

CFC Meeting Agenda

Monday, Nov. 4, 2019, 4 p.m., Kansas Room

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

Michael McGuire
Linsey Moddelmog
Gretchen Montgomery
Julie Noonan
Michael O'Brien
Holly O'Neill
Vince Rossi
RaLynn Schmalzried

Jim Schnoebelen
Bradley Siebert
Josh Smith
Cherry Steffen
Nan Sun
Loree Weir
Roy Wohl
Kerry Wynn

- I. Call to Order
- II. *Approval of CFC Minutes, Monday, Oct. 7, 2019
- III. Division Reports – None received
- IV. Committee Reports
 - A. *Curriculum Committee, Sept. 30, 2019
- V. Old Business
- VI. New Business
 - A. *Program Deletion: MLS
 - B. *Program Change: Minor in English
 - C. *Program Change: BA in English, Literature
 - D. *Program Change: BA in English, Creative Writing
- VII. Discussion
 - A. Follow-up from Admissions
- VIII. Updates
- IX. Announcements
- X. Adjournment

Upcoming Dates:

General Faculty Meeting 3:30 p.m., Wednesday, Nov. 6, Henderson 100

Washburn Theatre Presents: War Paint Nov. 8, 9, 15, 16 & 17 @ University Theatre; Admission: Donation for Edinburgh Fringe Festival trip

Isaac Bird BFA Art Show Nov. 11 - 22 @ Art Building

WU Symphony & String Orchestra Concert 7:30 p.m., Tuesday, Nov. 12, White Concert Hall

Fall 2019 Nall Speak Off 6:30 p.m., Wednesday, Nov. 13, Henderson 100

Inaugural Russell Jacobs Lecture in Philosophy featuring Chike Jeffers 7:30 p.m., Wednesday, Nov. 13, BTAC

Guitar Ensemble Recital 3 p.m., Sunday, Nov. 17, Carole Chapel

Wind Ensemble Concert 3 p.m., Sunday, Nov. 17, White Concert Hall

Low Brass Ensemble Concert 7:30 p.m., Tuesday, Nov. 19, White Concert Hall

Saxophone Quartet Concert 7:30 p.m., Wednesday, Nov. 20, White Concert Hall

Fall 2019 Day of Transformation 12:30 - 2 p.m., Friday, Nov. 22, Washburn Room

Washburn Opera Theatre Pirates of Penzance 7:30 p.m., Saturday, Nov. 23, White Concert Hall. Tickets: <https://gass-kan.org/tickets/>

Miku Motoi BFA Art Show Nov. 25 to Dec. 6 @ Art Building

Anastasia Bell BFA Art Show Nov. 25 to Dec. 6 @ Art Building

Thanksgiving Student Recess Wednesday, Nov. 27 to Sunday, Dec. 1

Holiday Percussion Concert 7:30 p.m., Monday, Dec. 2, White Concert Hall

CFC Meeting Agenda

Monday, Oct. 7, 2019, 4 p.m., Kansas Room

Present:	Michael McGuire	Bradley Siebert
Seid Adem	Linsey Moddelmog	Josh Smith
Sarah Cook	Gretchen Montgomery	Cherry Steffen
Kristin Grimmer	Julie Noonan	Nan Sun
Rik Hine	Michael O'Brien	Loree Weir
Alexandra Klaes	Holly O'Neill	Roy Wohl
Rebecca Meador	Vince Rossi	Kerry Wynn

I. Call to Order at 4:08pm

II. *Approval of CFC Minutes, Monday, Sept. 9, 2019 - Unanimously approved

III. Division Reports

A. *Humanities Division March 29-April 3, 2019 electronic - Accepted

B. *NSD Minutes; Sept. 13 - Accepted

IV. Committee Reports - None

V. Old Business - None

VI. New Business

A. *New program: B.Ed. Government and Political Science - Unanimously approved

VII. Discussion

A. "Enrollment Trends, Demographics, and the Future Presentation"

Dean Stephenson shared a presentation regarding the current trends in enrollment.

Following the presentation, the floor was opened to ideas or concerns from the committee regarding these trends and how to possibly improve enrollment. The discussion included:

* Discussion on marketing materials. There seems to be a lack of advertising material, as even children of Washburn employees are not getting recruitment information. Is there a budget for marketing for the various departments?

* The lack of advertising was also brought up for the forensic programs. With the KBI building on campus, that seems to be a recruitment tool in and of itself. Furthermore, the forensic anthropology undergraduate program is one of only a few in the country. There needs to be more information regarding these programs.

* The idea of hiring Washburn students to help recruit. It was stated that Washburn students would be able to more personally express what they got out of the university and would be more effective recruiters.

* Statements regarding the misconception of Washburn being a private university. It is believed that Washburn costs more than it does because it is often not thought of as a public university.

* The need to be more transparent about the amount of financial aid a student can get at Washburn and the various sources of financial aid available.

* The need to reach out earlier and try to become more engaged with local elementary schools so those students grow up wanting to be a part of the Washburn community.

* Is there a possibility for a CEP scholarship? This could be used as part of the effort to retain more CEP students.

B. General Education Enrollments – This topic will be moved to a future meeting.

VIII. Updates - None

IX. Announcements - None

X. Adjournment at 5:01pm

College Faculty Council
Curriculum Committee Minutes
September 30, 2019, 4pm – Washburn Memorial Union

Present: McGuire, Meador, O'Brien, Smith, Steffen, Wynn (Schnoebelen participated by email)

I. The following new course proposals were approved:

MA 361
EG 320
PS 318
TH 212
MU 205 Rationale says "combing"--should be "combining"
TH 319
CM 334
FL 190
FL 290

II. The following course changes were approved:

AR 120
AN 112
AN 371-- The CFCCC notes that the change request form states this is a minor change, and the approval form states it is a significant change. We approve this change but note that the nature of the change as "minor" or "significant" should be decided in order for the course to move forward through the correct process. Also, the course description in the "nature of the proposed change" retains the old name. If this is catalog language, please change to "Lab Methods in Archaeology."
AN 369
MU 123

III. The following new program was approved:

Bachelor of Education in Political Science

IV. The deletion of the Master of Liberal Studies degree was not approved. The following questions were sent to the Dean of the College of Arts and Sciences:

- What have been the attempts to recruit to the program?
- Is there a negative consequence to retaining the program? What resources does it require?
- Are there departments, such as Education, that may benefit from the graduate courses this program facilitates?
- Is the form complete? There seems to be information missing.
- What are the numbers of MLS participants and graduates over the years?

Minutes approved 10/28/19

Submitted by Kerry Wynn

COLLEGE OF ARTS AND SCIENCES PROGRAM DELETION FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Michaela Saunders</u>	<u>Approve</u>	<u>2019-03-25</u>
Division	<u>No Division</u>	<u>Approve</u>	<u>2019-03-29</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>2019-03-29</u>
Curriculum Committee	<u>Kerry Wynn</u>	<u>Approve</u>	<u>2019-10-29</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: Master of Liberal Studies (CIP:)

1. Reason for this program deletion?

Declining enrollments.

2. Complete description.

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

If so, please explain.

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

5. Does this change affect any other departments? Yes

Numerous CAS departments have offered graduate courses in support of this program. Graduate sections of cross-listed courses will no longer need to be offered.

1. Reason for this program deletion.

Enrollments in the MLS have dropped precipitously in the past five years. The required research course for the degree, LS 600, has averaged 2 students the last three years it was offered. Although enrollments for the MLS have never been large, this represents a significant decline.

HLC requires that *“the institution’s policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree.”* With such small enrollments, for MLS courses to be viable they have been combined with upper division undergraduate courses. It is difficult to offer a quality graduate program when most of the students in the courses are undergraduates.

Nationally, EAB (a higher ed consulting firm) reports that the masters market is saturated. The demand among working professionals tends to be towards online programs and programs that are directly tied to career skills, career advancement, or change in careers. The MLS program has been a face-to-face program that *“is designed to develop students who understand the integrated nature of learning.”* Neither the format (face-to-face) nor the content (liberal arts and sciences integration) of the MLS seems to be a good fit for today’s post-baccalaureate students.

Although the MLS has not required much in the way of resources (no separate budget, no dedicated faculty), it does not seem that we can offer a rich graduate experience with so few students. It also appears that given our current trends as well as national trends, the situation is unlikely to change.

2. Complete Description.

Students must take LS 600 Introduction to Graduate Research in Liberal Studies and three interdisciplinary seminars. In addition to these core interdisciplinary seminars (12 credit hours) and individualized study (15 hours which may be courses dual-listed at the 300/600 level), this 30 hour program culminates with a 3-credit capstone experience. The Student Learning Outcomes include:

- Demonstrated the ability to complete graduate-level independent academic research using both primary and secondary sources.
- Demonstrated a mastery of the formal conventions of scholarly writing.
- Acquired an understanding of the interconnection among the various academic disciplines so that *“interdisciplinary becomes an active approach to understanding and interpretation.”*
- Acquired the ability to put these skills into practice by writing and designing a capstone project that carefully analyzes a specific problem and that does so by placing that problem in a context that transcends disciplinary boundaries.

3. Is the program being deleted in the catalog being replaced by another program? If so, please explain.

No. However, it is likely that students who once might have chosen the MLS program are now enrolling in the Masters in Communication and Leadership program. The latter program is more directly aimed at professionals seeking to advance their careers through leadership, teamwork, communication skills, and problem-solving abilities; it is also an online program which provides more scheduling flexibility for the working student.

4. Is the content of this program being distributed to another program?

Not specifically. However, the CAS is committed to providing elective interdisciplinary courses and teaching opportunities, particularly at the upper division level. Many of the courses that were developed for the MLS program can continue to be taught at the upper division level and new interdisciplinary courses will be supported. The MLS was a catalyst for creative collaborative curriculum and we would like to continue offering these types of courses. We are currently looking at ways to more systematically encourage such offerings.

5. Does this change affect any other departments?

Yes. Numerous CAS departments offer courses that could be counted towards the MLS degree (90 courses are listed in the catalog). However, given the small number of MLS students, the effects on enrollment should be minimal. The graduate cross-listing of these courses could continue to be offered for individuals who are interested in taking them for graduate credit (e.g., potential CEP instructors who need additional graduate hours in a discipline).

Other questions from the CFC-CC:

- What have been the attempts to recruit to the program?

Website was updated. Postcards were made to be distributed at Washburn Career Fair and community events such as Chamber of Commerce. Faculty teaching in the program spoke about it in capstone classes and departmental events.

- Is there a negative consequence to retaining the program? What resources does it require?

There is not a critical mass of graduate students to form a cohort; this results in a very diminished graduate school experience. There are not sufficient students to support dedicated graduate classes (e.g., LS 600 Research Methods). Based on EAB research, it appears unlikely that there is a population from which we could recruit more graduate students. With such few students taking mostly cross-listed upper-division courses, it also seems unlikely that we can continue to meet HLC accreditation criteria. However, even with the program deletion, the cross-listed classes could still be continued as electives for both undergraduates and the occasional student wanting to take it for graduate credit.

The resources to support the program have been minimal (e.g., reassigned time for the program director or part of associate dean's duties; administrative support has been provided by CAS staff); there are no program specific faculty and no designated program budget.

- Are there departments, such as Education, that may benefit from the graduate courses this program facilitates?

Since the Individualized Study portion of the program relied on existing upper division courses taken for graduate credit, these arrangements could continue.

- Is the form complete? There seems to be information missing.

Additional information has been provided.

- What are the numbers of MLS participants and graduates over the years?

	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
LS SCH	147	159	114	78	66	69	39	30	27	18
MLS Majors	18	17	18	10	7	8	6	7	3	4
MLS Graduates	0	3	5	7	1	5	2	3	4	2

Note: As of AY19, we have stopped admitting students to the program. There are two students who are currently working on finishing their degrees; both are on schedule to complete their degrees this year.

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Vanessa Steinroetter</u>	<u>Approve</u>	<u>2019-04-22</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	_____	_____	_____
CAS Faculty	_____	_____	_____

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

Minor in English (*already exists, but program changes are requested) (CIP: 23.01)

2. Rationale for offering this program.

The minor in English has already existed for many years, and we are not in fact proposing a new program. Rather, we are requesting changes to the existing minor that will accommodate the newly added course EN105 Introduction to English Studies -- which will be required of all new EN majors and minors -- as well as clarify the structure of the minor in English. Currently, the old description of our minor program is quite confusing to students, and we want to provide better guidance for students and their advisors while still ensuring that the minor is flexible enough to cater to particular student interests.

(Since the CAS program approval system does not allow for program change requests to existing minors, Matt Arterburn advised me to submit the proposed changes to our minor using the new program form.)

3. Exact proposed catalog description.

The minor in English consists of 18 credit hours. Students work in consultation with a faculty advisor in English to configure a plan of study that enhances work within their own discipline and suits the students' interests. The requirements for the minor in English are as follows:

- EN 105-Introduction to English Studies (3 hours)
- 15 additional EN hours (excluding EN 100, 101, 102, and 300) in these categories:
 - ___ 3 hours in writing (creative, business, or rhetoric)
 - ___ 3 hours in upper-division (300- or 400-level) literature

6 additional upper-division (300- or 400-level) hours

3 additional hours at any level

= 18 total hours

4. List any financial implications.

None.

5. Are any other departments affected by this new program? 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	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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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 Studies 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 Studies and Theory. The creation of this new track will allow for several Film Studies 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 Studies 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 Studies (3 hours)

- Take 3 Upper-Division 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

COLLEGE OF ARTS AND SCIENCES PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Vanessa Steinroetter</u>	<u>Approve</u>	<u>2019-08-29</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	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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Program: Bachelor of Arts in Creative Writing (CIP:)

1. Reason for this program change?

The introduction of a new required course for all English majors (EN 105: Introduction to English Studies) requires the elimination of 3 credit hours from elsewhere in the current requirements.

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. Complete revised description.

English Content Requirements

- Core Requirements (24 hours)
- EN 105 Introduction to English Studies (3)
- EN 206 Beginning Poetry Writing (3)
- EN 207 Beginning Nonfiction Writing (3)
- EN 209 Beginning Fiction Writing (3)

EN 301 Literary Criticism and Theory (3)
EN 310 English Grammar and Linguistics (3)
EN 315 Reading as Writers (3)
EN 384 Publishing Lab (3)

Two courses from the following (6 hours)

EN 305 Advanced Fiction Writing (3)
EN 306 Advanced Poetry Writing (3)
EN 309 Advanced Nonfiction Writing (3)

Three courses from the following with at least one course from each area (9 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

= 39 hours

PLUS:

One writing or literature correlate course from outside the major, chosen in consultation with the student's advisor (3 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 Writing Emphasis. To accommodate this change without exceeding the limit of 40 required hours within the major, the Literature Elective and Writing Elective are being eliminated and replaced by the Writing/Literature Correlate Course.

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