling problems.
  - ii. The smallness of TEXTS cohorts may help. At one time, there would be a total cohort of 60 students with 15 students per cohort. It would not be a massive program. Moreover, the committee will hopefully be evaluating courses in advance to allow for planning.
  - iii. That would be best from a scheduling perspective. The new General Education requirement (if adopted) may solve the issue for instructors. Instructors who previously taught General Education courses may need alternatives to teach. This could be that alternative.
- d. **Question 8: Are none of the TEXTS courses going to be General Education courses (as noted in the May HUMDIV meeting notes)?**
- i. What about the General Education item on the prior minutes?
  - ii. TEXTS courses will no longer be General Education courses.
  - iii. There is a high likelihood of comparable outcomes between WUBOR and KBOR General Education decisions.
- e. **Question 9: How can we best model language for TEXTS students?**
- i. Do we want to model that “great” language for our students? Think about modeling how we want students to use language.
  - ii. “Transformative” text was something the committee considered moving forward in early stages of discussion. The committee may return to that language.
- f. **Question 10: Is the TEXTS program appropriately tailored for first-generation students? Will first-generation students be interested?**
- i. This will be for first-generation students, correct?
  - ii. Yes, that is the idea.
  - iii. It will be paid for, which will be appealing.
  - iv. Looking at document, first-generation students are the focus. The program proposal seems to be focused on basic literacy skills, but also seems to reflect a more liberal arts slant.
  - v. Those learning outcomes are tailored to suggest students will experience an intellectual journey during their college experience.
  - vi. Should TEXTS courses really be writing intensive and discussion-based seminars for his population? Will it be too much? Will they be interested in this particular emphasis? This may not be an issue. Faculty member notes they were a first-generation student.
  - vii. The donor’s original wish was to have had this liberal arts experience as opposed to being focused on a practical career. He (the donor) is interested in the connections among disciplines that might not be evident to an undergraduate student. He likes the experiential aspect that is possible with interdisciplinary work. There is a potential to witness elements of interdisciplinarity from multiple disciplinary perspectives. It seems possible.
  - viii. It is deeply concerning to imply that a certain population cannot handle these questions and objectives. The preference is to approach with a mindset that students can rise to challenge when given an opportunity.
  - ix. Based on past experiences working with these students, it is absolutely possible to put a group of students together. The cohort model will help because students will be talking with students they know.
- g. **Question 11: Does team teaching mean collaborating with different disciplines/departments? Could we have some clarification?**

- i. Team teaching would occur between multiple departments.
- ii. More specifically, humanities instructors and those who are humanistically trained would team teach. Someone from the social sciences who was humanistically trained could teach in the program.
- iii. This facet of the conversation will be continued.

**h. Question 12: How will the TEXTS program clearly prioritize inclusive pedagogy and center practices that promote student success?**

- i. There seems to be a focus on content and curriculum, not on how these courses will be taught. The courses need to be inclusive and taught to support students. While proposals should note content and outcomes, they should worry less with content and outcomes and really underscore inclusive teaching strategies.
- ii. It is important to note that we have first-generation faculty at Washburn. Some may wish they had access to these TEXTS courses. Some won't. Similarly, not all first-generation students will want this and like this. It's important to recognize that some people who were first-generation students are great thinkers. First-generation students are not, however, a monolith.
- iii. One reason cohorts will be created in Spring is to allow recruitment to occur in Fall WU 101 sections.
- iv. It is necessary to be realistic and prepare for success. The future committee will need proposals to indicate how scaffolding skills help students succeed. Students want to read great books and ask big questions.
- v. The nice thing about lots of money is that while the program may or may not work, the faculty get to try. Faculty member is inclined to support it but would be more supportive if language of diversity was a program touchstone.
- vi. The committee wants to express that it is a huge opportunity. There are dealbreakers that would take this off the table, but there is the potential for a more transformative financial gift if the program is successful.

**i. Question 13: What will instructor recruitment entail for this program?**

- i. What does recruitment look like for this program? In what way? Who recruiting? What does that method/model look like to get people interested?
- ii. Outstanding faculty must be teaching these classes. They must engage in inclusive teaching and learning. This does not mean that CTEL certificates are the only way to illustrate commitment to inclusive pedagogy, but instructors need to illustrate that they took the time to become inclusive in teaching.
- iii. CTEL certificates would be a good concrete way to credential, in addition to noting the importance of diversity in the program.
- iv. Through the Title III grant, there is a group of instructors designing a course with first-generation students in mind. Could this training be applied for this purpose?
- v. Inclusive teaching is better teaching. Students like it more. They understand there are more things to do. Faculty member incorporated more resources for students during the pandemic and students responded positively. Students are really interested in going to campus events. When students get involved on campus, they are more likely to succeed.

**j. Question 14: How much will instructors be compensated? What will stipends look like?**

- i. How much are stipends?
- ii. This element has not been clarified yet.
- iii. Most of the donor's money will go to scholarships for students and purchasing of textbooks. The stipend will probably be nominal. There is a need to establish a more concrete number for instructors.
- iv. Will it be comparable to other stipends?
- v. The Dean's Office makes those calls. What do we hope for?
- vi. It's also important to note that compensation should be comparable to solo teaching compensation because team teaching is not less work. It is more work. There is a concern that instructors would be paid less.

**k. Question 15: What will student recruitment look like for this program?**

- i. How do we recruit first-generation students specifically? If first-generation students do not connect, how can we pivot to include more students? What if other students want to gain access but can't?
- ii. The committee has discussed this. The committee talked about making the class open to 20 students, 15 being the first-generation cohort and five being students who just want to participate in the class. These five students would not get scholarships, but this model would allow others to join.
- iii. Washburn does have a first-generation dorm hall, student organization, and WU 101 sections, so there is an audience.

**l. Question 16: Will an administrative source (i.e., Dean's Office or VPAA's Office) confirm that consideration will be offered for teaching a TEXTS class in regards to credit hours (in terms of course credit load per course and student credit hour load per course)?**

- i. Because we have small cohort, faculty load is concern. Some assurance from administrative source (Dean or VPAA) regarding this concern would be appreciated.

**m. Question 17: What is the percentage of first-generation students at Washburn?**

- i. What is the first-generation percentage?
- ii. Fifty percent of incoming students are first-generation students.

**n. General comments**

- i. Thank you to committee for this labor and effort.
- ii. Thank you for the feedback.

**4. Announcements**

No announcements are available at this time.

**5. Adjournment**

The meeting concluded on September 6, 2022 at 4:52 PM (Central).

Respectfully Submitted,  
Dr. Carson Kay  
Department of Communication Studies  
Secretary to the Humanities Division

**Natural Science Division (NSD)**  
**Meeting Minutes**  
**Friday, September 9, 2022**

- I. Meeting called to order at 2:01 pm by Division Chair Seid Adem.
- II. Hoang Nguyen was elected secretary of the Natural Science Division for the 2022-2023 year.
- IV. Introduction of New Faculty 2022
  - A. Computer Information Sciences – Joseph Kendall-Morwick
  - B. Mathematics and Statistics – Kosman Rajapaksha
- IV. Committee Reports – none.
- V. Old Business – none.
- VI. New Business – The division unanimously approved the addition of the following new courses
  - A. Biology
    - a. BI 311 – Field Ecology
    - b. BI 312 – Behavioral Ecology
- VII. Announcements –
  - A. Susan Bjerke announced Women-in-Science Day at Washburn on Monday 10/13. Volunteers on the day will be needed and welcome.
  - B. Ben Reed reminded about turtles with transmitters recently brought to Washburn. Faculty should let students know that they should return those turtles where they were found.
  - C. Karen Camarda announced the reopening the Observatory Open House soon. Details will come from email.

The meeting was adjourned at 2:20 pm.

Minutes respectfully submitted by Hoang Nguyen, Secretary

There was a presentation by Hoang Nguyen, about “Toward a Safety Culture.”

## Social Science Division Meeting 9/9/22 Minutes

**In attendance:** Kelly Erby, Tom Prasch, Kerry Wynn, Mary Sundal, Michael McGuire, Lindsey Ibañez, Linzi Gibson, Ashley Maxwell, Alexandra Klales

### TEXT program proposal

- Kelly Erby provided a link to the TEXT program proposal in advance of the meeting
- Mary Sundal asked for clarification on the sentence “Each Great TEXTS course is team-taught by a pair of faculty members representing two different disciplines, within the tradition of the humanities.” Does this mean that only Humanities faculty can team-teach TEXT courses or will this be open to all CAS faculty?
  - Discussion over the phrase “within the tradition of the humanities” with recommendation to reword with “humanist tradition”
  - Discussion on whether Natural Science or even Social Science faculty could teach and if at least one faculty of the teaching pair must be Humanities
  - Need clarification from the TEXT advisory board on the language and the intent
- Lindsey Ibañez brought up that the program advantages departments that have faculty to spare and that in some departments/programs that are small, faculty may not be able to teach-teach a TEXT course because they are needed for required major courses.
  - Discussion that the new GenEd system (if approved) may free up some faculty teaching commitments
  - Discussion that courses required in a program could also fit into the TEXT program if designed appropriately

### General Education and KBOR

- Tom Prasch began with an overview of the struggles we face at multiple levels and need of support from the other WU units / schools. Also stated that there may be a lot of opportunities as well as dangers depending on how we accommodate the proposed KBOR changes. In addition, CEP has drastically altered faculty-load as students are completing many GenEd courses in high school.
  - Discussion regarding the implications if programs/departments opt to just add own discipline courses
  - Discussion of where the pressure to make the GenEd changes are coming from and how this affects our programs
- Michael McGuire provided information discussed in Faculty Senate that transfer students have higher debt associated with GenEd courses in comparison to direct-from-high school students
  - Discussion on the myth of WU not being transfer-friendly and that the KBOR GenEd proposal will not make it any easier for transfer students
- Kerry Wynn advocated for accepting KBOR’s proposal but with revisions so that all units and schools adopted a 9-9-9 approach to GenEd. This would not alter existing requirements for the School of Nursing and Business School.
  - Discussion on the importance of WU focusing then on the distinctiveness (in comparison to other Kansas institutions) of our BA and BS programs.
  - Is this model similar to ones proposed that include interdisciplinary minors and/or microcredentials? Microcredential may not be the same as the K-State 8, but there is still a lot that needs clarifying.
- Mary Sundal brought up the question of where WU101 fits into the remodeling.
  - Discussion of the benefits of WU101, in particular student retention rates, university-navigation skills provided to students, and equity and inclusion
  - Discussion of the perceived dislike of WU101 from the faculty and students
    - More clarification is needed on what WU101 classes provide students and how the classes accomplish the student learning objectives
    - CTEL sessions scheduled this semester to spread the word about what WU101 does
  - If WU101 is not a university requirement, will all programs require the course?
    - Not all programs may be concerned with retention rates equally
- Other comments/concerns raised
  - Are microcredentials too cumbersome to navigate through from the student (and advisor) perspective?
  - If we adopt the KBOR proposal and then create interdisciplinary minors and/or microcredentials. Who will be included in these conversations to ensure equity across CAS departments?
  - Do we have support across all of WU to engage with the spirit of GenEd—isn’t a broad interdisciplinary background essential for our institution?

- Can we use the existing SLO as a second tier GenEd model? Or will KBOR object because these classes are already linked to GenEd?
- Will KBOR eventually want to review all of our proposed classes and programs?

#### Committee Updates and Announcements

- Faculty Senate Representatives = Michael McGuire and Linsey Moddelmog
  - Michael McGuire gave brief overview of most recent faculty senate meeting; reminder that subcommittees meeting this next week
  - Linsey Moddelmog could not be at the Division meeting due to teaching but asked if any faculty have questions or concerns regarding President Farley's retirement package to please email her as this will be discussed at Faculty Senate.
- Please spread the word about the African American and African Diaspora Studies (AAADS) minor program to our students. Tom Prasch will teach HI 370 Modern Africa (a required minor option) in the spring. AD200 Introduction to Critical Race and Ethnic Studies (also required) will also be offered in the spring.
- If you missed the Abortion Rights Panel: History and Politics last night, please email Tom Prasch to get the recording.
- Upcoming historical films and forums (both at 7pm Henderson 112)
  - Sept. 22<sup>nd</sup> Historical Film night "The Queen"
  - Sept. 28<sup>th</sup> forum on Mikhail Gorbachev
- Write-on-Site every Monday 1:00-2:30 Morgan 210 and Friday 3:00-5:00 Henderson 225
- Sept. 15<sup>th</sup> CTEL Mentoring a Scholarly and Creative Washburn Transformational Experience
- Sept. 16<sup>th</sup> CAS Professional Development applications due
- Sept. 21<sup>st</sup> All CAS Faculty Meeting – be sure to attend as there are four important agenda items (quorum is needed); this meeting conflicts with one of the options for the Academic Bridge Strategic Planning Session. If possible, go to the Tuesday option so you can attend the CAS meeting
- Academic Bridge Strategic Planning Session options (both Forum Room, BTC)
  - Tuesday, Sept. 20<sup>th</sup> 3:00-5:00
  - Wednesday, Sept. 21 3:00-5:00
- Nov. 18<sup>th</sup> Day of Transformation: will include oral presentations and poster presentations

## New Program Proposal

Title of program & CIP: Great TEXTS Certificate Program (CIP: 24 Liberal Arts and Sciences, General Studies, and Humanities)

Rationale for offering this program:

Historically, the benefits of a liberal arts education have been limited to students from more privileged backgrounds. Today, family and financial pressures continue to steer many students—including many of Washburn's growing number of first-generation students—away from the study of the traditional liberal arts and toward more occupationally specific and applied majors.

The Washburn University Foundation recently approached the College of Arts and Sciences about a donor interested in funding a new program to expand the number of students at Washburn who pursue courses in the humanities and who benefit from the power of the liberal arts, as Roosevelt Montás writes in *Rescuing Socrates* (2021), to inspire students to ask questions and realize their own intellectual capacity and self-worth.

In response, an interdisciplinary team of faculty designed the Great TEXTS certificate program. TEXTS is **T**ransformative, **EX**periential, and **T**eam-Taught **S**tudies. The program is intended to engage Washburn students in examining significant texts and exploring big questions associated with humanistic inquiry under the mentorship of College of Arts and Sciences faculty. Every course is team-taught and includes unique opportunities to pursue knowledge outside of the traditional classroom, including travel to historic and cultural sites and engagement with the local community. The program leverages the power of the liberal arts to broaden students' perspectives on the world while developing their abilities to read closely, think critically, write effectively, and communicate with others of different perspectives. The program is available to any student pursuing any degree program. Its emphasis of big, timely, and timeless problems and questions complements all major programs by helping students to see connections between the topics they study and contemporary debates that they will confront as business, science, political, and industry leaders and as citizens in a multicultural democracy.

Topics and texts selected for the required seminars will change each semester, as will the opportunities for cocurricular and extracurricular engagement. Each year, the program will issue a call for course proposals similar to the call faculty receive from the Honors Program. A Great TEXTS faculty advisory board consisting of membership from disciplines across the humanities will review these proposals. Proposals will be assessed based on their ability to meet the program's learning objectives as well as the rationale explaining the significance and transformational nature of the texts selected for the course. The specific "texts" that students explore in these courses need not be limited to books but could also include films, works of art, musical compositions, performances, and other significant and transformative works. It is critical that these texts represent a diversity of perspectives and this will be part of the evaluation criteria for Great TEXTS courses as well. Additional criteria will include the timeliness of the proposed course topic, the quality of the embedded experiential element, and an inclusive pedagogical approach. Other decisions related to selection of courses will be made later by the program's advisory board.

Faculty selected to teach in the Great TEXTS program will become TEXTS faculty fellows for one semester. They will receive a stipend to co-develop their course as well as an additional .75 teaching load credit to serve as a TEXTS faculty fellow. This additional load time, in combination with the 2.25 load assignment for team-teaching their Great TEXTS course, will bring their teaching load to 1.0 FTE, making up for the reduction in faculty load required by the handbook for co-taught classes. TEXTS fellows will be asked to help promote the program and participate in Great TEXTS events in addition to co-teaching one Great TEXTS course. The student credit hours for Great TEXTS courses will be divided and attributed to each faculty member's home department.

There are already several creative, experience-based, and interdisciplinary courses offered at Washburn, some of which are also team-taught. We invite faculty to consider adapting and proposing these existing courses for the Great TEXTS program in addition to proposing new courses.

Students will be recruited into the program during their first semester at Washburn, with the introductory course offered in the spring semester. Exceptions to this timeline may be granted as needed (e.g., for transfer students, etc.). In their remaining years of study, students will complete three additional 3-credit hour seminars, as well as a 3-credit hour capstone experience. The program advisory board will work with other units on campus (e.g. the Center for Student Success and Retention and Enrollment Management) to develop a more specific plan to recruit, select, and retain students to the program.

The budget for the pilot program includes scholarships for students to earn the Great TEXTS certificate. The budget also includes funding to cover the costs associated with purchasing assigned books and other materials for Great TEXTS courses as well as funding to provide unique learning experiences outside the traditional classroom. In addition, funding has been allocated for faculty development and to provide stipends to faculty who develop Great TEXTS courses (see above). The Washburn University Foundation has secured funding through the private donor to finance these costs associated with the Great TEXTS program for at least the next three years. Following this trial period, the program and budget may need to be reevaluated. Administrative support will be provided by the office of the College of Arts and Sciences.

#### Exact proposed catalog description

Washburn University's Great TEXTS certificate program is an interdisciplinary program that engages students in reading transformative texts to explore big, timely, and timeless problems and questions of humankind. The program is open to students in all majors and degree programs, especially those who want to enhance their reading, writing, speaking, and critical-thinking skills. Each Great TEXTS course is team-taught by a pair of faculty members through an approach inspired by humanist traditions. Each course also includes unique opportunities to pursue knowledge outside of the traditional classroom, including travel to historic and cultural sites and engagement with the community. Additional benefits of the TEXTS program include smaller classes that are discussion based. The unique Great TEXTS plan of study helps students to see connections between the topics they study and contemporary debates that they will confront as business, science, political, and industry leaders and as citizens in a multicultural democracy. Great TEXTS courses are **Transformative, EXperiential, and Team-Taught Studies**.

#### Student Learning Outcomes

Students who complete the certificate program will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Analyze major intellectual ideas, human institutions, and human behavior as expressed in transformative texts from the Western and non-Western traditions
3. Apply interdisciplinary methods and theories from the liberal arts to current challenges facing individuals, communities, and societies.

#### Plan of Study

The certificate program requires a total of 15 credit hours of Great TEXTS courses.

#### **Required Introductory Course:**

TX 100: Critical Thinking, Communication, and Transformative Texts: Antiquity to Modernity



This first-year gateway course introduces students to the great questions and problems of humankind through discussion-based exploration of transformative texts from a variety of disciplines and genres. These texts will be examined in the context in which they were written and explored for what they mean today. The course helps students practice the critical thinking and communication skills they will need for success in college and in life. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement.

***Required Seminars:***

TX 200: Enduring Questions and Transformative Texts

TX 300: Complex Problems and Transformative Texts

TX 301: Inspiring Visions and Transformative Texts

These seminars will approach an important and timely problem or question from the perspective of the humanities. Topics will vary by semester.

***Capstone***

TX 400: Capstone

With faculty consultation, students will complete a project based in transformational texts that applies to their lives, major, and interests. The project may be based in research, creative work, or community engagement.

List any financial implications: The team-taught model of all Great TEXTS courses will have financial implications for the College. Additional costs for compensating faculty to develop courses and funding scholarships and special experiences for students will be borne by the private donor for at least the next three years. In terms of enrollments, we anticipate the program will be revenue neutral.

Are any other departments affected by this new program? Yes. CAS faculty members will be needed to teach these courses and this will impact the offerings of their home departments. The student credit hours for Great TEXTS courses, however, will be divided and attributed to each faculty member's home department. In addition, every Great TEXTS class is a potential gateway to additional exploration in the humanities for Washburn students. We further envision the program as a significant opportunity to cultivate Washburn's reputation as the premier liberal arts institution in the state and region.

New Course Proposal

Course Title: Critical Thinking, Communication, and Transformative Texts: Antiquity to Modernity

Department: Great TEXTS certificate program

Division: CAS

Course Level: lower division

Prefix: TX

Course Number: 100

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This first-year gateway course introduces students to the great questions and problems of humankind through discussion-based exploration of transformative texts from a variety of disciplines and genres. These texts will be examined in the context in which they were written and explored for what they mean today. The course helps students practice the critical thinking and communication skills they will need for success in college and in life. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Prerequisites: Acceptance into TEXTS program.

Prerequisites: acceptance into Great TEXTS certificate program

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: No

# Syllabus

## TX 100: Critical Thinking, Communication, and Transformative Texts: Antiquity to Modernity (3)

### Course Description

This first-year gateway course introduces students to the great questions and problems of humankind through discussion-based exploration of transformative texts from a variety of disciplines and genres. These texts will be examined in the context in which they were written and explored for what they mean today. The course helps students practice the critical thinking and communication skills they will need for success in college and in life. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement.

Prerequisites: Acceptance into Great TEXTS certificate program.

### Instructor Information

[Indicate instructors' names and contact information here.]

### Course Objectives

Upon successful completion of the course, students will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Develop a carefully reasoned argument with support from close reading of a variety of sources
3. Write effectively
4. Present and discuss ideas verbally with clarity

### Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship/course materials will be made available on D2L or other delivery method.]

### Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

### Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

### University Syllabus Additions

[Insert current version here.]

New Course Proposal

Course Title: Enduring Questions and Transformative Texts

Department: Great TEXTS certificate program

Division: CAS

Course Level: lower division

Prefix: TX

Course Number: 200

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with life's big questions, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100.

Prerequisites: Prerequisites: TX 100.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: No

# Syllabus

## TX 200: Enduring Questions and Transformative Texts (3)

### Course Description

This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with life's big questions, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100.

### Instructor Information

[Indicate instructors' names and contact information here.]

### Course Objectives

Upon successful completion of the course, students will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Analyze literary texts, especially in relation to the material, economic, social, cultural, and political conditions in which they were produced
3. Demonstrate understanding of multiple worldviews, experiences, and power structures to address or analyze significant global problems

### Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

### Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

### Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

### University Syllabus Additions

[Insert current version here.]

## New Course Proposal

Course Title: Complex Problems and Transformative Texts

Department: Great TEXTS certificate program

Division: CAS

Course Level: lower division

Prefix: TX

Course Number: 300

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with the essential problems of the human condition, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100 and TX 200.

Prerequisites: Prerequisites: TX 100 and TX 200.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: No

# Syllabus

## TX 300: Complex Problems and Transformative Texts (3)

### Course Description

This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that engage with the essential problems of the human condition, both contemporary and enduring. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100 and TX 200.

### Instructor Information

[Indicate instructors' names and contact information]

### Course Objectives

Upon successful completion of the course, students will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Evaluate written and/or visual information, evidence, and argument for reliability and authority/usefulness
3. Develop a carefully reasoned argument with support from close reading of a variety of sources

### Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

### Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

### Course Schedule

[Indicate assigned course readings, assignments, and due dates here]

### University Syllabus Additions

[Insert current version here]

## New Course Proposal

Course Title: Inspiring Visions and Transformative Texts

Department: Great TEXTS certificate program

Division: CAS

Course Level: upper division

Prefix: TX

Course Number: 301

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that inspire, foresee, or call to action. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester.

Prerequisites: TX 100, TX 200, and TX 300.

Prerequisites: Prerequisites: TX 100, TX 200 and TX 300.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: No



# Syllabus

## TX 301: Inspiring Visions and Transformative Texts (3)

### Course Description

This course examines a series of transformative texts written in a variety of different genres, cultural traditions, and historical periods that inspire, foresee, or call to action. Throughout the course, students' understanding and enjoyment of the selected texts will be supplemented by extracurricular activities and presentations, such as visits to historic and cultural sites, plays, musical performances, films, galleries, poetry readings, public lectures, and community engagement. Specific topics and texts will change each semester. Prerequisites: TX 100, TX 200, and TX 300.

### Instructor Information

[Indicate instructors' names and contact information]

### Course Objectives

Upon successful completion of the course, students will be able to:

1. Engage critically with transformative texts, drawing on multiple perspectives, to reflect on one's position in the world
2. Evaluate written and/or visual information, evidence, and argument for reliability and authority/usefulness
3. Develop a carefully reasoned argument with support from close reading of a variety of sources

### Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

### Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

### Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

### University Syllabus Additions

[Insert current version here.]

New Course Proposal

Course Title: Great TEXTS Capstone

Department: TEXTS certificate program

Division: CAS

Course Level: upper division

Prefix: TX

Course Number: 400

Credit Hours: 3

Effective Semester: Spring 2023

Course Catalog Description (include prerequisites): With faculty consultation, students will complete a project based in transformational texts that applies to their lives, major, and interests. The project may be based in research, creative work, or community engagement. Prerequisites: TX 100, TX 200, TX 300, and TX 301.

Prerequisites: Prerequisites: TX 100, TX 200, TX 300, and TX 301.

Is this course required for the minor/program?: Yes

Does this course replace an existing course?: No

How will the teaching of this course be staffed?: It will be co-taught by two existing faculty members

What, if any, additional equipment or facilities will be needed to teach this course?: None

Paste a copy of the master syllabus in the text area below. Make sure the syllabus addresses 1) the extent and nature of the reading for the course; 2) the writing component of the proposed course both quantitatively and qualitatively; 3) how student learning will be assessed. See attached.

Additional Comments: None

Is this course being proposed as general education?: N

# Syllabus

## TX 400: TEXTS Capstone (3)

### Course Description

With faculty consultation, students will complete a project based in transformational texts that applies to their lives, major, and interests. The project may be based in research, creative work, or community engagement. Prerequisites: TX 100, TX 200, TX 300, and TX 301.

### Instructor Information

[Indicate instructors' names and contact information.]

### Course Objectives

Upon successful completion of the course, students will be able to:

1. Connect relevant experiences from previous TEXTS courses and other fields of study
2. Communicate ideas, concepts, and information through written, oral, and nonverbal means
3. Apply interdisciplinary methods and theories from the liberal arts to current challenges facing individuals, communities, and societies

### Required Texts

[Indicate what texts will be required and purchased for students as part of their TEXTS scholarship. Indicate if additional readings/course materials will be made available on D2L or other delivery method.]

### Course Assignments

[Indicate here the course assignments that will assess student learning of the above objectives. Also indicate point values of each assignment.]

### Course Schedule

[Indicate assigned course readings, assignments, and due dates here.]

### University Syllabus Additions

[Insert current version here.]