CAS Faculty Meeting Agenda

January 28, 2015 in Washburn A

Refreshments start at 3:00 p.m.
Meeting will start promptly at 3:30 p.m.

I.   *Approval of Minutes from September 4, 2014

II.   New Business

    A. *CAS Revised Promotion & Tenure Policy

    B. *CAS Revised Mission Statement

    C. *CAS Vision 2022

    D. Curriculum Changes
        1. New Programs
            a. *Minor in Jazz Studies (Vocal or Instrumental)
            b. *Bachelor of Science in Anthropology (Forensics Concentration)
            c. *Bachelor of Arts in Computer Information Science with Emphasis in Digital Forensics
            d. *Educational Studies
        2. Program Deletion
            a. *Instrumental Jazz Studies Minor
        3. Program Change
            a. *Bachelor of Arts in Computer Information Science
            b. *Bachelor of Education in Elementary Education

III.   Announcements

    A. Course Success Groups

IV.   Adjournment

College of Arts and Sciences Faculty Meeting

Minutes from September 5, 2014

Henderson 112

1. Meeting was called to order by Dean Laura Stephenson.
2. Minutes from January 29, 2014 meeting were approved.
3. Dean Stephenson focused her remarks on the theme of "Things That I Love About Washburn." She expressed her enthusiasm and excitement for her new role as Dean of the college. Dean Stephenson's goals include developing a Strategic Plan, working more closely with the Washburn Foundation, hiring a Communication Coordinator, helping students to find academic success, developing a revised student perception form.
4. New CAS faculty were introduced.
5. A motion to approve Chemistry's new AA in Laboratory Science and to delete Chemistry's AS in Laboratory Science was seconded and approved.
6. Music has requested a delay in approval for their proposed Minor in Instrumental Jazz Studies.
7. Meeting adjourned at 4:45.

Respectfully Submitted by,

Bruce Mactavish

III. **Promotion and Tenure**

A. **The College of Arts and Sciences**

1. General Policy

The College of Arts and Sciences of Washburn University wishes to maintain the highest possible standards of teaching, scholarship and serviceresearch; to ensure every faculty member full academic freedom; to render every qualified faculty member secure in his or her profession; and to enable the College of Arts and Sciences to rely on the continuous employmentservice of an able faculty. It is, therefore, the policy of the College of Arts and Sciences to provide stability and continuity of employment for the faculty in an atmosphere of academic integrity and mutual confidence.

The basic responsibilities of the College of Arts and Sciences are to preserve, augment, criticize, and transmit knowledge and to encourage creativity. Thus the College of Arts and Sciences should appoint, develop and retain distinguished faculty members with outstanding qualification. Tenure and promotion within the College of Arts and Sciences are consistent with general University policy in emphasizing the importance of teaching, scholarship, and service by its faculty.

Appointment or promotion to the rank of Associate Professor normally requires a record of success in teaching, scholarship, and service. Appointment or promotion to the rank of Professor normally requires outstanding teaching, scholarship, and service.

Promotion and tenure in the College of Arts and Sciences at Washburn University are never automatic. They must be earned.

2. Minimum Requirements for Consideration for Promotion and Tenure

a. Education

Granting of tenure and appointment to the rank of Assistant Professor or higher normally requires completion of professional education in most fields marked by the Ph.D. or other recognized terminal degree.

b. Experience

Beginning with appointment to the rank of full-time Iinstructor or a higher rank, the probationary period at Washburn University shall not exceed **six** years. At least **three** of these **six** years must be at Washburn as a full-time Iinstructor or higher rank. Up to three years credit may be granted, by written agreement, for full-time *teaching* service at *Washburn or* other institutions of higher education.

For promotion to Associate Professor, the candidate must have completed six years of full-time college-level academic experience, the last three of which must have been at the Assistant Professor rank. If the candidate is eligible for promotion during the year of the tenure decision, then one petition and one departmental committee may be used for both. Where a department employs different standards for tenure and for promotion, the relevant set of standards must be met for each. A candidate for Associate Professor whose petition for tenure is denied may not be promoted.

For promotion to Professor, the candidate must have completed ten years of full-time college level academic experience, four of which must have been at the Associate Professor rank.

c. Teaching

Effective teachers are essential to the College of Arts and Sciences. The quality of instruction must be judged by its intrinsic purposes: to transmit and preserve knowledge, to encourage critical and creative thought, to foster a lively interest in learning, and to stimulate a continuing commitment to inquiry.

Among the criteria of teaching effectiveness are student perceptions and opinions, the performance of students, and the informed judgment of colleagues.

d. Research, Scholarship, and Creative Activities

Scholarly activity is the obligation of all tenure-track members of the faculty of the College of Arts and Sciences. A faculty member's scholarship must be judged by his or her contributions to knowledge through research and publication. It is reflected both in his or her reputation among other scholars and in the performance of his or her students.

Scholarly activities include publication of books, articles and reviews of a scholarly nature and the presentation of professional papers, the directing of productive work by advanced students, the conducting of professional workshops; the receipt of awards and fellowships, memberships on boards and commissions devoted to inquiry, and the judgment of professional colleagues. Scholarship may also be judged by significant achievement in an art related to a faculty member's work, such as musical performance or composition, creative writing, or juried or invitational art exhibits.

e. Service

Service to the department, to the College of Arts and Sciences, and to the University, to the profession, and/or to the community is the responsibility of each faculty member. Among service activities are active participation in committees, administrative leadership, sponsorship of student organizations, and serving as a representative of the University where professionally appropriate. Community service draws upon professional expertise.

Washburn University Mission, Vision and Core Values

Vision Statement

Washburn University is a premier public Midwest regional teaching institution recognized as a community leader in providing a superior *student-centered, teaching-focused* learning experience, preparing graduates for success in their chosen profession and stimulating economic vitality.

Mission Statement

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.

Core Values

- **Integrity:** acting in an honest, fair, and ethical manner, creating a culture of trust evident in all University activities and decision making.
- **Excellence:** serving our scholarly community by delivering consistently high-quality programs, teaching, service, and scholarship.
- **Accountability:** ensuring academic, programmatic, and fiscal integrity and value through prudent management of resources entrusted to the University.
- **Respect:** embracing diversity and treating others collegially with civility, openness, and professionalism in all interactions, activities, and decision making.
- **Collaboration:** working toward common goals with others in the University and the community while valuing teamwork, participation, and diversity of ideas and perspectives.
- **Innovation:** encouraging, considering, and supporting development of ideas by fostering individual ingenuity and creativity and creating an environment with opportunities for growth and change.*Approved by the Washburn Board of Regents, Oct. 31, 2013*

CAS Mission Statement

The College of Arts and Sciences seeks to engage students in a principled search for intellectual growth and development. In the same progressive spirit that motivated its founders, the College aspires to educate its students in the liberal arts so they can acquire, create, communicate, and integrate knowledge to enrich their own lives and to prepare them for positions of responsibility and usefulness as active citizens of their local communities and our global society. The College finds supportive strengths in its capital city location, its diverse student body, its distinct academic units working to fulfill a shared purpose, and its emphasis on both small classes and individual instruction.

—adopted by the College of Arts and Sciences, January 29, 2003

Proposed New CAS Mission Statement

The College of Arts and Sciences seeks to engage students in a principled search for intellectual growth and development. In the same progressive spirit that motivated its founders, the College strives to provide all students an education in the liberal arts, so they may acquire, create, communicate, and integrate knowledge to enrich their own lives and be prepared for positions of responsibility and usefulness as active citizens of their local communities and our global society. The College profits from its capital city location, embraces diversity in its faculty and student body, and promotes a shared purpose through interdisciplinary opportunities, small classes, and individual instruction.

CAS Vision 2022

I. Academic Excellence

Building on our traditions of teaching excellence and accessible education, we envision the university will provide a superior educational experience to diverse populations that is characterized by excellent faculty, technological competence and state-of-the science learning environments. Reward structures for excellent teaching are established and achievement of student learning outcomes are assessed and continuously improved.

In support of this goal:

The College will pursue increased faculty support, resources for teaching, improved faculty compensation and prioritize the attraction and retention of excellent faculty. We will enhance student learning through expanded interdisciplinary teaching and effective assessment.

Specifically, our vision includes:

1. Securing resources to recruit and retain excellent faculty and increasing the ratio of permanent faculty to contingent faculty.

2. Supporting faculty development through a variety of initiatives, including improved conference funding.[1]

3. Establishing metrics for teaching excellence and creating a reward system to recognize excellent teaching.[2]

4. Enhancing opportunities and incentives for interdisciplinary teaching, team-teaching, academic innovation and student-centered learning.

5. Ensuring the rigor of General Education Programs by engaging in discipline-appropriate assessment of student learning outcomes.[3]

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[1] Strategy #2: "Quality improvement initiatives, such as the CTEL, built on our core values, providing support for Washburn's faculty..."
[2] Strategy #8: "Effective assessment systems for evaluating student learning and achievement..."
[3] Strategy #5: "Continued support and commitment to a General Education Program firmly rooted in the liberal arts and sciences..."

2. Educational Opportunities

Understanding that education is a lifelong strategy for career success, we envision creating educational pathways that recognize the diversity of student and employer needs to flexibly meet career and professional goals.

In support of this goal:

The College will strongly promote liberal arts education as a catalyst for lifelong learning, intellectual curiosity, ethical behavior, professionalism and career success. We will champion the unique experiences offered through CAS programs to recruit motivated learners.

Specifically, our vision includes:

1. Promoting the value of a liberal arts education among our stakeholders by emphasizing a rigorous educational experience, grounded in reading, writing and critical/creative-thinking as a foundation for personal enrichment and career success.

2. Promoting research opportunities, internships and interdisciplinary learning opportunities as signature CAS experiences, while improving support for these programs.

3. Communicating with admissions counselors, advisors and other personnel to inform prospective students of the value and quality of CAS programs, while increasing scholarships.[4]

4. Enhancing recruitment and support for diverse student populations and diversifying educational pathways and course offerings to recognize a full range of student needs. Exploring partnerships with WU Tech to assist these efforts.

5. Examining our instruction efforts and placement policies in a manner that will help best serve underprepared incoming students.

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[4] Strategy #5: "Program support for our financial literacy initiatives and on-campus employment prepare students to better afford the financial commitments of attaining higher education."

3. Community Connections

Washburn's historical mission is community-focused. We envision increasing our university connections to enhance the personal and professional lives of community members. These connections will build intellectual and service capacity to create an economically- and culturally-desirable place to live and work.

In support of this goal:

The College will encourage and support faculty and student community service experiences and broaden Washburn's imprint on our community through increased recognition and visible partnerships. We will craft an image of college-wide academic excellence that is recognized throughout the region.

Specifically, our vision includes:

1. Broadening support for WTEs, student-generated learning experiences, internships and community-service opportunities.[5]

2. Publicizing contributions of the faculty and students to the community, thereby increasing our visibility within and beyond Topeka and Shawnee County.

3. Increasing partnership opportunities with local K-12 schools, community colleges and WU Tech.

4. Enhancing coordination with existing community organizations, such as Arts Connect, KHC, and NOTO. Supporting faculty who develop such community partnerships through reassigned time or stipends.

5. Heightening our presence and participation in community events and increasing the number of events hosted on campus.

Strategy #5: "Enhancement of High Impact Community Engagement Practices, WTE, community engagement and the Leadership Institute...in mutually beneficial collaborations."

4. Living/Learning/Working Environment

We envision providing a physical environment that is welcoming, safe and accessible for students, faculty, staff, visitors and community members. The buildings and classrooms will be well-maintained, adaptive to the diverse needs of the 21st century classroom and learning environment; provide spaces to enhance interactions among students, faculty, staff, visitors and community members, and support superior programs enhancing the lives and success of stakeholders.

In support of this goal:

The College will promote and develop campus environments and technologies that are centered on innovative instruction, student academic needs and enhancing interactions between students and faculty. We will promote capital improvement and building projects that support the primary institutional mission of teaching and learning.

Specifically, our vision includes:

1. Developing innovative learning spaces that support student-centered teaching technologies. Improving conference spaces and offices.

2. Pursuing development of a new and improved space for the Education Department.[6]

3. Renovating and increasing the number of lab, studio, classroom and student-research spaces.

4. Providing a safe learning environment by increasing security for buildings and campus spaces through technologies such as video monitoring and ID-based door locks.

5. Demonstrating a commitment to all students by securing easy access to all learning environments for those with special needs.

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[6] Strategy #1: "Successful completion of...Campus Master Plan, which includes...Carnegie Renovation..."

5. Fiscal Stewardship

Washburn is recognized for our commitment to high-value, high-quality programs and affordable tuition. We envision a culture of planning which is characterized by disciplined, informed, deliberate and integrated decision making regarding programs, people, operations and investments in the campus. Financial and human resources will be effectively utilized.

In support of this goal:

The College will promote increased transparency, faculty involvement and awareness of fiscal planning. We will appraise decisions and investments based on the quantitative, qualitative and long-term impacts they have on the educational experiences we offer.

Specifically, our vision includes:

1. Improving faculty salaries to create parity with peer institutions.

2. Increasing faculty and staff involvement in fiscal matters to foster a culture of informed problem-solving.[7]

3. Promoting communication and collaboration with the WU Foundation. Building awareness of the link between educational quality, unique student experiences and future alumni giving.[8]

4. Initiating a more aggressive marketing effort that highlights WU-CAS as public, highly-affordable, and providing superior education in a wide array of fields.[9]

5. Analyzing organizational structure for efficiency and examining operating budgets to reflect actual costs, particularly when enrollments fluctuate.

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[7] Strategy #4: "A comprehensive data management plan providing...strategic decision making."
[8] Strategy #3: "Increased philanthropy to the University through promoting a culture of giving..."
[9] Strategy #2: "...a comprehensive and integrated marketing plan to highlight...Washburn University for students..."

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	Ann Marie Snook	Approve	2014-11-21
Division	Chris Kelts	Approve	2014-12-01
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2014-12-01
Curriculum Committee	Michael Hager	Approve	2014-12-04
Accepted by CFC			
CAS Faculty			

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

1. Title of Program.

   Minor in Jazz Studies (Vocal or Instrumental)

2. Rationale for offering this program.

   This minor will replace the current Instrumental Jazz Studies Minor (25 credit hours). The proposed Minor in Jazz Studies requires fewer credit hour requirements (Vocal: 19; Instrumental: 20) and is designed to attract both instrumental and vocal non-music major students.

3. Exact proposed catalog description.

   Minor in Jazz Studies (Vocal or Instrumental)
   The minor in Jazz Studies is a 19 (Vocal) or 20 (Instrumental) credit hour program for the non-music major who is interested in acquiring the basic fundamentals and techniques associated with jazz. Students pursuing the minor must complete the following courses, listed below. In addition, students must pass an audition to be accepted into the program; attend 14 recitals, and complete 6 credit hours of upper division coursework.

   Minor in Jazz Studies (Vocal) (19 Hours)
   Theory 6 credit hours:
   MU 122> Rhythmic Perception-1 hour
   MU 123> Computers and Music â€" 1 hour
   MU 215> Music Theory and Aural Comprehension I â€" 4 hours .

   Jazz History and Jazz Band Pedagogy 4 credit hours:
   MU 102> Jazz History â€" 3 hours
   MU 420> Jazz Band Pedagogy â€" 1 hour

Applied Lessons and Group Piano 6 credit hours:
MU 133> Group Piano I â€" 1 hour
MU 134> Group Piano II â€" 1 hour
MU 206> Jazz Improvisation â€" 2 hours
MU 276/476> Applied Jazz Lessons (Keyboard) â€" 2 hours
or
MU 276/476> Applied Jazz Lessons (Vocal) â€" 2 hours

Ensembles 3 credit hours:
MU 254/454> Small Ensemble (Vocal Jazz Choir) 2 hours
MU 245/445 or 249/449> Large Ensemble (Jazz Ensemble) 1 hour
or
MU 254/454> Small Ensemble (Jazz Combo) 1 hour

Minor in Jazz Studies (Instrumental)(20 hours)
Theory 6 credit hours:
MU 122>Rhythmic Perception-1 hour
MU 123>Computers and Music â€" 1 hour
MU 215>Music Theory and Aural Comprehension I â€" 4 hours

Jazz History and Jazz Band Pedagogy 4 credit hours:
MU 102> Jazz History â€" 3 hours
MU 420>Jazz Band Pedagogy â€" 1 hour

Applied Lessons and Group Piano 6 credit hours:
MU 133> Group Piano I â€" 1 hour
MU 134> Group Piano II â€" 1 hour
MU 206> Jazz Improvisation â€" 2 hours
MU 276> Applied Jazz Lessons (Keyboard) â€" 2 hours
or
MU 276>Applied Jazz Lessons (Major Instrument) â€" 2 hours

Ensembles 4 credit hours:
MU 254/454> Small Ensemble (Jazz Combo) 2 hours
MU 245/445 or 249/449> Large Ensemble (Jazz Ensemble) 2 hours

4. List and financial implications.

None

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	Cheryl Childers	Approve	2014-11-05
Division	Kim Morse	Approve	2014-11-12
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2014-11-18
Curriculum Committee	Michael Hager	Approve	2014-12-04
Accepted by CFC			
CAS Faculty			

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

1. Title of Program.

   Bachelor of Science in Anthropology (Forensics Concentration)

2. Rationale for offering this program.

   The partnership between WU and the KBI provides new opportunities for collaboration between WU faculty/students and KBI scientists. As part of this collaboration, we are proposing a new concentration in forensics. As Forensic Anthropology utilizes elements of both physical and applied social sciences, we are proposing a Bachelor of Science degree. The combination of disciplines that are part of this degree will enable students to move into either graduate programs or into the labor force as members of forensics labs or crime investigative teams. Students will have opportunities to interact with KBI scientists as guest lecturers, adjunct faculty, or mentors in internships. Students will also have multiple opportunities for field experiences in developing their understanding and application of forensic analysis. This degree includes a structured minor in Biology to emphasize the breadth of science used by forensic professionals. We are also developing five new courses as part of this degree, and they are currently in the approval process.

3. Exact proposed catalog description.

   [NOTE: As we are now offering two degrees, we re-wrote both, which are presented below.]

   THE MAJOR

   Both the B.A. and B.S. degrees in Anthropology are designed to prepare students to be competitive as applicants to a variety of graduate school programs or in the labor market.

REQUIREMENTS FOR ANTHROPOLOGY MAJORS

All Anthropology majors must take a 15-hour core consisting of:
AN 112 Cultural Anthropology
AN 114 Introduction to Archaeology
AN 116 Physical Anthropology
AN 324 History & Theory of Anthropology
AN 362 Methods of Social Research

B.A. in Anthropology

Students working toward a B.A. degree in Anthropology must complete a minimum of 33 hours of credit in the department: the 15-hour core and 18 additional hours. These 18 hours must include:

One Area Studies course: AN 317, 319, 320 or 325
SO 100 or SO 101
One AN elective
One AN or SO upper-division elective
Two AN upper-division electives.

It is recommended that majors in Anthropology develop a correlate area in a sub-discipline of Anthropology (ethnology, physical anthropology, archaeology, or linguistics), nine hours to be chosen from the department or from other departments in consultation with a department advisor.

Majors working toward the B.A. degree are strongly encouraged to take courses in statistics and computer science; and to complete a minor. Students must earn a grade of "C" or better in all courses applied to the major.

B.S. in Anthropology (Forensics Concentration)

Students working toward a B.S. degree in Anthropology (Forensics Concentration) must complete a minimum of 39 hours of credit in the major: the 15-hour core and 24 additional hours. These 24 hours must include:

AN 118 Introduction to Forensic Science
AN 303 Human Prehistory
AN 315 Human Osteology
AN 316 Forensic Anthropology
AN 359 Excavation Methods & Forensic Analysis
AN 363 Internship
Two (2) of the following Elective courses:
　　AN 312 Medical Anthropology
　　AN 328 Case Studies in Forensic Anthropology
　　AN 371 Lab Methods in Archaeology
　　AN 372 Archaeology Field School or AN 373 Forensic Field School
　　CJ 415 Forensic Science in Criminal Justice

The B.S. degree also requires a 30-hour minor to be chosen from the Natural Sciences, with at least 20 hours taken in one department. Students working toward the B.S. in Anthropology (Forensics Concentration) will complete 23-25 hours in Biology, 10 hours in Chemistry, and 3 hours in Statistics, with a structured minor in Biology:

BI 102 General Cellular Biology (5)
BI1 03 General Organismal Biology (5)
BI 250 Introduction to Human Anatomy (3) or BI 275 Human Anatomy (4)
BI 302 Entomology (4) or BI310 Ecology or (4) BI 324 Systematic Botany (3)
BI 333 General Genetics (3)
BI 340 Evolutionary Biology (4)
CH 103 Introduction to Forensic Chemistry (3)
CH 151 Fundamentals of Chemistry (5)
CH 202 Professional Forensic Chemistry Seminar (2) or CH 203 Forensic Chemistry Laboratory (2)
MA 140 Statistics (3)

Students must earn a grade of "C" or better in all courses applied to the major.

4. List and financial implications.

This new degree does have financial implications. We will require at least one new tenure-track faculty member, preferably an anthropologist holding a Ph.D. in Bio-Archaeology, and adjunct faculty with expertise in Biological Anthropology or Archaeology. We also need additional lab supplies; more bone casts; and analysis tools/technology for the anticipated number of students.

The new Anthropology spaces (the lab and the outdoor excavation site) will be sufficient for our needs. The pro forma document (attached) lists the anticipated budgetary needs for the next five years. We expect these to be met through a combination of revenues generated by additional credit hours from students majoring in the degree; internal funding sources; and the proposed budget that WU submits to the state legislature each year for these new programs.

Sociology Anthropology
B.S. in Anthropology (Forensic Concentration)

Program Name   B.S. in Anthropology (Forensic Concentration)

(e.g., FY13, FY14, etc.))

Revenue:	Year 0 - Prepa	Year 1	Year 2	Year 3	Year 4	Year 5
	# Students	# Students (# Cr Hrs)	# Students (# Cr Hrs)	# Students (# Cr Hrs)	# Students (# Cr Hrs)	# Students (# Cr Hrs)
Est. Students/	0	3	7	10	15	17
Total Credit H₁	0	90	210	300	450	510
Tuition Rate		248	248	248	248	248
Other Revenue Sources						
Total Revenue	0	$22,320	$52,080	$74,400	$111,600	$126,480

Ongoing Expe	Year 0 - Prepa	Year 1	Year 2 (FTE 1)	Year 3 (FTE 1)	Year 4 (FTE 1)	Year 5 (FTE 1)
1st Faculty Member*			55,000	55,000	58,000	60,000
Benefits (25%)			13,750	13,750	14,500	15,000
Adjunct Faculty		7,200	9,600	9,600	9,600	9,600
Supplies		2,000	2,500	3,500	4,000	4,500
Marketing		1,500	1,500	2,000	2,000	2,000
Travel**	4000	8,000	8,000	8,000	4,000	
Online Course Development				1,000	1,000	1,000
Professional Development		2,000	2,000	2,000	2,000	2000
Membership		200	200	200	200	200
Guest Lecturers (mostly from		800	800	1,000	1,000	1,000
Total Expense	4,000	21,700	93,350	96,050	96,300	95,300
Total Net Rev	$ (4,000)	620	$ (41,270)	$ (21,650)	$ 15,300	$ 31,180

One-time Start-up	Year 0 - Prepa	Year 1	Year 2	Year 3	Year 4	Year 5
Furniture		4000				
Lab Supplies (skeleton casts)			4000			
Computer/Software		5500	5500			
Other Electronic Hardware***		4400	10000			
Miscellaneous Tools			2000			
Faculty Recruitment		3500				

Footnotes:
*Denotes expected new tenure-track Bio-Archaeologist position to be hired during Year 1.
**Denotes travel expenses for faculty members ($4,000 each) to complete one week-long training courses at either the Body Farm in TN or Body Recovery at the CSI Academy in FL.
***Denotes Mapping Station, digital cameras, and digital microscope.

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	Bruce Mechtly	Approve	2014-10-08
Division	Susan Bjerke	Approve	2014-10-10
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2014-10-21
Curriculum Committee	Michael Hager	Approve	2014-10-22
Accepted by CFC			
CAS Faculty			

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

1. Title of Program.

   Bachelor of Arts in Computer Information Sciences with Emphasis in Digital Forensics

2. Rationale for offering this program.

   The new partnership between the KBI and WU has generated new opportunities for collaboration between KBI and WU faculty and students. To further this collaboration we propose a new CIS emphasis in digital forensics. Students will have access to a lab in the new KBI building and will interact with KBI staff frequently. Two new CM courses in digital forensics have also been proposed and are currently in the approval process.

3. Exact proposed catalog description.

   Computer Information Sciences Core - 16 hrs
   CM111 Intro to Structured Programming (4)
   CM203 Digital Forensics I (3)
   CM231 Computer Organization/Assembler (3)
   CM245 Contemporary Programming Methods (3)
   CM261 Networked Systems I (3)

   Computer Information Sciences Required - 18 hrs
   CM303 Digital Forensics II (3)
   CM307 Data Structures & Algorithmic Analysis (3)
   CM322 Operating Systems (3)
   Either CM331 Computational Intelligence (3)
   or CM332 Data Mining (3)
   CM336 Database Management Systems (3)

CM361 Network Systems II (3)
CM467 CIS Capstone Project (2)
CM468 CIS Senior Seminar (1)

Approved Elective CM Upper Division Coursework - 6 hrs
Course(s) should be selected in consultation with a departmental advisor. All 6 hours must
be upper division.

Correlated - 33-35 hrs
  CJ130 Public and Private Security (3)
  CJ415 Forensic Science in Criminal Justice (3)
  CN150 Public Speaking (3)
  Either CN340 Professional Interviewing (3)
  or CN341 Persuasive Speaking (3)
  EN208 Business/Technical Writing (3)
  Either MA140 Statistics (3)
  or MA343 Applied Statistics (3)
  Either MA141 Applied Calculus I (3)
  or MA151 Calculus I (5)
  MA206 Discrete Math - Computing (3)
  PH220 Logic (3)
  PY100 Basic Concepts in Psychology (3)
  PY2XX 200-level Psychology General Ed (3)

4. List and financial implications.

We can support this program with the facilities we currently have, but it will be much stronger with
the purchase of Encase and FTK software packages. Funding for these packages is currently
being considered from non-WU sources.

Department
New Program Name

Program Name: Bachelor of Arts in Computer Information Sciences with Emphasis in Digital Forensics

Revenue:	Year 0 - Preparation	Year 1 (e.g., FY13, FY14, etc.))		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	3	31	6	30.5	9	31	12	30	12	30
Total Credit Hours	0	93		183		279		360		360	
Tuition Rate	248	248		248		248		248		248	
Other Revenue Sources	0										
Total Revenue	0	$23,064		$45,384		$69,192		$89,280		$89,280	

Ongoing Expenses:	Year 0 - Preparation	Year 1	FTE	Year 2	FTE	Year 3	FTE	Year 4	FTE	Year 5	FTE
1st 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	$ -	$ 23,064		$ 45,384		$ 69,192		$ 89,280		$ 89,280	

One-time Startup Costs	Year 0 - Preparation	Year 1	Year 2	Year 3	Year 4	Year 5
Furniture						
Office Equipment						
Computer/Software						

Department
New Program Name

Other Electronic Hardware									
Renovation									
Program Equipment									
Initial Accreditation Costs									
Program Development									
Membership									
Release Time to Develop									
Consultant									
Site Visit									
Inservice/Preservice Prep									
Footnotes:									

COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	Donna Lalonde	Approve	2014-05-06
Division	Tim Fry	Approve	2014-05-07
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

		Recommendation	Review Date
Dean	Laura Stephenson	Approve	2014-11-18
Curriculum Committee	Michael Hager	Approve	2014-12-04
Accepted by CFC			
CAS Faculty			

	Faculty	University	WU Board
Approved By:	Senate	Faculty	of Regents

1. Title of Program.

   Educational Studies

2. Rationale for offering this program.

   The graduate program in education currently offers four licensure programs where practicing teachers are able to complete coursework required by the Kansas State Department of Education for a license to practice in a specific area (i.e. Educational Leadership -Building and District Levels; Reading Specialist; and Special Education). A masters in Curriculum and Instruction, a non-licensure program for practicing teachers and other professionals, is also offered with emphases in Educational Technology or Literacy. The proposed program offers an additional area of emphasis in Curriculum and Instruction for both practicing educators and other professionals, who wish to study education at the masters level but who are not interested in a teaching license nor the current two specific areas of emphases in Curriculum and Instruction. The new program is designed for those interested in studying education from more integrated and broader perspectives.

   Graduate education in the Education Department consists of both on campus and online course work. All courses required for the new emphasis will be online, in order to ensure the flexibility needed to accommodate a wider group of potential candidates.

3. Exact proposed catalog description.

   Curriculum and Instruction-Integrated Studies in Education Emphasis
   The Curriculum and Instruction program with an Emphasis in Integrated Studies in Education is designed for educators and others interested in studying education from multiple perspectives. The program provides opportunities to develop an understanding of major issues influencing

educational environments through the lenses of a broad range of discipline specific areas of education. Integrated Studies in Education is appropriate for teachers and other school personnel who are not interested in an advanced license, but who would like to focus on the interdisciplenary nature of eductation at the graduate level. The program is also appropriate for non-educators who wish to understand more about the intracacies of the process of educating in schools today. All degree-seeking students must complete an Action Research project on an educational issue of their choosing, from an interdisciplenary perspective.

The Educational Studies Emphasis requires 31 credit hours. All courses listed are reuquired. No prerequisites are required.

Program Courses:
Core Courses: The following seven semester hours are required:
ED 572: Issues in Education (3)
ED 565: Introduction to Educational Research (3)
ED 598: Action Research Capstone (1)

Literacy Courses: The following six semester hours are required:
RD 510: Classroom Reading Instruction (3)
RD 522: Instruction for Readers at Risk (3)

Technology Courses: Six hours of the following are required:
ED 580: Integrating Technology in Curriculum (3)
ED 584: Multimedia in the Classroom (3)
ED 586: Integrating the Internet into Instruction (3)

Special Education Courses: The following six semester hours are required:
SE 510: Learning and Behavior Problems (3)
SE 580: Resources for Families of Children with Disabilities (3)

English for Speakers of Other Languages Courses: The following six semester hours are required:
ED XXX: Methods and Cross Cultural Communication (3)
ED XXX: ESOL Teaching and Learning (3)

4. List and financial implications.

This program will be revenue generating since it widens the audience for existing classes and enhances our online and flexible schedule options.

Educational Studies
Department
New Program Name

Program Name

Revenue:	Year 0 - Prepa	Year 1 # Students	# Cr Hrs	Year 2 # Students	# Cr Hrs	Year 3 # Students
Est. Students/	0	5	6	5	6	10
Total Credit H	0	30		39		60
Tuition Rate		414		414		414
Other Revenue Sources						
Total Revenue	0	**$12,420**		**$16,146**		**$24,840**

Ongoing Expe	Year 0 - Prepa	Year 1	FTE	Year 2	FTE	Year 3
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		500		500		500
Travel						
Online Course Development						
Professional Development						
Accreditation/Membership						
Support Materials						
Total Expense	-	**500**		**500**		**500**
Total Net Rev	$ -	$ **11,920**		$ **15,646**		$ **24,340**

One-time Star	Year 0 - Prepa	Year 1		Year 2		Year 3
Furniture						
Office Equipment						
Computer/Software						
Other Electronic Hardware						
Renovation						
Program Equipment						
Initial Accreditation Costs						
Program Development						

Educational Studies
Department
New Program Name

Membership
Release Time to Develop
Consultant
Site Visit
Inservice/Preservice Prep

Footnotes: This program will be revenue generating since it widens the audience for

	Year 4		Year 5	
# Cr Hrs	# Students	# Cr Hrs	# Students	# Cr Hrs
6	10	6	10	6
	60		60	
	414		414	
	$24,840		**$24,840**	

FTE	Year 4	FTE	Year 5	FTE
	500		500	
	500		**500**	
	$ 24,340		$ 24,340	
	Year 4		**Year 5**	

r existing classes. It also moves us in the direction of more flexible course offerings.

COLLEGE OF ARTS AND SCIENCES
PROGRAM DELETION FORM

	Chair's Signature	Recommendation	Review Date
Department	Ann Marie Snook	Approve	2014-11-21
Division	Chris Kelts	Approve	2014-12-01
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2014-12-01
Curriculum Committee	Michael Hager	Approve	2014-12-04
Accepted by CFC			
CAS Faculty			

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

Program: Instrumental Jazz Studies Minor

1. Reason for this program deletion?

   Pending approval, this program is to be replaced with the proposed Minor in Jazz Studies (Vocal or Instrumental).

2. Complete description.

   MU 122 Rhythmic Perception 1 cr.
   MU 123 Computers and Music or MU 420 Jazz Band Pedagogy 1 cr.
   (To take MU 420 student must demonstrate computer competency)

   MU 102 Jazz History 3 cr.
   MU 206 Improvisation 2 cr.
   MU 215 Music Theory and Aural Comprehension I 4 cr.
   MU 304 Intermediate Jazz Improvisation 2 cr.
   MU 318 Jazz Arranging 3 cr.

   Applied Lessons in Jazz Studies
   Select 3 courses from:
     MU 267 Jazz, Drum Set 1 cr.
     MU 267 Jazz, Guitar 1 cr.
     MU 267 Jazz, Keyboard 1 cr.
     MU 267 Jazz, Winds 1 cr.
     MU 276 Applied Jazz Lessons 1 cr.

   Ensembles

MU 249/449 Jazz Ensemble 1.cr.
MU 249/449 Jazz Ensemble 1 cr.
MU 249/449 Jazz Ensemble 1 cr.
MU 249/449 Jazz Ensemble 1 cr.
MU 254/454 Small Ensemble (Jazz Combo).1 cr.

3. Is the program being deleted from the catalog being replaced with another program? Yes

If so, please explain.

The minor in Jazz Studies (Vocal:19 hrs or Instrumental: 20 hrs) is designed for the non-music major student who is interested in acquiring the basic fundamentals and techniques associated with jazz.

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

COLLEGE OF ARTS AND SCIENCES
PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	Bruce Mechtly	Approve	2014-08-05
Division	Susan Bjerke	Approve	2014-10-10
Dept. of Educ.	N/A		

(If relates to teacher certification program.)

Dean	Laura Stephenson	Approve	2014-10-21
Curriculum Committee	Michael Hager	Approve	2014-12-04
Accepted by CFC			
CAS Faculty			

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

Program: Bachelor of Arts in Computer Information Science

1. Reason for this program change?

We will introduce a degree or emphasis in Computer Forensics soon and would like compatibility with our existing degrees. We are also dropping the MA123 Pre-Calculus requirement. If the Math Department decides a student needs MA123 before taking calculus, then they will take MA123 in due course. We don't believe it should be required in our degree.

2. Complete revised 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)
  CM336 Database Management Systems (3)
  CM361 Network Systems II (3)
  CM467 CIS Capstone Project (2)
  CM468 CIS Senior Seminar (1)

Approved Elective CM Upper Division Coursework - 6 hrs
These courses should be selected in consultation with a departmental advisor. All 6 hours must
be upper division.

Correlated - 30-32 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)
  Either MA140 Statistics (3)
  or MA343 Applied Statistics (3)
  Either MA141 Applied Calculus I (3)
  or MA151 Calculus I (5)
  MA206 Discrete Math - Computing (3)

3. Describe the nature of the proposed change.

We are allowing students to take either CM331 Computational Intelligence OR CM332 Data
Mining. By offering a choice, we can offer CM332 more regularly as it will be needed in the
forensics degree or emphasis.

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

Yes

COLLEGE OF ARTS AND SCIENCES
PROGRAM CHANGE FORM

Program: Bachelor of Education (B.Ed.) in Elementary Education

1. Reason for this program change?

The new CAEP standards require we set higher standards for program admission. The demands of the teaching profession are substantial. We want candidates for the professional education program to have sufficient experience so they are able to make informed decisions with regard to committing to this program of study.

2. Complete revised description.

The K-6 teaching program prepares students to teach in kindergarten through sixth grade classrooms. The program is organized so students are able to complete a second license in one of five areas at the same time they complete preparation for the K-6 license.
These areas include:
   Early Childhood Unified (Birth-Grade 3)
   Middle School English/Language Arts (Grades 5-8)
   Middle School Mathematics (Grades 5-8)
   Middle School History (Grades 5-8)
   Adaptive Special Education, Grades K-6.
Candidates for degrees and licenses in these areas are advised by the Faculty of the Department of Education. See an advisor for specific licensure requirements or visit the Department of Education website.
   www.washburn.edu/education

K-6 Licensure Requirements-Professional Education

Pre-admission Courses

ED 150 EPIC
ED 200 Educational Psychology
ED 225 Becoming an Educational Professional

Formal Admissions Courses

Block A
  ED 300 Integrating Technology into the Curriculum
  ED 302 Exceptional Learners or SE 476 Psychology of the Exceptional Student
  ED 330 Teaching Social Studies
  ED 337 Social Studies PracticumED 335 Creative Experiences in Early Childhood/Middle
School
  ED 385 Foundations of Education or ED 472 Issues in Modern American Education

Block B
  ED 305 Language and Literacy
  ED 310 Teaching Mathematics
  ED 315 Teaching Science
  ED 317 Math/Science Practicum
  KN 310 Elem/MS Health/PE

Block C
  ED 320 Teaching Reading
  ED 325 Teaching Language Arts/Children's Literature
  ED 327 Literacy Practicum
  ED 402 Teaching Struggling Learners Professional Semester
  ED 400 Understanding the School
  ED 405 Classroom Management
  ED 420 K-6 Student Teaching and
  ED 415 5-8 Student Teaching OR
  ED 430 Student Teaching Birth-Grade 3 OR
  SE 456 Special Ed Practicum I

General Education Requirements
Arts and Humanities
  EN 101 Freshman Composition
  EN 300 Advanced Composition (Teaching Emphasis)
  CN 150 Public Speaking
  Art, Music or Theatre Arts Elective (From the Approved General Education List)
  English, Philosophy, or Religion Elective (From the Approved General Education List)
Social Sciences
  HI 111 U.S. History I OR
  HI 112 U.S. History II
  HI 100 Early World History OR
  HI 101 Changing World History OR
  HI 102 Modern World History
  GG 101 Introduction To Geography OR
  GG 102 World Regional Geography
  PO 106 Government of the United States OR
  PO 107 or American State and Local Government
  AN 112 Cultural Anthropology
  EC 100 Introduction To Economics, Mathematics and Natural Sciences
  MA 116 College Algebra

MA 228 Math for Elem. Educators
PS 126 Physical Science for Elem. Ed.
BI 100 Introduction to Biology (General Emphasis)
BI 101 Introductory Biology Lab
Computer Information Sciences
  CM 101 Computer Comp. Or Equivalent
Courses for Early Childhood Unified Emphasis
  ED 160 Introduction to Early Childhood Education
  ED 343 Infants and Toddlers
  ED 345 Practicum in Infants and Toddlers
  ED 367 Curriculum in Preschool Education
  ED 369 Practicum in Preschool Education
  SE 460 Exceptionalities in Early Childhood
  ED 376 Family, School, & Community
  SE 420 Educational Planning for Children and Youth
  ED 353 Assessment and Evaluation
Courses for Middle School English/Language Arts Emphasis
  EN 330 Survey of American Literature
  EN 133 Stories Around the World
  EN 310 Modern English Grammar
  EN 320 Young Adult Literature
  ED 340 Teaching Adolescents in the Middle Level
  ED 348 Middle Level English/Language Arts Practicum
Courses for Middle School History Emphasis
  HI 111 U.S. History I AND
  HI 112 U.S. History II
  HI 100 Survey of Early World History AND
  HI 101 Changing World History
  HI 322 Kansas History
  HI 303 Colonial America or Any 300 Level American History
  ED 340 Teaching Adolescents in the Middle Level
  ED 346 Middle Level History Practicum
Courses for Middle School Mathematics Emphasis
  MA 140 Statistics
  MA 117 Trigonometry
  MA 141 Applied Calculus I
  ED 340 Teaching Adolescents in the Middle Level
  MA 320 Math for Middle School
  ED 349 Middle Level Math Practicum
Courses for Adaptive Special Education Emphasis (K-6)
  SE 420 Educational Planning for Special Education
  SE 430 Methods and Materials for Special Education
  SE 440 Individual and Group Management

3. Describe the nature of the proposed change.

The change does not affect the courses. As listed about Pre-admission courses are ED 150, ED 200, and ED 225. Past practice has been to advise the completion of ED 225 prior to admission, this will now be stated as a requirement. We will no longer designate specific general education course work for the computation of the admission GPA rather we will require a minimum of 30 credit hours of college level work. A GPA of 2.75 or higher will be required. The PPST is being replaced by a new test named CORE (Praxis I). There is a state-wide agreement on the cut

scores which we will implement. Finally, consistent with the practice at other institutions, students who have a composite ACT score of at least 24 will not be required to take the CORE.

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

Yes