

Washburn University
Meeting of the Faculty Senate
April 6, 2020 3:00 PM
Zoom Meeting Hosted by FS Executive Committee

- I. Call to Order
- II. Approve minutes of the Faculty Senate Meetings
 - March 30, 2020 (pp. 2- 9)
 - March 31, 2020 (pp.10-15)
- III. President's Opening Remarks
- IV. Report from the Faculty Representative to the Board of Regents
- V. VPAA Update - Dr. JuliAnn Mazachek
- VI. Consent Agenda
 - Faculty Senate Committee Reports
 - I. Approve February 10, 2020 minutes of the Academic Affairs Committee (p. 16)
 - University Committee Reports
 - I. Receive January 30, 2020 minutes of the International Education /International WTE Committee (p. 17)
 - II. Receive February 11, 2020 minutes of the Academic Diversity & Inclusion Committee (pp. 18-20)
- VII. Old Business:
 - 20-10 Change to Bachelor of Integrated Studies (Erby) (pp. 21-25)
 - 20-11 99 CAS credit-hour rule (Routsong) (pp. 26-27)
 - 20-12 Change to B.A. in English Literature (Kendall-Morwick) (pp. 28-33)
 - 20-13 Change to B.A. in English Literature (Beatty) (pp. 34-41)
 - 20-14 B.Ed. Middle Grades STEM (Steffen) (pp. 42-46)
 - 20-15 B.S. in Computer Information Sciences with concentration in Data Science (Mechtly) (pp. 47-54)
 - 20-16 Minor: African American and African Diaspora Studies (Sundal) (pp. 55-66)
 - 20-17 Minor: Museum and Curatorial Studies (Gibbons) (pp. 67-74)
 - 20-18 Washburn Law Early Admission Program (LEAP) (Erby) (pp. 75-81)
- VIII. New Business
- IX. Information Items
- X. Discussion Items
- XI. Announcements
- XII. Adjournment

Washburn University
Meeting of the Faculty Senate
March 30, 2020 3:00 PM
Zoom Meeting Hosted by FS Executive Committee

Present: Barker, Beatie, Byrne, Cook (M), Cook (S), Dodge, Douglass, Friesen, González-Abellás, Grant, Huff, Jones, Juma, Krug, Mazachek, Menninger-Corder, Miller, Morse, Prasch, Ricklefs, Romig, Sainato, Schmidt (S), Smith, Stevens, Vandelsem, Wang, Wasserstein, Watson, Woody, Zwikstra

Absent: Childers, Grimmer, Pierce

Guests: Ball (A), Desota, Ball (J), Bluml, Ellis, Erby, Holthouse, Grospitch, Liedtke, Routsong, Sollars, Stephenson, Thor

- I. Call to Order
- II. Approved the minutes of the Faculty Senate Meeting of March 2, 2020 with amendments.
- III. President's Opening Remarks
 - Remember that good enough is good enough for right now. Everyone is doing their best.
 - We will be recording the meeting to keep notes, it will be deleted after notes have been taken.
 - We will be using a polling option on zoom for the motions and approvals.
 - The election committee needs to contact chairs and deans to determine who is leaving senate at the end of the their two year term. Only Prasch and Baker have met their term limit. Elections need to be held in April for executive committee so be deciding who you would like to be elected.
 - There will be meeting on both April 6 and April 20
 - Not sure about what the general faculty plans look like right now.
 - April 9th is the next WUBOR meeting; there is not a report.
 - There will be a meeting tomorrow as well to ensure that we can cover all the issues that will affect students.
- IV. Report from the Faculty Representative to the Board of Regents
- V. VPAA Update - Dr. JuliAnn Mazachek
 - No major updates.
 - Cannot have imagined all of this when we met last time.
 - Thanks to everyone. There has been an amazing effort to get this taken care of and moving to remote. Everyone is doing well to adjust. Proud, humbled, and not sure what things look like in the future – but this is the best it could be for the students.

- VI. Consent Agenda
- Faculty Senate Committee Reports: none
 - University Committee Reports: none
- VII. Old Business: None
- VIII. New Business:
- Resolution recommending to be added to academic policy COVID-19
 - Schmidt moved to open, Morse seconded
 - Schmidt moved to substitute two agenda items for the one previously submitted. Jones seconded.
 - Barker explained that the intent is to go through each of the items and determine whether the language will be changed. The document had been sent out with the agenda to ensure it was out within the time required by the constitution. The new text provided for edits in the highlighted and strikethrough portions.
 - The handbook committee and some others put this amendment together quickly so that it could be done quickly. There are two pieces, one that is future focused and one that is meant to address the urgent issues faced (Schmidt).
 - Byrne asked for more information on the items that suggest a retroactive process. How does it work when a student chooses to pass / fail at the end of the semester?
 - Barker reminded senators that we are voting to consider the new item, not to approve anything yet. Motion to consider the item passed vote.
 - Mazachek wanted to note that it may sound odd for it to come through handbook committee. She reached out to Barker right away to set up a special committee, and then realized we already have a committee that has been established and is used to meeting to work on this. The membership made the most sense, as there is wide representation across campus.
 - Schmidt suggested a motion to open on first reading and proceeded to move to open the item *Temporary Academic Policy changes due to Extraordinary Circumstances of COVID19 in Spring 2020 Semester* (Items 1 and 2). Prasch seconded.
 - Desota took a poll to vote for Item 1, which passed.
 - Moving to Item 2, Prasch suggested to proceed through each paragraph.
 - Ball (J) asked whether the temporary incomplete policies will be part of the part term courses as well? Need to ensure that everyone who it is applied to will be covered.
 - Prasch made it friendly amendment, which Ricklefs seconded.

- I. “incompletes assigned in full semester or second half courses in spring 2020 have until spring 2021”
- Schmidt suggested that this be moved to the beginning of the document, so that it provides a description of which courses are included.
 - Ball (J) suggested the changes only count for those classes which are face to face. Smith and Prasch disagreed with this statement.
 - Amendment was passed unanimously.
 - Cook (S) noted that having a W recorded when a student does not complete their course may prevent them from returning to Washburn.
 - Morse’s issue with the W policy is that multiple W’s for the semester may be putting some students at a disadvantage as they count towards negative financial aid terms.
 - Byrne does not believe the Ws would make students want to leave any more than a number of Fs.
 - Dodge reported that some graduate courses don’t turn into a W when a student doesn’t complete their I; the policy would negatively affect them.
 - Prasch clarified that ordinarily an I turns into an F and we are trying to evade that. Either way we could be potentially driving people away from campus
 - Ball (J) reported that the VPAA is working closely with financial aid so that the best decisions are being made for students both academically and financially. In terms of the graduate Is, if people extend timelines beyond what this policy suggests, that is fine. We are just permitting whatever already happens to happen with more flexibility to others
 - There are implications in the document that deans can already make changes to how the policy is enforced. Barker asked if language should be added regarding the longer term incompletes in the graduate programs.
 - Prasch moved to add this language, Cook (M) seconded
 - Schmidt moved and Prasch seconded to have all highlighted sections include language regarding the graduate program.
 - The document provides that a W can be chosen the last day of classes. Ball (J) reported that there cannot be different days for different courses to make their score a W.
 - Schmidt pointed out that there are a couple locations in which the last day of courses is mentioned and it needs to be discussed that that means.
 - Cook (M) suggested senators move to address the highlighted areas and then come back if needed.
 - Cook (S) said she has seen no lose situations for students at other universities. Wasserstein believes that these no lose situations for is

exactly what they need; their course is being run according to a syllabus that is no longer what was agreed upon.

- Cook (M) agrees but thinks students should know what their score is before going into finals.
- Jones disagrees that students would know and agrees with Wasserstein. A no lose situation would be best, while avoiding giving credit for classes with little work done.
- Byrne would be fine if students could drop up to the final, maybe until the end of the semester. Concerned with students seeing their grade and then deciding to W. Prasch agrees that after the final, most students know exactly where they stand.
- Morse took issue with the six week time frame for changing to a W. Perhaps move to a couple days after the grades come out so that students can process and seek advice.
- Ricklefs agrees that the time period should be shortened, as there are summer courses that build on previous courses which need to have been passed.
- Zwikstra suggested somewhere between finals and final grades the student should have to determine whether they want to W.
- Wasserstein noted she understood the concern, though remains in favor of letting them see their grades and then withdraw.
- Ball (J) clarified that the six weeks language had been seen used elsewhere. The real debate is before or after they see their score.
- Prasch suggested Friday after grades. Morse remains opposed to a change after they see the scores.
- Mazachek countered with the decision to be made within one week's time, as there is an early memorial day and students should know within that time period.
- Prasch proposed and Morse seconded a move to decide by the Friday after grade are posted (May 22nd). Passed with majority vote.
- Wasserstein asked whether the previous bullets needed to be adjusted. They do not as they are different issues and not in conflict.
- Discussion regarding the temporary A/P/F policy for undergraduates which includes multiple courses and up to the last day of courses. Cook (S) asked whether it should this be the same date as the previous date used (May 22nd). Prasch agrees that it should be consistent.
- Cook (M) and Byrne asked for explanation on how students will choose one option over the other and whether if they did receive the F, they could then move to a W.

- Cook (S) moved to make the last day of classes consistent, Cook (M) seconded. This passed.
- Moving to language regarding the credit / no credit option, Morse voiced concern about how this will affect students' GPA. Rather than a faculty member having a choice, the student should.
- Ricklefs agreed this may affect a program correlate out of the program the course is housed in. Further, what if only one of those sections decides to go credit / no credit? Students need to have an understanding that their general education course may end up as credit / no credit.
- González-Abellás agrees with Morse as well, that we should leave the decisions to the students.
- Schmidt noted that in chemistry, there are labs that are no longer labs. They cannot easily assign grades. Student choice does not make sense in this case. Hard sciences are not going to be able to complete the semester in a meaningful way. He has contacted other universities and accrediting bodies; these implications have been thought through and credit / no credit will be acceptable.
- Jones believes the discretion of the chair will help with these issues.
- Language regarding university core courses passing with D or better was then considered. Cook (S) noted that there are a number of courses that may be used to cover the math core. The policy will work for each of them. Ball (J) clarified that they need to have D, pass, credit, or better for the core classes to be counted.
- Schmidt moved to amend language to the document. Cook (S) seconded.
- Cook (M) asked about the need for changes to success week language. Ball (J) clarified that it is to ensure success week is a guideline. Prasch added that it provides for a bit of wiggle room after having lost a week.
- Shaun moved to approve the second reading of the document; Prasch seconded.
- Cook (S) asked if there will be a final exam schedule still? Not sure.

IX. Information Items: Moved to the next meeting.

X. Discussion Items

- Thor proposed the need to move from plastic to aluminum soda in the campus vending machines.

XI. Announcement

XII. Adjournment 4:30

FACULTY AGENDA ITEM (1)

Date: *March 30, 2020*

Submitted by: *Shaun Schmidt (based on Faculty Handbook Committee recommendations), 2265*

SUBJECT: *Temporary ~~Suspension~~ of Academic Policies in Extraordinary Circumstances*

Description:

Under extraordinary circumstances (as defined by the Washburn University Policy, Regulation and Procedures Manual), and by a majority vote of the Faculty Senate, academic policies in the Washburn University Academic Catalogs and Faculty Handbook may be temporarily suspended to allow alternate, time-constrained practices to be adopted in order to respond to the emergent needs of students and faculty.

WUPRPM definition (publication forthcoming): "Extraordinary Circumstances": situations that are beyond the University's control or are not reasonably foreseeable, and significantly impact the normal operations of the University or a unit of the University, as determined by the Board of Regents and/or the Administration. Such situations include but are not limited to an emergency declaration by local, state, or federal government, or a significant impact on the health and safety of an employee(s) or the University, such as tornadoes, pandemics, fires, etc.

Rationale: **Neither the Faculty Handbook nor the Faculty Senate Constitution gives a specific provisioning for temporary changes in academic policies due to extraordinary circumstances. This action item reinforces that the Faculty Senate already has that implied duty as the "agent of the General Faculty" as described in Section ID of the Faculty Senate Constitution in times of extraordinary circumstances where timeliness of actions is critical.**

Financial Implications: *None*

Proposed Effective Date: *Immediate upon passage by General Faculty.*

Request for Action: *Approval by FS/ Gen Fac*

Approved by: *Faculty Senate on date*

Attachments Yes No

FACULTY AGENDA ITEM (2)

Date: 3/30/2020

Submitted by: *Shaun Schmidt (based on Faculty Handbook Committee recommendations), 2265*

SUBJECT: *Temporary Academic Policy changes due to Extraordinary Circumstances of COVID19 in Spring 2020 Semester*

Description: The following temporary Academic policies will be in force during the times stated in each point below

Alternate temporary practices to adopt for students enrolled in Spring 2020, in light of COVID- 19 pandemic operational changes. Law students should check the law school website and consult the Associate Dean for Academic Affairs for the academic rules governing the law school.

Relating to *Awarding "Incomplete" Grades* section of Undergraduate and Graduate Catalogs and *Section*

6.V.B.1 of the Faculty Handbook

- For Spring 2020, allow Incompletes for students who were current with course requirements up until the change in normal operations
- Unless an earlier deadline is stipulated by the instructor of the course, the incompletes assigned in Spring 2020 must be completed by the last day of classes in Spring 2021, and grades submitted by the deadline of grade submission; otherwise a W (withdrawal) will be recorded.
- For programs where sequential completion of coursework is required, Deans may grant extension of timelines for completion of Incompletes for subsequent course(s) in future semesters.
- Unless an earlier deadline is stipulated by the instructor of the course, the Incomplete grades assigned in Fall 2019 must be completed by the last day of classes in Fall 2020. (This extends the deadline for completion of Incomplete grades from Fall 2019 an additional semester, unless disallowed by the instructor.)

Relating to *Withdrawals* section of Undergraduate and Graduate Catalogs

- From the 3rd week of the semester through the last day of classes for Spring 2020, any dropped course will be recorded as a W (withdrawal).
- For Spring 2020 courses, students may withdraw from a class (or classes) after grades have been assigned, for up to six weeks after grades are reported to students. (This allows students to retroactively withdraw from a course (or courses) for this semester only.)

Relating to the *A/Pass/Fail Option* section of the Undergraduate Catalog and *Section 6.V.D.4 (A/Pass/Fail Options)* of the Faculty Handbook

- For Spring 2020, a student may elect A/Pass/Fail status for more than one course.
- For Spring 2020, there are no restrictions on completed semester credit hours or GPA for electing A/Pass/Fail status
- For Spring 2020, a student may elect A/Pass/Fail status up until the last day of classes
- **For Spring 2020,** Courses in a student's major (including minor and correlate courses) cannot be taken for A/Pass/Fail without written permission from the appropriate department chair or dean on file in the Student One Stop (SOS).
- For Spring 2020, a faculty member is allowed with approval from chair (if applicable) and dean to offer their course for credit/no credit
- **For university core courses (EN101, MA 112, MA116, WU 101, EN 300) taken in Spring 2020, a grade of 'D,' 'Pass,' or better will meet university requirements. (This would not supersede unit or departmental requirements regarding core courses.)**

Relating to *Repetition of Courses* section of Undergraduate Catalog and *Section 6.XII (Repetition of Courses)* of the Faculty Handbook

- Courses taken in Spring 2020 will not be subject to excessive repeat holds that require dean's permission for removal

Relating to the *Undergraduate Academic Probation and Reinstatement Policy* section of Undergraduate Catalog

- Students enrolled in Spring 2020 will not be placed on academic probation status or suspended based on their performance during that semester

Relating to *Section 6.XXV (Success Week Policy)* of the Faculty Handbook

- For Spring 2020, the Success Week guidelines may be put aside by the faculty member.

Rationale: **These academic policies are in place due to the extraordinary circumstances caused by the COVID-19 pandemic.**

Financial Implications: *none directly*

Proposed Effective Date: *Immediate upon passage of the Faculty Senate*

Request for Action: *Approval by FS*

Approved by: *Faculty Senate on date*

Attachments Yes No

Washburn University
Meeting of the Faculty Senate
March 31, 2020 3:00 PM
Zoom Meeting Hosted by FS Executive Committee

Present: Barker, Beatie, Byrne, Cook (M), Cook (S), Dodge, Douglass, Friesen, Grant, Grimmer, Huff, Jones, Juma, Krug, Mazachek, Miller, Morse, Prasch, Ricklefs, Sainato, Schmidt (S), Smith, Stevens, Vandelsem, Wang, Wasserstein, Watson Woody, Zwikstra

Absent: Childers, González-Abellás, Menninger-Corder, Pierce, Romig

Guests: Ball (A), Ball (J), Desota, Ellis

- I. Call to Order
- II. President's Opening Remarks
 - Thanks for the great meeting yesterday.
 - Elections committee is working to hold elections on D2L, please contact your representative on this committee.
 - i. From CAS, Krug (committee chair) and Schmidt
 - ii. From the Law Library, Miller
 - iii. Pierce from the Law School
 - iv. School of Applied Studies representative Sainato
 - v. Vandelsem represents the School of Business
 - vi. Menninger-Corder represents the School of Nursing
 - Next meeting will take place on April 6th
 - Barker has been in communication with the Faculty Senate President from KU who communicated that there were only deans and chairs involved in the emergency decisions at KU. We are lucky to have a sense of shared governance here.
- III. Report from the Faculty Representative to the Board of Regents: none
- IV. VPAA Update - Dr. JuliAnn Mazachek: none
- V. Old Business:
 - Resolution recommending extraordinary circumstances language to be added to academic policy re: COVID-19
 - i. Schmidt moved to approve Item 1, with a second.
 - ii. Barker asked if this needed to be reviewed by general faculty due its being placed in the WUPRM? There is a policy set up to permit an online vote regarding this in the constitution.
 - iii. Mazachek confirmed that it will end need to be seen by the BOR to confirm the language. Good for senate to put a stamp of approval on it prior to WUBOR review. Also confirmed that Holthouse, Fried,

Farley, and herself have reviewed it and believe that it can move forward in the fall with the rest of the handbook materials.

- Schmidt included in the document that it should go to general faculty, as we need feedback from the rest of campus. Not intended to be part of WUPRM yet.
- Mazachek noted there are some other policies university wide that are being affected by the pandemic and it would be good to codify the language.
- Barker confirmed the item is not urgent as it is setting guidelines for what happens in the future. Item number two is the one that is urgent.
- Julie ensured that there was nothing that would be slowing down the immediate policy changes by not moving quickly with this document. Barker affirmed this and entertained a vote.
- We are just modifying parts of the policy. Item 1 passed unanimously.
- Prasch motioned and Morse seconded the move to approve Item 2 motion
- Schmidt proposed three amendments.
 - i. Language regarding “part of semester courses” that needed addressed
 - I. Schmidt moved and Prasch seconded.
 - ii. The two points about withdraws with timelines.
 - I. Schmidt moved and Morse seconded
 - II. Cook (M) asked Mazachek if there is going to be financial aid available for those who W from a course. The response was that students are being encouraged to reach out and get consulted on this. If mistakes are made, they can be fixed after the fact.
 - III. Cook (M) asked if an F recorded could be moved to an automatic withdraw. Ball (J) suggested this such thing can be cleaned up later. There is a difference between an F and a W, as an F can count towards progress. Morse brought up the issue of the different types of Fs. Mazachek stated that it had not yet been determined how this would be addressed, but will be by the time grades come out.
 - IV. Cook (S) asked about students getting a W and it affecting outside scholarships.
 - V. Prasch offered a friendly amendment regarding the parentheses inside another parentheses.
 - VI. Passed unanimously.
 - iii. Final exams and scheduling.

- I. There needs to be clarity regarding when the final exam is. Students should be able to access their final exam during the time that they would have had an in person final.
- II. Prasch moved, Schmidt seconded.
- III. Byrne was concerned that this would lead to conflicts in time. Schmidt clarified that this provides that the conflicts will not take place. Basically it makes sure a student can access the final exam during, if not before the final exam period.
- IV. Approved unanimously.
 - Schmidt asked Mazachek how this new policy will this be communicated to the university as a whole. Her response was that the plan is to communicate these tomorrow. There will be a page on the website with a link to this, and a WU announcement going out to everyone.
 - Cook (M) asked that the message ensure that students know to contact their advisors when making plans.
 - Item was approved unanimously.
- VI. Discussion Items
- VII. Announcement
 - Early alert has been sent out. Please go on there and report the status of your students.
 - Watch the history channel.
- VIII. Adjournment 3:27 pm

1 FACULTY AGENDA ITEM 1

Date: *March 30, 2020*

Submitted by: *Shaun Schmidt (based on Faculty Handbook Committee recommendations), 2265*

SUBJECT: *Temporary ~~Suspension~~ of Academic Policies in Extraordinary Circumstances*

Description:

Under extraordinary circumstances (as defined by the Washburn University Policy, Regulation and Procedures Manual), and by a majority vote of the Faculty Senate, academic policies in the Washburn University Academic Catalogs and Faculty Handbook may be temporarily suspended to allow alternate, time-constrained practices to be adopted in order to respond to the emergent needs of students and faculty.

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Rationale: **Neither the Faculty Handbook nor the Faculty Senate Constitution gives a specific provisioning for temporary changes in academic policies due to extraordinary circumstances. This action item reinforces that the Faculty Senate already has that implied duty as the "agent of the General Faculty" as described in Section ID of the Faculty Senate Constitution in times of extraordinary circumstances where timeliness of actions is critical.**

Financial Implications: *None*

Proposed Effective Date: *Immediate upon passage by General Faculty.*

Request for Action: *Approval by FS/ Gen Fac*

Approved by: *Faculty Senate on date 3/31*

Attachments Yes No

With cognizance of the impact of correlate courses

2 FACULTY AGENDA ITEM 2

Date: 3/30/2020

Submitted by: *Shaun Schmidt (based on Faculty Handbook Committee recommendations), 2265*

SUBJECT: *Temporary Academic Policy changes due to Extraordinary Circumstances of COVID19 in Spring 2020 Semester*

Description: The following temporary Academic policies will be in force during the times stated in each point below and should apply to full-term courses and second 8 week courses.

Alternate temporary practices to adopt for students enrolled in Spring 2020, in light of COVID- 19 pandemic operational changes. Law students should check the law school website and consult the Associate Dean for Academic Affairs for the academic rules governing the law school.

Relating to *Awarding "Incomplete" Grades* section of Undergraduate and Graduate Catalogs and *Section*

6.V.B.1 of the Faculty Handbook

- For Spring 2020, allow Incompletes for students who were current with course requirements up until the change in normal operations
- Unless an earlier deadline is stipulated by the instructor of the course, the incompletes assigned in Spring 2020 must be completed by the last day of classes in Spring 2021, and grades submitted by the deadline of grade submission; otherwise a W (withdrawal) will be recorded, unless a longer-term incomplete is allowed by a graduate program
- For programs where sequential completion of coursework is required, Deans may grant extension of timelines for completion of Incompletes for subsequent course(s) in future semesters.
- Unless an earlier deadline is stipulated by the instructor of the course, the Incomplete grades assigned in Fall 2019 must be completed by the last day of classes in Fall 2020, unless a longer-term incomplete is allowed by a graduate program. (This extends the deadline for completion of Incomplete grades from Fall 2019 an additional semester, unless disallowed by the instructor.)

Relating to *Withdrawals* section of Undergraduate and Graduate Catalogs

- From the 3rd week of the semester through the last day of class for Spring 2020, any dropped course will be recorded as a W (withdrawal).
- For Spring 2020 courses, students may withdraw from a class (or classes) after grades have been assigned, until the Friday after grades are posted. (This allows students to retroactively withdraw from a course (or courses) for this semester only.)

Relating to the *A/Pass/Fail Option* section of the Undergraduate Catalog and *Section 6.V.D.4 (A/Pass/Fail Options)* of the Faculty Handbook

- For Spring 2020, a student may elect A/Pass/Fail status for more than one course.
- For Spring 2020, there are no restrictions on completed semester credit hours or GPA for electing A/Pass/Fail status
- For Spring 2020, a student may elect A/Pass/Fail status after grades have been assigned, until the Friday after grades are posted
- For Spring 2020, courses in a student's major (including minor and correlate courses) cannot be taken for A/Pass/Fail without written permission from the appropriate department chair or dean on file in the Student One Stop (SOS).
- For Spring 2020, a faculty member is allowed with approval from chair (if applicable) and dean to offer their course for credit/no credit
- For university core courses (e.g., EN101, MA 112, MA116, WU 101, EN 300) taken in Spring 2020, a grade of 'D,' 'Pass,' Credit, or better will meet university requirements. (This would not supersede unit or departmental requirements regarding core courses.)

Relating to *Repetition of Courses* section of Undergraduate Catalog and *Section 6.XII (Repetition of Courses)* of the Faculty Handbook

- Courses taken in Spring 2020 will not be subject to excessive repeat holds that require dean's permission for removal

Relating to the *Undergraduate Academic Probation and Reinstatement Policy* section of Undergraduate Catalog

- Students enrolled in Spring 2020 will not be placed on academic probation status or suspended based on their performance during that semester

Relating to *Section 6.XXV (Success Week Policy)* of the Faculty Handbook

- For Spring 2020, the Success Week guidelines may be put aside by the faculty member.

Rationale: *These academic policies are in place due to the extraordinary circumstances caused by the COVID-19 pandemic.*

Financial Implications: *none directly*

Proposed Effective Date: *Immediate upon passage of the Faculty Senate*

Request for Action: *Approval by FS*

Approved by: *Faculty Senate on date 3/31/20*

Attachments Yes No

Academic Affairs Committee
Washburn University
2/10/2020
Minutes

Present: Morse, Dodge, Ricklefs, Juma, Jones, Stevens, Beatie, J. Ball, Schmidt,
Menninger-Corder
Staff: A. Ball
Guest: Richard Liedtke

1. Morse called to order at 4:00 pm
2. Meeting minutes: Minutes from the 1/27/2019 were approved.

3. Action items:

Admissions standards

Richard Liedtke presented on adjustments to the Washburn University undergraduate admissions criteria. The criteria are simplified and allow more students to qualify for regular admission. The new criteria presented are

- Regular admission 2.25+ GPA or 21+ ACT
- Any other freshmen applicants who do not meet the criteria are also admitted with evaluation for the more appropriate academic pathway for them

The committee noted that increasing the number of students with regular admissions status may result in some increased workload on student support services across campus.

Moved to approve and seconded. Motion carried.

4. Adjourn: Meeting adjourned at 4:40 pm.

**International Education / International WTE Committee
Jan 30, 2020, 4-5 pm, International House**

Attended on Jan 30 or Voted by email later: Maria Stover, Seid Adem, Liviu Florea, Lindsey Ibanez, Miguel Gonzalez-Abellas, Lara Rivera, and Zach Frank

The meeting on Jan 30 did not have a quorum. Therefore members had to vote by email to execute the meeting agendas.

Minutes Approval

Nov. 22, 2019 meeting minutes approved.

Faculty Funding Approval

Maria Stover - \$1500 – Australia
Lindsey Ibanez - \$1500 – Brazil

WTE Program Approval

Edinburg Fringe Festival Program, developed by Sharon Sullivan and Julie Noonan, was approved as WTE program

Respectfully submitted,

Baili Zhang

Academic Diversity & Inclusion Committee
Agenda
February 11, 2020 1 PM Shawnee Room

Attendees: Erby, Brown, Dempsey- Swopes, DeSota, Ellis, Etzel, Gibbons, Grant, Hart, Juma, Kendall-Morwick, McClendon, Miller, Petersen, Thimesch, Wasserstein, Williams, Wynn

- I. Approved minutes from the December 10th meeting
- II. Reports from Student Organization Meetings & Sign Ups for Attending Meetings in Spring
 - A. Semester meeting and event sign-up sheet passed around.
- III. Old Business
 - A. WUmester 2020 updates
 - i. Posters and fliers distributed by Erby.
 - B. Feb 21 at 1:00 there is a panel discussion on social media and citizenship with faculty from different disciplines at the Rita Blitt.
 - C. April 23 at 3:30 pm there is a panel on environmental stewardship and citizenship also at Rita Blitt.
 - D. May 7th Carol Anderson, author of *White Rage* and *One Person, No Vote* from Emory University is coming to WU.
 - E. Flonzie Brown Wright event on 2/7 was well attended and received good press. During her visit, Ms. Brown Wright taped an episode of KTWU's *I've Got Issues*, along with Wynn. It will air 2/20/20 and stream afterward.
 - F. Lanker exhibit opening 2/14/2020. There are gallery guides that may be useful for the classes.
- IV. Campus Climate Survey Update
 - A. Current response rate after one week is 17 percent students and 34 percent for faculty and staff.
 - B. Dempsey-Swopes announced that students are tabling to encourage students to take the climate survey. Students under 18 are not included in the survey.
 - C. When the results are in, there will be focus groups and town hall meetings and there will be opportunities for committee members to get involved in the analysis.
- V. Minor Program Update
 - A. Currently going through the CAS approval system. Social science has approved and it's on the way to the CSCCC in February. Once approved, it will be sent to Academic Affairs, Faculty Senate, and WUBoR.

- B. Please speak to your department and school regarding the minor moving forward and encourage support for it.
- VI. New Business
 - A. Deans' and President's Lists are not currently using students' preferred names. Committee unanimously approved a resolution that that they should going forward.
- VII. WUmester 2021
 - A. Kendall-Morwick drafted a description for the topic *sustainability*.
 - i. Committee members brainstormed programming ideas.
 - ii. Topic and topic description unanimously.
 - iii. Erby will take to Dr. Mazachek to ask for executive staff approval.
- VIII. Announcements
 - A. Call for papers for Right to Vote Conference at Washburn- deadline extended to February 17th
 - i. Mostly undergraduate work for people who are working on papers over political perspectives and involvement in voting. Sarah Deer, who writes about native women and suffrage, will be the keynote speaker at 4 pm March 27th.
 - B. Call for papers for the 7th Annual Gender & Sexuality in Kansas Conference
 - C. Self-nominate or nominate someone from the committee for one of the CTEL awards
 - D. Hostile Terrain: August 4 through November 3, 2020 (Williams)
 - i. The Mulvane will be one of 100 locations globally that is hosting this exhibit.
 - ii. Composed of toe-tags, one for each of 4,000 people who have been found crossing the border. The exhibit includes a 20 foot wide map with locations marked with the tag which includes where they were found, personal information, and QR codes with video of the person's relative speaking about them and why they were crossing.
 - iii. Need to mobilize the creation of the exhibit. There are many WUmester events related to this over the course of the semester where people can help make tags; may need to continue into the summer.
 1. February 18th Strangers In Town
 2. Next stand-alone event is is February 28 from 1-3 in Henderson.
 3. March 5th Luis Estrada, Mexican Immigrant and Topeka Community Organizer wil be visiting campus

- iv. While open, there will be speakers on campus, including anthropologists and indigenous leaders speaking about about immigration and climate change, movies, poetry and digital story telling workshops.
- v. Goals include political intention and to create a witnessing of those who passed.

IX. Adjourned 12:55

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Tracy Routsong</u>	<u>Approve</u>	<u>2019-02-11</u>
Division	<u>Tracy Routsong</u>	<u>Approve</u>	_____
Dept. of Educ.	<u>N/A</u>	_____	_____
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-02-18</u>
Curriculum Committee	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-02-25</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-03-03</u>
CAS Faculty	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-03-05</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

Program: Bachelor of Integrated Studies (CIP:)

1. Reason for this program change?

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

2. Complete revised description.

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

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

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

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

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

Program Goals

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

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

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

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

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

Descriptions of Plans

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

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

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

Two Areas of Emphasis

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

Three Areas of Emphasis

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

All programs require the completion of:

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

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

Administrative Communication:

Students must complete the following plan of study.

39 hours of required courses:

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

Web Technology Utilization Emphasis:

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

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

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

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

Required Correlated Courses:

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

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

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

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

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

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

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

3. Describe the nature of the proposed change.

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

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

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

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

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

yes

5. Does this change affect any other departments? Yes

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

Program Change Form: 99 CAS credit-hour rule

1. Reason for this program change:

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

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

2. Complete Revised Description:

Eliminate paragraph in catalog, p. 99:

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

CFC and CAS general faculty passed an amended version of the proposal as follows:

To receive a BA, BEd, BFA, BM, BPA, or BS degree from Washburn University, a student must complete a minimum of 99 84 semester hours of credit in courses that either are offered in the College of Arts and Sciences or would normally be taught by a discipline in a college of arts and sciences.

3. Describe the nature of the proposed change:

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

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

Yes.

5. Does this change affect any other departments?

Yes. While this change will eliminate the requirement for students graduating with a baccalaureate degree to complete ~~99~~ 84 semesters hours of credit, it will also eliminate a barrier to students pursuing a double major or a minor in a program from outside of CAS (e.g. a modern languages student majoring or minoring in business).

FACULTY AGENDA ITEM

Date: 3/16/2020

Submitted by: Kara Kendall-Morwick x 1914

SUBJECT: *Change to B.A. in English Literature*

Description:

EN 105 will be a required course for all English majors and will be added to the Core Requirements for all students in the Literature and Film Emphasis. Students on the Literature Track will take 5 literature survey courses, 1 literary genre course, and 3 upper-level literature and film courses (2 of which must be literature courses) to complete the degree. Students on the Film track will take 5 literary survey courses, Introduction to Film Studies, and 3 upper-level film courses to complete the degree.

Note: Given the current structure of the curriculum, film students will take EN 390: Aspects of Film and EN 399: Special Topics to fulfill their upper-level film elective requirement. These courses are variable topic courses that students may repeat based on the topics. The department will offer at least 3 upper-division film courses each semester.

Rationale:

There are two reasons why the English Department is proposing to make changes to the BA in English with a literature emphasis:

- 1) The introduction of a new required course for all English majors (EN 105: Introduction to English Studies)
- 2) The addition of a Film Criticism track to the Literature Emphasis of the English major in response to student interest in film studies

- 1) EN 105: Introduction to English Studies is a course designed to introduce majors and non-majors to the work being done within the fields of Literature, Creative Writing, English Education, and Composition and Rhetoric. The course will serve as a "gateway" course for upper-level courses in the English department, and majors will have to take the class during their first year after declaring a major in English. For this reason, our current plan is to offer at least one section of the course every semester. EN 105 has two main goals: help students explore and engage with the concepts, approaches, and vocabulary critical to succeeding in the major, and introduce students to the career possibilities available to them with an English major through meeting and interacting with both current English faculty and Washburn English alumni working in a variety of fields and careers.
- 2) The English Department has approved a change to redesign the Literature Emphasis to be the Literature and Film Emphasis, providing a track for students who are interested in the field of Film Criticism and Theory. The creation of this new track will allow for several Film Criticism courses already offered in the department to count towards the major, something that has been difficult for our students to do in past years. In the process, the English Department will also be able to develop a clearer Film Criticism curriculum for students interested in the field through the creation of a new course, EN 240: Introduction to Film Studies, and an increased offering of film courses in the future based on the needs of the major.

Financial Implications:

None

Proposed Effective Date: *Fall 2020*

Request for Action: *Approval by Academic Affairs, Faculty Senate, General Faculty, and WUBOR.*

Approved by: *AAC on date 3/23/2020*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Vanessa Steinroetter</u>	<u>Approve</u>	<u>2019-04-24</u>
Division	<u>Jim Schnoebelen</u>	<u>Approve</u>	<u>2019-10-01</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2019-10-03</u>
Curriculum Committee	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2019-10-28</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2019-11-05</u>
CAS Faculty	_____	_____	_____

Approved By: **Faculty Senate** _____ **University Faculty** _____ **WU Board of Regents** _____

Program: Bachelor of Arts in English Literature (CIP:)

1. Reason for this program change?

There are two reasons why the English Department is proposing to make changes to the BA in English with a literature emphasis:

- 1) The introduction of a new required course for all English majors (EN 105: Introduction to English Studies)
- 2) The addition of a Film Criticism track to the Literature Emphasis of the English major in response to student interest in film criticism

1) EN 105: Introduction to English Studies is a course designed to introduce majors and non-majors to the work being done within the fields of Literature, Creative Writing, English Education, and Composition and Rhetoric. The course will serve as a "gateway" course for upper-level courses in the English department, and majors will have to take the class during their first year after declaring a major in English. For this reason, our current plan is to offer at least one section of the course every semester. EN 105 has two main goals: help students explore and engage with the concepts, approaches, and vocabulary critical to succeeding in the major, and introduce students to the career possibilities available to them with an English major through meeting and interacting with both current English faculty and Washburn English alumni working in a variety of fields and careers.

2) The English Department has approved a change to redesign the Literature Emphasis to be the Literature and Film Emphasis, providing a track for students who are interested in the field of Film Criticism and Theory. The creation of this new track will allow for several Film Criticism courses already offered in the department to count towards the major, something that has been difficult for our students to do in past years. In the process, the English Department will also be able to develop a clearer Film Criticism curriculum for students interested in the field through the creation of a new course, EN 240: Introduction to Film Studies, and an increased offering of film courses

in the future based on the needs of the major.

(Important Note: The program on record in the CAS approval system for the BA in English with a literature emphasis -- copied below under "Current Program description" -- represents an older version that was already replaced by the current program in 2014. For the sake of completeness, here is the 2014 version of the program that we are now proposing to make further changes to:

Thirty-nine total English hours required, including core requirements, excluding English 101 and 300. The literature emphasis major's field program should look as follows:

Core Requirements

- EN 301 Critical Reading and Writing (3)
- EN 310 Modern English Grammar (3)
- EN 400 Senior Seminar (3)

Choose five Courses from the Following:

- EN 325 English Literature I (3)
- EN 326 English Literature II (3)
- EN 330 American Literature I (3)
- EN 331 American Literature II (3)
- EN 360 World Literature I (3)
- EN 361 World Literature II (3)

Group A - Literary Forms (Choose one)

- EN 337 The Short Story (3)
- EN 380 Modern Poetry (3)
- EN 381 Drama (3)
- EN 382 Modern Novel (3)

Group B - Literary Periods (Choose one)

- EN 370 Medieval Literature (3)
- EN 371 Renaissance Literature (3)
- EN 372 Restoration and 18th Century Literature (3)
- EN 373 Romantic/Victorian Literature (3)
- EN 374 Modern Literature (3)
- EN 375 Contemporary Literature (3)
- EN 376 19th Century American Literature (3)

Group C - Major Authors

- EN 345 Shakespeare (3)
- EN 350 Major Author (3)

(or another major author course approved by the departmental chairperson)

Six Additional Hours in Upper-Division Literature Courses (300 level or above)*

- EN _____(3)
- EN _____(3)

*In consultation with advisor

Students in the Literature emphasis should consider EN 400 their capstone course.
=39 total hours

Within the Humanities offerings, one course numbered 102 or its equivalent in any modern

foreign language.)

2. Complete revised description.

Thirty-nine total English hours required, including core requirements, excluding English 101 and 300. The literature emphasis major's field program should look as follows:

English Content Requirements

Core Requirements (12 hours)

EN 105 Introduction to English Studies (3)

EN 301 Literary Criticism and Theory (3)

EN 310 Grammar and Linguistics (3)

EN 400 Senior Seminar (3)

Five Literature Surveys from the Following (15 hours)

EN 325 - English Literature through 1785

EN 326 - English Literature since 1785

EN 330 - American Literature through 1865

EN 331 - American Literature since 1865

EN 360 - World Literature through 1650

EN 361 - World Literature since 1650

Choose Literature or Film Track in consultation with an advisor:

Option A: Literature Track

- Choose 1 Literary Genre Course from the following (3 hours)

EN 337 Short Story (3)

EN 380 Poetry (3)

EN 381 Drama (3)

EN 382 Novel (3)

- Choose 3 Upper-Division Literature or Film Courses (two must be literature) (9 hours)

Option B: Film Track

- Take EN 240 Introduction to Film Criticism (3 hours)

- Take 3 Upper-Division English Department Film Courses (9 hours)

=39 hours

3. Describe the nature of the proposed change.

EN 105 will be a required course for all English majors and will be added to the Core Requirements for all students in the Literature and Film Emphasis. Students on the Literature Track will take 5 literature survey courses, 1 literary genre course, and 3 upper-level literature and film courses (2 of which must be literature courses) to complete the degree. Students on the Film track will take 5 literary survey courses, Introduction to Film Studies, and 3 upper-level film courses to complete the degree.

Note: Given the current structure of the curriculum, film students will take EN 390: Aspects of Film and EN 399: Special Topics to fulfill their upper-level film elective requirement. These courses are variable topic courses that students may repeat based on the topics. The department will offer at least 3 upper-division film courses each semester.

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

FACULTY AGENDA ITEM

Date: 3/16/2020

Submitted by: Bob Beatty x 1736

SUBJECT: *B.Ed. in Government and Political Science Secondary Education*

Description:

To be placed in the catalog after the section on the Political Science Minor:

Preparation for Teachers

Bachelor of Education (B.Ed.) in Government and Political Science

The B.Ed. in Government and Political Science provides students with a program to complete degree requirements within 120 credit hours while continuing to earn the same core curriculum as all other Education majors, acquire content knowledge emphasizing government and political science, and satisfy KSDE 6-12 licensure standards.

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)

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

Natural Sciences: GENS: 9 credits

Total Hours: 27

Content Area Courses

PO 106: US Government

PO 107: State and Local Government

PO 225: Intro to International Relations or PO 235: Intro to Comparative Politics

PO 325 (Advanced International Relations) or PO 335 (Advanced Comparative Politics)

PO 371: Special Topics in American Politics

3-credit Upper Division Political Science course (any)

PO 390: Political Science Research Methods

HI 100: Early World History

HI 101 or HI 102: World History

HI 111: US History I

HI 112: US History II

HI 322: Kansas History

Upper Division History (6 credits, one of which must be non-Western History)

Total Hours: 42

Education Core Courses

ED 155: Teaching Learning and Leadership

ED 285: Educational Psychology

ED 165: Ed. 1: Examining Teaching as a Profession
Ed 275: Ed. 2: Exploring Teaching as a Profession
ED 295: Ed. 3: Experiencing Teaching as a Profession
Ed 395: Ed. 4: Extending Teaching as a Profession
ED 345: Curriculum and Assessment
ED 302: Teaching Exceptional Learners
ED 366: Methods of Teaching Social Studies in Secondary School
ED 410: Secondary Student Teaching (12 hours)
Total Hours: 39

Rationale:

Many schools are offering more and more courses in political science and government with teachers who exclusively teach government and political science courses. This degree program will allow students to concentrate on government and political science courses as teachers. Also, as other KBOR institutions offer and develop political science B.Ed. 120-hour programs, this B.Ed. will allow Washburn University to remain competitive, as students who wished to teach political science have pursued education degrees at other universities rather than Washburn. The B.Ed. in Government and Political Science will allow students to complete degree requirements within 120 credit hours while continuing to earn the same core curriculum as all other Education majors, acquire adequate content knowledge, and satisfy KSDE 6-12 licensure standards.

Financial Implications:

None

Proposed Effective Date: *Fall 2020*

Request for Action: *Approval by Academic Affairs, Faculty Senate, General Faculty, and WUBOR.*

Approved by: *AAC on date 3/23/20*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Bob Beatty</u>	<u>Approve</u>	<u>2019-04-26</u>
Division	<u>RaLynn Schmalzried</u>	<u>Approve</u>	<u>2019-05-06</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2019-05-06</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2019-05-07</u>
Curriculum Committee	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2019-10-01</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2019-10-07</u>
CAS Faculty	_____	_____	_____

Approved By: **Faculty Senate** _____ **University Faculty** _____ **WU Board of Regents** _____

1. Title of Program.

Bachelor of Education (B.Ed.) in Government and Political Science (CIP: 45.1099)

2. Rationale for offering this program.

Many schools are offering more and more courses in political science and government with teachers who exclusively teach government and political science courses. This degree program will allow students to concentrate on government and political science courses as teachers. Also, as other KBOR institutions offer and develop political science B.Ed. 120-hour programs, this B.Ed. will allow Washburn University to remain competitive, as students who wished to teach political science have pursued education degrees at other universities rather than Washburn. The B.Ed. in Government and Political Science will allow students to complete degree requirements within 120 credit hours while continuing to earn the same core curriculum as all other Education majors, acquire adequate content knowledge, and satisfy KSDE 6-12 licensure standards.

3. Exact proposed catalog description.

To be placed in the catalog after the section on the Political Science Minor:

Preparation for Teachers

Bachelor of Education (B.Ed.) in Government and Political Science

The B.Ed. in Government and Political Science provides students with a program to complete degree requirements within 120 credit hours while continuing to earn the same core curriculum as all other Education majors, acquire content knowledge emphasizing government and political science, and satisfy KSDE 6-12 licensure standards.

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)

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

Natural Sciences: GENS: 9 credits

Total Hours: 27

Content Area Courses

PO 106: US Government

PO 107: State and Local Government

PO 225: Intro to International Relations or PO 235: Intro to Comparative Politics

PO 325 (Advanced International Relations) or PO 335 (Advanced Comparative Politics)

PO 371: Special Topics in American Politics

3-credit Upper Division Political Science course (any)

PO 390: Political Science Research Methods

HI 100: Early World History

HI 101 or HI 102: World History

HI 111: US History I

HI 112: US History II

HI 322: Kansas History

Upper Division History (6 credits, one of which must be non-Western History)

Total Hours: 42

Education Core Courses

ED 155: Teaching Learning and Leadership

ED 285: Educational Psychology

ED 165: Ed. 1: Examining Teaching as a Profession

Ed 275: Ed. 2: Exploring Teaching as a Profession

ED 295: Ed. 3: Experiencing Teaching as a Profession

Ed 395: Ed. 4: Extending Teaching as a Profession

ED 345: Curriculum and Assessment

ED 302: Teaching Exceptional Learners

ED 366: Methods of Teaching Social Studies in Secondary School

ED 410: Secondary Student Teaching (12 hours)

Total Hours: 39

4. List any financial implications.

None

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

The Education Department will be affected. Since this is a new program the Education Department will need to update their own information.

Students pursuing the B.Ed will not be required to take Foreign Languages. The History

Department to be positively affected with these B.Ed students taking the seven required History classes associated with the program.

Department
New Program Name

Consultant
Site Visit
Inservice/Preservice Prep

Footnotes:

Department
New Program Name

# Cr Hrs	Year 3 # Students	# Cr Hrs	Year 4 # Students	# Cr Hrs	Year 5 # Students	# Cr Hrs
30	5	30	7	30	7	30
	150		210		210	

\$43,800

\$61,320

\$61,320

FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE
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-

-

\$ 43,800

\$ 61,320

\$ 61,320

Year 3

Year 4

Year 5

FACULTY AGENDA ITEM

Date: 3/16/2020

Submitted by: *Cherry Steffen x 1946*

SUBJECT: *B.Ed. Middle Grades STEM*

Description:

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

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

ED 155 Teaching, Learning and Leadership

ED 285 Educational Psychology

Education Core Courses:

ED 165 ED 1: Examining Teaching as a Profession

ED 275 ED 2: Exploring Teaching as a Profession

ED 295 ED 3: Experiencing Teaching as a Profession

ED 395 ED 4: Extending Teaching as a Profession

ED 354 Curriculum and Assessment

ED 302 Teaching Exceptional Learners

ED 420 Student Teaching

Content/General Education/University Requirements

Arts and Humanities:

EN 101 First Year Writing

EN 300 Advanced College Writing (Teaching Emphasis)

CN 150 Public Speaking

2 Humanities Electives (from Approved General Education List)

Social Sciences:

PY 100 Basic Concepts in Psychology

PY 211 Adolescent Psychology

SO 101 Social Problems

Mathematics and Natural Sciences:

AS 104 Life in the Universe

BI 100 Introduction to Biology

MA 116 College Algebra

MA 131 Trig/Calculus

MA 140 Statistics

MA 204 Number Theory and Discrete Mathematics

MA 230 Math for Middle and Secondary Teachers

MA 320 Mathematics for Middle School Teachers
MA 381 History and Literature of Mathematics
PS 108 Physical Science

STEM Courses:

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

Rationale:

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

Financial Implications:

None

Proposed Effective Date: *Fall 2020*

Request for Action: *Approval by Academic Affairs, Faculty Senate, General Faculty, and WUBOR.*

Approved by: *AAC on date 3/23/2020*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2020-02-14</u>
Division	<u>Roy Wohl</u>	<u>Approve</u>	<u>2020-02-17</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2020-02-17</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-02-17</u>
Curriculum Committee	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-02-25</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-03-03</u>
CAS Faculty	_____	_____	_____

Approved By: **Faculty Senate** _____ **University Faculty** _____ **WU Board of Regents** _____

1. Title of Program.

BEEd in Middle Grades STEM Education (CIP: 13.1203)

2. Rationale for offering this program.

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

3. Exact proposed catalog description.

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

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

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

ED 155 Teaching, Learning and Leadership

ED 285 Educational Psychology

Education Core Courses:

ED 165 ED 1: Examining Teaching as a Profession

ED 275 ED 2: Exploring Teaching as a Profession

ED 295 ED 3: Experiencing Teaching as a Profession

ED 395 ED 4: Extending Teaching as a Profession

ED 354 Curriculum and Assessment

ED 302 Teaching Exceptional Learners
ED 420 Student Teaching

Content/General Education/University Requirements

Arts and Humanities:

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

Social Sciences:

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

Mathematics and Natural Sciences:

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

STEM Courses:

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

4. List any financial implications.

None

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

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

FACULTY AGENDA ITEM

Date: 3/16/2020

Submitted by: Bruce Mechtly x 1160

SUBJECT: *B.S. in Computer Information Sciences with concentration in Data Science*

Description:

Computer Information Sciences Core - 13 hrs

CM111 Intro to Structured Programming (4)

CM231 Computer Organization/Assembler (3)

CM245 Contemp Programming Methods (3)

CM261 Networked Systems I (3)

Computer Information Sciences Required - 21 hrs

CM307 Data Structures & Algorithmic Analysis (3)

CM322 Operating Systems (3)

Either CM331 Computational Intelligence (3)

or CM332 Data Mining (3)

CM333 Software Engineering (3)

CM334 Modeling with VBA/Excel (3)

CM336 Database Management Systems (3)

CM465 CIS Capstone Project (3)

Approved CM Electives - 12 hrs

These courses should be selected in consultation with a departmental advisor. A minimum of 6 hours must be upper division.

Correlated - 46 hrs

PH220 Logic (3)

EC200 Princ of Microeconomics (3)

EC201 Princ of Macroeconomics (3)

Either BU342 Organization and Management (3)

or BU346 Organizational Behavior (3)

EN208 Business/Technical Writing (3)

CN150 Public Speaking (3)

Either CN340 Professional Interviewing (3)

or CN341 Persuasive Speaking (3)

MA140 Statistics (3)

MA151 Calculus I (5)

MA152 Calculus II (5)

MA206 Discrete Math - Computing (3)

MA301 Linear Algebra (3)

MA346 Regression Analysis (3)

MA384 Theory of Interest (3)

Additional Bachelor of Science Requirements

Students must also meet the Bachelor of Science University Requirements. A 30-hour concentration in the Division of Natural Sciences and Mathematics is required and must be approved by the department chairperson. At least 20 of these hours must be selected from one discipline. Transfer students must complete at least nine upper division hours in computer information sciences from Washburn University.

Rationale:

Data Science degrees are becoming popular in academic institutions across the country. In conversations with the Department of Math & Statistics we decided we should offer such a program.

Financial Implications:

None

Proposed Effective Date: *Fall 2020*

Request for Action: *Approval by Academic Affairs, Faculty Senate, General Faculty, and WUBOR.*

Approved by: *AAC on date 3/23/2020*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Bruce Mechtly</u>	<u>Approve</u>	<u>2019-03-27</u>
Division	<u>Seid Adem</u>	<u>Approve</u>	<u>2019-09-13</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2019-11-04</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-01-23</u>
Curriculum Committee	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-01-28</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-02-04</u>
CAS Faculty	_____	_____	_____

Approved By: **Faculty Senate** _____ **University Faculty** _____ **WU Board of Regents** _____

1. Title of Program.

Bachelor of Science in Computer Information Science with a Concentration in Data Science (CIP: 52.1301)

2. Rationale for offering this program.

Data Science degrees are becoming popular in academic institutions across the country. In conversations with the Department of Math & Statistics we decided we should offer such a program.

3. Exact proposed catalog description.

Computer Information Sciences Core - 13 hrs
 CM111 Intro to Structured Programming (4)
 CM231 Computer Organization/Assembler (3)
 CM245 Contemp Programming Methods (3)
 CM261 Networked Systems I (3)

Computer Information Sciences Required - 21 hrs
 CM307 Data Structures & Algorithmic Analysis (3)
 CM322 Operating Systems (3)
 Either CM331 Computational Intelligence (3)
 or CM332 Data Mining (3)
 CM333 Software Engineering (3)
 CM334 Modeling with VBA/Excel (3)
 CM336 Database Management Systems (3)
 CM465 CIS Capstone Project (3)

Approved CM Electives - 12 hrs

These courses should be selected in consultation with a departmental advisor. A minimum of 6 hours must be upper division.

Correlated - 46 hrs

- PH220 Logic (3)
- EC200 Princ of Microeconomics (3)
- EC201 Princ of Macroeconomics (3)
- Either BU342 Organization and Management (3)
or BU346 Organizational Behavior (3)
- EN208 Business/Technical Writing (3)
- CN150 Public Speaking (3)
- Either CN340 Professional Interviewing (3)
or CN341 Persuasive Speaking (3)
- MA140 Statistics (3)
- MA151 Calculus I (5)
- MA152 Calculus II (5)
- MA206 Discrete Math - Computing (3)
- MA301 Linear Algebra (3)
- MA346 Regression Analysis (3)
- MA384 Theory of Interest (3)

Additional Bachelor of Science Requirements

Students must also meet the Bachelor of Science University Requirements. A 30-hour concentration in the Division of Natural Sciences and Mathematics is required and must be approved by the department chairperson. At least 20 of these hours must be selected from one discipline. Transfer students must complete at least nine upper division hours in computer information sciences from Washburn University.

4. List any financial implications.

None.

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

The Math & Statistics Department has committed to teaching MA301, MA346 & MA384 regularly enough to support this program.

Department
New Program Name

Consultant
Site Visit
Inservice/Preservice Prep

Footnotes: No new faculty needed. We will use existing CM and MA courses that are

Department
New Program Name

ation in Data Science

# Cr Hrs	Year 3 #Students	# Cr Hrs	Year 4 #Students	# Cr Hrs	Year 5 #Students	# Cr Hrs
	9		12		12	
	270		360		360	
	281		281		281	
\$75,870		\$101,160		\$101,160		

FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE
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-	-	-
\$ 75,870	\$ 101,160	\$ 101,160
Year 3	Year 4	Year 5

Department
New Program Name

is already taught regularly. We will use existing facilities.

FACULTY AGENDA ITEM

Date: 3/16/2020

Submitted by: Mary Sundal x 1608

SUBJECT: *Minor: African American and African Diaspora Studies*

Description:

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

Student Learning Outcomes:

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

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

Study Plan:

To obtain the optional minor in African American and African Diaspora Studies (AAADS), a student must complete at least 15 hours of designated AAADS coursework, including both required and elective courses. Electives must be taken in at least two disciplines, and at least 6 hours of electives must be at the upper-division level. These courses should include XX 200: Introduction to Critical Race and Ethnic Studies.

The minor will be supervised by the director of the AAADS program or a member of the AAADS advisory board. Students may complete the minor two ways. They may a) submit a study plan consisting of coursework formally identified as counting toward the AAADS minor, or b) they may develop a study plan to request alternate coursework be accepted toward the minor. The minor plans will be reviewed by the director of the program and advisory board to ensure the program learning outcomes are met. Students wishing to complete the minor must submit their study plan for approval before completing coursework in the minor.

Required Courses:

- XX 200: Introduction to Critical Race and Ethnic Studies
- One of the following courses: HI 328 African American History; HI 329 the Civil Rights Movement; HI 370 Modern Africa; OR AN 317: Peoples and Cultures of Africa

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

- AN 317: Peoples and Cultures of Africa
- AR 309: Arts of Africa
- HI 328: African American History

- HI 329: The Civil Rights Movement
- HI 370: Modern Africa
- HS 450/HS 650: Multicultural Issues
- MM 360: Minorities and the Media
- PY 395: Psychology of Social Power
- SO 207: Race and Ethnic Relations
- Approved directed readings or independent studies

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

Rationale:

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

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

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

The Social Sciences Division will be the home for this proposed minor; however, it will need to be highly interdisciplinary in order to be academically robust. Faculty members and departments from across the University are encouraged to cross-list courses with the program and/or offer courses that could count toward the fulfillment of the minor program.

Financial Implications:

None

Proposed Effective Date: *Fall 2020*

Request for Action: *Approval by Academic Affairs, Faculty Senate, General Faculty, and WUBOR.*

Approved by: *AAC on date 3/23/2020*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Mary Sundal</u>	<u>Approve</u>	<u>2020-01-24</u>
Division	<u>Mary Sundal</u>	<u>Approve</u>	<u>2020-02-04</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-02-05</u>
Curriculum Committee	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-02-25</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-03-03</u>
CAS Faculty	_____	_____	_____

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

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

2. Rationale for offering this program.

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

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

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

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

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

3. Exact proposed catalog description.

African American and African Diaspora Studies

Mission:

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

Student Learning Outcomes:

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

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

Study Plan:

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

Required Courses:

- XX 200: Introduction to Critical Race and Ethnic Studies

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

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

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

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

4. List any financial implications.

None.

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

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



Washburn University
College of Arts & Sciences - Course Approval System

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Course Information Form

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

Department: **CAS**

Division: **Social Sciences**

Course Level: **Undergraduate**

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

Effective Semester: **Fall**

Effective Year: **2020**

Credits: **3**

Course Catalog Description (include prerequisites)

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

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

None

Restrictions? **None**

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

Primarily attract? **Non-majors**

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

None

Please state the rationale for offering this course:

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

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

If 'Yes', which major(s)?

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

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

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

n/a

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

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

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

Course Description

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

Course Objectives

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

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

General Education

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

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

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

Textbooks

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

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

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

Assignments

- Preparation for and Participation in Class 100 points
- Racial Autobiography 50 points
- Reflection Papers 100 points (4 @ 25 points)
- Case Study Papers 250 points (1 @ 100 points and 1 @ 150 points)
- The Power of a Single-Story Project 200 points
- Praxis Paper 300 points

Preparation and Participation

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

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

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

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

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

Racial Autobiography

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

Reflection Papers (x4)

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

Case Study Papers (x2)

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

The Power of a Single-Story Project

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

Praxis Paper

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

Course Calendar

WK Date Topic Readings Films Assignments

1

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

2

Racial Formations (p)Reflection 1

3

CRT Foundations and Tenets CRT Ch. 2 Racial Autbio.

4

CASE STUDY 1 Welcome to Shelbyville

5

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

6

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

7

Storytelling and Counter Storytelling CRT Ch. 3 Reflection 2

8

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

9

"Offshoots" and Intersectionality CRT Ch. 5 Reflection 3

10

CASE STUDY 2 Dark Girls

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

12

RWR 5-6 Case Study 2

13

Critiques of CRT CRT Ch. 6 Reflection 4

14

No Class. Thanksgiving/Spring Break

15

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

16

CRT Praxis, Hope, and Moving Forward Single Story

17

Praxis Paper Presentations Praxis Papers

Intro to Critical Race and Ethnic Studies Course Assessment Plan

General Education SLOs

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

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

The Introduction to Critical Race Studies student learning outcomes are:

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

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

Assessing Student Learning in Introduction to Critical Race and Ethnic Studies

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

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

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

Students' SLO scores will be determined as follows:

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

Scores and Reporting

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

Advanced Target Developing Beginning* Not Observed

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

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

Appendix A: Grading Rubric for Case Study Papers

Criteria Advanced Target Developing Beginning

Introduction and Thesis Statement

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

Application of Context

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

Application of Theory

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

Conclusion

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

In-text Citations

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

Structure and Organization

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

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

Appendix B: Grading Rubric for Final Praxis Paper

Criteria Advanced Target Developing Beginning

Introduction (w/ Thesis Statement and problem statement)

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

Application of Context and Theory

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

Application of Methodology (10 points) Skillfully uses appropriate methodology as part of plan. Uses appropriate methodology as part of plan. Uses appropriate methodology as part of plan, but needs further development. Does not use appropriate methodology as part of plan.

Action Plan and Outcomes

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

Conclusion

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

In-text Citations and Works Cited

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

Structure and Organization

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

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

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

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

Presentation

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

Additional comments:

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

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

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

Submitted for Approval

Program Name: African American and African Diaspora Studies

CIP Code (Academic Programs): 05.02

(Visit the following website: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55> and choose the closest fit to your new program)

Revenue:	Year 0 - Preparation	(e.g., FY13, FY14, etc.)									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
Est. Students/Cr Hrs	0	0	0	0	3	0	3	0	0	0	0
Total Credit Hours*	0	0		0		0		0		0	
Tuition Rate		0		0		0		0		0	
Other Revenue Sources											
Total Revenue	0	\$0		\$0		\$0		\$0		\$0	

*At the end of the template, please list the course numbers which will be used to generate the total credit hours.

Ongoing Expenses:	Year 0 - Preparation	Year 1	FTE	Year 2	FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE
1 st Faculty Member Benefits (25%)		-									
2nd Faculty Member Benefits (25%)											
3rd Faculty Member Benefits (25%)											
(Continue to add as needed)											
Secretary Benefits (25%)											
Adjunct Faculty (to teach service course in replacement of faculty member teaching required course for proposed program)		1									
Student stipends											
Supplies											
Marketing		200		200		200		200		200	
Travel											
Online Course Development											
Professional Development											
Accreditation/Membership											
Support Materials											
Total Expenses		200		200		200		200		200	
Total Net Revenue	\$ -	\$ (200)		\$ (200)		\$ (200)		\$ (200)		\$ (200)	

One-time Startup Costs	Year 0 - Preparation	Year 1	Year 2	Year 3	Year 4	Year 5
Furniture						
Office Equipment						
Computer/Software						
Other Electronic Hardware						
Renovation						
Program Equipment						
Initial Accreditation Costs						
Program Development						
Membership						
Release Time to Develop						
Consultant						
Site Visit						
Inservice/Preservice Prep						

Footnotes:

*Please list the course numbers which will be used to generate the credit hours from which to calculate the revenue obtained:

FACULTY AGENDA ITEM

Date: 3/16/2020

Submitted by: *Connie Gibbons x 2423*

SUBJECT: *Minor: Museum and Curatorial Studies*

Description:

Museum and Curatorial Studies is an interdisciplinary program that examines the practices associated with the collection, analysis, and exhibition of art, artifacts, specimens, and interpretive displays for the purpose of preservation, interpretation, and public engagement. It also considers the practices associated with the governance, administration, and responsible fiscal management within the professional world of museums and other collection and exhibition spaces. Finally, the field of museum studies seeks to understand the dynamic role museums, galleries, and collecting play in history and culture.

Student Learning Outcomes:

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

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

Study Plan:

To obtain the optional minor in Museum and Curatorial Studies, a student must complete at least 18 hours of designated Museum and Curatorial Studies coursework, including both required and elective courses. Required courses include:

XX 200: Introduction to Museum and Curatorial Studies

XX 313/AR 313: Museums and Materials, and

XX 400: Capstone in Museum and Curatorial Studies.

Students will work with the director of the Museum and Curatorial Studies to create a study plan of 9 additional credit hours in elective courses that satisfy the program's learning outcomes and complement a student's major area and interests. These electives must be taken in at least two disciplines, and at least 6 hours of electives must be at the upper-division level. This study plan must be approved before a student completes coursework in the minor program.

Required Courses:

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

Rationale:

In 2019, the Mulvane Art Museum officially became part of the College of Arts and Sciences (CAS) at Washburn University. This change in organizational structure presents new opportunities for enhanced collaboration between

the Mulvane and CAS departments and disciplines. In particular, the creation of a minor program in Museum and Curatorial Studies will enrich the learning and career opportunities for students in a broad range of majors including but not limited to: art, biology, anthropology, history, mass media, music, and public administration.

For students in these and other fields, the addition of an interdisciplinary course of study in Museum and Curatorial Studies will allow them to further hone their skills of interpretation and analysis as well as obtain greater access to professional opportunities in the world of museums, libraries, and cultural programs. Labor statistics suggest that the market for Museum and Curatorial Studies professionals is expanding. This program will better position Washburn students to take advantage of these positions.

Financial Implications:

None

Proposed Effective Date: *Fall 2020*

Request for Action: *Approval by Academic Affairs, Faculty Senate, General Faculty, and WUBOR.*

Approved by: *AAC on date 3/23/2020*

FAC on date

Faculty Senate on date

Attachments Yes No

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Kelly Erby</u>	<u>Approve</u>	<u>2020-02-19</u>
Division	<u>Danielle Head</u>	<u>Approve</u>	<u>2020-02-20</u>
Dept. of Educ.	<u>Cherry Steffen</u>	<u>Approve</u>	<u>2020-02-20</u>
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2020-02-20</u>
Curriculum Committee	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2020-02-25</u>
Accepted by CFC	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2020-03-03</u>
CAS Faculty	_____	_____	_____

Approved By: **Faculty Senate** _____ **University Faculty** _____ **WU Board of Regents** _____

1. Title of Program.

Museum and Curatorial Studies Minor (CIP: 30.14)

2. Rationale for offering this program.

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

3. Exact proposed catalog description.

Museum and Curatorial Studies

Mission:

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

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

Student Learning Outcomes:

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

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

Study Plan:

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

Required Courses:

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

4. List any financial implications.

None

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

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



Washburn University
College of Arts & Sciences - Course Approval System

Course Information Form

Course Title: Introduction to Museum and Curatorial Studies

Department: Art Division: Creative & Performing Arts

Course Level: Undergraduate Prefix: XX Course Number: 200

Effective Semester: Fall Effective Year: 2020 Credits: 3

Course Catalog Description *(include prerequisites)*

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

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

None

Restrictions? None Course offered? Every three or four semesters

Primarily attract? Non-majors

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

none

Please state the rationale for offering this course:

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

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

If 'Yes', which major(s)?

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

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

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

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

None

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

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

XX 200

Introduction to Museum & Cultural Studies

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

COURSE INFORMATION

Credit hours: 3

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

Readings excerpts from several books, including:

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

Websites:

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

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

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

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

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

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

Course Requirement:

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

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

Participation in presentations, discussion 20 pts.

Essays (2 @ 10 points) 10 pts.

Project/Research (total 30 points) 15 pts.

Presentation 15 pts.

Midterm 15 pts.

Final 25 pts

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

Additional comments:

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

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

Initiator's E-mail Address: kelly.erby@washburn.edu

Program Name Museum and Curatorial Studies											
	(e.g., FY13, FY14, etc.)										
Revenue:	Year 0 - Preparation	Year 1		Year 2		Year 3		Year 4		Year 5	
		# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
Est. Students/Cr Hrs	0	0	0				0				0
Total Credit Hours	0	0		0		0		0		0	
Tuition Rate											
Other Revenue Sources											
Total Revenue	0	\$0		\$0		\$0		\$0		\$0	
Ongoing Expenses:	Year 0 - Preparation	Year 1	FTE	Year 2	FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE
1 st Faculty Member											
Benefits (25%)											
2nd Faculty Member											
Benefits (25%)											
3rd Faculty Member											
Benefits (25%)											
(Continue to add as needed)											
Secretary											
Benefits (25%)											
Adjunct Faculty											
Student stipends											
Supplies											
Marketing											
Travel											
Online Course Development											
Professional Development											
Accreditation/Membership											
Support Materials											
Total Expenses	-	-		-		-		-		-	
Total Net Revenue	\$ -	\$ -		\$ -		\$ -		\$ -		\$ -	
One-time Startup Costs	Year 0 - Preparation	Year 1		Year 2		Year 3		Year 4		Year 5	
Furniture											
Office Equipment											
Computer/Software											
Other Electronic Hardware											
Renovation											
Program Equipment											
Initial Accreditation Costs											
Program Development											
Membership											
Release Time to Develop											
Consultant											
Site Visit											
Inservice/Preservice Prep											

Footnotes:

Note: The courses in this program will be taught as existing faculty members' regular load. It will be revenue neutral.

FACULTY AGENDA ITEM

Date: *3/16/2020*

Submitted by: Kelly Erby 2018

SUBJECT: Washburn Law Early Admission Program (LEAP)

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

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

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

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

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

Proposed Effective Date: *Fall 2020*

Request for Action: Approval by Academic Affairs, Faculty Senate, General Faculty, and WUBOR.

Approved by: *AAC on date 3/23/2020*

FAC on date

Faculty Senate on date

Attachments

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

Statement of Program Mission:

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

Program Objectives:

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

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

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

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

Program Requirements & Processes:

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

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

Student Scholarships

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

Admission Requirements

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

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

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

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

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

Additionally, *LEAP* students must have completed:

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

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

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

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

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

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

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

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

Carla D. Pratt
Dean
Washburn University School of Law

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

Date	

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

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

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

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