

Faculty Success Groups, CAS, Spring 2023

Faculty Success Groups are small groups of faculty members (often from the same department) who meet three times over the course of the semester for approximately 60–90 minutes per session to address topics or problems in a program in which they are all active. One person per group will be the designated facilitator. The facilitator will help organize meeting times and submit a final project.

Faculty members who participate in all three sessions and submit a brief summary of their work and findings (one summary per group) will receive a \$200 stipend. Summaries will be shared online so that other faculty may benefit from the conclusions and strategies proposed by the group.

Past Course Success Group participants have reported positive and valuable experiences. The reports from previous groups are available at:

<https://www.washburn.edu/academics/college-schools/arts-sciences/faculty-staff/index.html>

To register, the facilitator of each group should email Dana King at dana.king@washburn.edu. Please include the names and home departments of all group members. If you are not yet part of a group, the CAS office will help you find a group.

Deadline for Spring 2023 registration is February 17, 2023.

Deadline for submission of final project is May 16, 2023.

Groups may choose one of the following options:

- 1) Beginning this semester, the Center for Student Success and Retention has moved to a tiered system of alerts in Navigate. Previously, every alert that was issued for a student opened a case that required the student's major advisor to contact the student. Now, only tier 2 alerts require action by faculty advisors. **Attend a training session and review resource materials about issuing and responding to alerts and managing cases in Navigate. Discuss with others in your group best practices for issuing and responding to alerts.**

- 2) If Washburn adopts the proposed KBOR general education package, the number of general education credits required for bachelor of arts degrees would decrease by 18–20 credits. In collaboration with department chairs, CAS has been exploring the creation of new interdisciplinary minor programs and other micro-credentials (e.g. certificate programs) that could provide students some direction in completing the 120 credits necessary for the degrees; pair well with student interests and goals; improve student career readiness and marketability; and help mitigate loss of student credit hours in the CAS departments that will be most adversely affected by the proposed changes to general education. **In this Faculty success group, members of your department will work with faculty from at least one other department to propose an interdisciplinary**

minor or certificate program you think could accomplish the above goals and appeal to students.

Option One:

Attend a training session and review resource materials about issuing and responding to alerts and managing cases in Navigate. Discuss with others in your group best practices for issuing and responding to alerts.

Session ONE: Attend an “Alerts and Case Management” Navigate training with Christina Foreman. The training schedule is available [here](#). If none of the dates/times that the “Alerts and Case Management” training work for your group members, contact Christina to schedule a different time.

Session TWO: Review available training and resource materials about alerts and cases, including:

[Alerts and Cases Explained](#)

[Alerts and Cases](#)

[Do I Need to Issue an Alert?](#)

[How to Issue an Alert](#)

[Case Management](#)

Discuss these resources with your group members. Discuss the following:

- a. Does every group member feel confident about *how* to issue an alert in Navigate?
- b. What are some of the reasons you have issued alerts for students in the past or why would you do so in the future?
- c. What is the difference between a tier 1 alert and tier 2? Please remember that if you want an advisor to reach out to a student you need to select a tier 2 alert—either 1) “Coursework Concerns—Danger of Failing” or 2) “Attendance Concerns—Excessive Absences.”
- d. When might you decide to *not* issue an alert?
- e. Does every group member know how to appropriately respond to a case opened for one of their advisees? What methods of outreach/intervention with students have been successful for you in the past when you have responded to an alert? Please remember the “[Alerts and Cases Explained](#)” document includes talking points to go over with students in responding to cases and even sample emails.
- f. Does every group member feel confident they know how to correctly manage and close cases in Navigate? Please refer to the resource “[Case Management](#)” for tips.
- g. Do your group have any questions or concerns about issuing alerts as an instructor or about case management as a faculty advisor?

Session THREE: Prepare a brief final report to share with other faculty members in CAS. In your report, focus on the methods of outreach and intervention your group members have found to be most successful in issuing and responding to alerts for your students and advisees. Please also consider methods of outreach and intervention you would like to try in the future.

Option Two:

In this Faculty success group, members of your department will work with faculty from at least one other department to propose an interdisciplinary minor or certificate program you think would appeal to students. For this group, the CAS office will pair faculty members from your department with faculty from at least one other department. CAS may split department groups of more than 3 into multiple groups.

*Early in January, CAS department chairs attended a workshop where they completed a series of brainstorming activities similar to those below. The results of this workshop are shown in Appendix A.

**Keep in mind that Washburn already offers several rich interdisciplinary programs. Check these out [here](#) and consider how additional minors might augment these and/or incorporate disciplines not already represented in an interdisciplinary minor program.

Session ONE: Discuss the following questions, which should be included in your final report:

- a. What are students in your majors interested in, outside of your respective discipline? What contemporary problems or debates concern or enthrall them?
- b. What skills/competencies could your students develop or further develop to better position them to address and advance their interests and/or career goals?
- c. Brainstorm interdisciplinary themes that could teach several of the skills/competencies your majors need. An interdisciplinary theme cuts across strict disciplinary lines and is best addressed from a variety of disciplinary perspectives. These themes should also link with student interests. Some examples of interdisciplinary themes:

Sustainability studies

Urban studies

Crisis/Disaster studies

Ethnic studies

Session TWO: Narrow the list you brainstormed in session one down to your group's top choice to develop into a program proposal. To help with this, consider the following questions, which should be included in your final report:

- a. What might your interdisciplinary minor program be called? Think of a name that would appeal to students and be marketable on a transcript.
- b. List the 2–4 main core skills/competencies the minor program would teach.
- c. Take a look at the list of CAS courses included in Appendix C. (You are also welcome to consult the full academic catalog if you would like.) List courses you think could help students develop these skills/competencies (if you are not sure, go ahead and include the course on your list).
- d. How would the minor be structured? Would all classes be required? Would there be a combination of required classes and electives? For electives, would students select courses from an approved list or would there be “categories” of classes from which students would need to choose (see provided example of

“Sustainability Minor” included in Appendix B.) Would internships or other experiential learning be required or encouraged?

- e. How might you change or reimagine an existing course(s) to better fit the goals of the minor? Would any new courses need to be created to accomplish the learning goals, keeping in mind that courses added to the existing curriculum may need to replace existing ones?

Session THREE: Review your draft proposal and finalize your final report. What do you like about the program you have brainstormed? What concerns do you have or what needs further consideration?

Appendix A
Results from chairs workshop in early January

List of Possible Interdisciplinary Minors
from 1/10/2023 CAS Interdisciplinary Minor Workshop

Child Development
Classical Roots
Climate Studies
Creative Communication and Cultural Heritage
Creativity for Growth and Healing
Cross-Cultural Relations
Data Science
Ethics
Film Studies
Folk Studies
Forensics
Gaming the Arts
Global Awareness
Health Ethics
Health and Wellness / Lifespan Wellness
Innovative and Creative Problem Solving
Neuro Science
Non-Profit Communication and Leadership
One Health
Pre-Law
Queer Studies
Science, Tech, and Society
Scientific and Technical Writing
Sports and Entertainment
STEM
Sustainability Studies
Veterans Society and Service Certificate
Visual and Performing Arts



Appendix B

A La Carte Example

Sustainability Studies Minor	18
Anchor Course (Required):	
BI203 Human Impact on Envir	3
Scientific Context (Choose 2)	3
BI319: Bio for STEM Educators	
CH101: Chemistry in Context	
PS120: Meterology	
GL102: Historical Geology	
GG302: Natural Resource Conservation	
Aesthetics Context (Choose 1)	3
EN190: Envir Themes in Lit/Film	
AR341: Art of Landscape	
Advocacy Context (Choose 2)	6
CN353: Enviromental Comm	
PO245: Intro to Public Admin	
SO313: Sociology of Disasters	
PH200: Climate Change Ethics	

Appendix C

KEY	G = Currently GenEd	P = Course has prerequisite(s)	M = Course is restricted to major(s)
AN112	Cultural Anthropology	G	AR262 Sculpture I P
AN113	Linguistic Anthropology	G	AR291 Art Therapy P
AN114	Introduction to Archaeology	G	AR299 Psyc Theories & Art Therapy P
AN116	Biological Anthropology	G	AR299 ST: PsycTheories&ArtTherapy P
AN118	Intro to Forensic Science	G	AR300 Art Theory Past and Present P
AN300	ST: Ethnographic Film	P	AR301 Ancient Art G
AN300	Im/migrant Experience in Am	P	AR303 Medieval/Renaissance Art Hist G P
AN300	ST: Culture, Gender & Sexuality	P	AR306 Development of Modern Art G P
AN300	ST: Bio Arch of Death & Burial	P	AR307 Twentieth Century Art G P
AN303	Human Origins and Evolution	P	AR309 Art of Africa G
AN312	Medical Anthropology	P	AR310 Art of Asia G
AN313	Religion, Magic and Witchcraft	P	AR311 Art of the Americas
AN314	The Im/migrant Exp in America	P	AR312 Research in Art History M
AN316	Forensic Anthropology & Lab	P	AR313 Museum Studies P
AN317	Peoples and Cultures of Africa	G P	AR313 Museum and Materials P
AN318	North American Archaeology	P	AR315 History Of Photography P
AN320	Ancient Latin America	P	AR318 Typography I P
AN321	Anthropology of Women	P	AR320 Photography II P
AN322	Visual Anthropology	P	AR321 Photoshop Imaging P
AN324	Hist & Theory of Anthropology	P M	AR322 Graphic Design II P
AN327	Fragmentary Human Osteology	P	AR323 Silkscreen P
AN336	Globalization	P	AR324 Lithography P
AN358	Human Skeletal Bio & Lab Mthds	P	AR332 Adv Photo Techniques Digital P
AN362	Methods of Social Research	P M	AR333 Digital Painting and Drawing P
AN369	Kansas Archaeology	P	AR340 Adv Painting/Photo Realism P
AN371	Field&Lab Mthds in Archaeology	P	AR340 Adv. Painting/Expressionism P
AN372	Archaeological Field School	P	AR340 Advanced Painting P
AN374	Forensic Archaeology	P	AR342 Watercolor P
AN397	ST: Kansas Archaeology	P	AR343 Figure Drawing P
AN397	ST: Environmental Archaeology	P	AR352 Prof. Photographic Lighting P
AN397	ST: Arch Myths, Frauds & Contrvr	P	AR353 Alternative Photo Processes P
AN428	Case Studies Forensic Anthro	P	AR354 Documentary Photography P
AR101	Surv Art Hist-Prehist Medieval	G	AR360 Ceramics II P
AR102	Surv Art Hist-Renaiss Contemp	G	AR364 Advanced Sculpture P
AR103	Introduction to Art	G	AR380 Elementary Art Education
AR120	2D Design	G	AR381 Experimental Media P
AR121	3-D Design	P	AR382 Meth and Phil in Art Ed
AR131	Basic Photo Imaging		AR390 Independent Study in Art P
AR140	Drawing I	G	AR391 Art Therapy P
AR141	Drawing II	G	AR398 Art&Culture Abroad - Scotland
AR219	Introduction to Printmaking	P M	AR399 Psyc Theories & Art Therapy P
AR220	Photography I		AR399 ST: Life-Writing in Comics P
AR221	Digital Painting and Drawing		AR399 Digital Fabrication P
AR223	Graphic Design I	P	AR399 Visions of American Painting P
AR231	Basic Multimedia		AR399 ST: PsycTheories&ArtTherapy P
AR240	Painting I	P	AR399 Advanced Printmaking P
AR260	Ceramics I	G	AR399 ST: Conceptual Photography P
AR402	Art Forum	P M	BI303 Invertebrate Zoology Lab P
AR403	Workshop in Art Media	P M	BI305 Parasitology P

AR404	Professional Practices	P M	BI305	Parasitology Lab	P
AR407	Themes-Contemp Art Practice	P M	BI310	Ecology	P
AR418	Advanced Typography	P	BI310	Ecology Lab	P
AR419	Advanced Relief Printing	P	BI314	Statistics for Biologists	P
AR421	Adv. Digital Painting/Drawing	P	BI315	Vertebrate Zoology	P
AR429	Web Design	P	BI315	Vertebrate Zoology Lab	P
AR443	Figure Drawing II	P	BI319	Biology for STEM Educators	P
AR460	Adv Ceramics-Topic	P	BI322	Advanced General Botany	P
AR460	Advanced Ceramics	P	BI322	Advanced General Botany-Lab	P
AR460	Advanced Ceramics (Topic)	P	BI325	Microbiology of Hum. Disease	P
AR460	Adv. Ceramics Mx Media Jewelry	P	BI325	Micro of Hum. Disease-Lab	P
AS101	Intro to Astronomy/Cosmology	G	BI328	Plant Anatomy and Physiology	P
AS102	Intro to Astmy-Solar System	G	BI330	Animal Physiology	P
AS104	Life in the Universe	G	BI330	Animal Physiology Lab	P
BI100	Intro to Biology-Health	G	BI333	General Genetics	P
BI100	Intro to Biology-Gen Ed	G	BI333	General Genetics Lab	P
BI100	Intro to Biology	G	BI340	Evolutionary Biology	P
BI100	Intro to Biology/Gen Ed Emph	G	BI353	Molecular Genetics	P
BI100	Intro to Biology-Health Emph	G	BI354	Molecular Biology Laboratory	P
BI100	Intro to Biology/Health Emph	G	BI355	Developmental Biology	P
BI100	Intro to Biology-Gen Ed Emph	G	BI355	Developmental Biology Lab	P
BI101	Intro Biology Lab	G	BI357	Histology	P
BI101	Introductory Biology Lab	G	BI357	Histology-Lab	P
BI102	General Cellular Biology	G	BI362	Immunology	P
BI102	General Cellular Biology Lab	G	BI363	Immunology Laboratory	P
BI103	General Organismal Biology	G P	BI370	Virology	P
BI103	General Organismal Biology Lab	G P	BI380	ST:Cancer Biology	P
BI140	Intro to Forensic Biology	G	BI380	ST: Alternative Medicine	P
BI150	Evolution	G	BI380	ST:Indep Study Appl Human A&P	P
BI155	Sexually Transmitted Disease		BI380	ST: Behavioral Ecology	P
BI202	Biology of Behavior	G	BI380	ST: Behavioral Ecology Lab	P
BI203	Human Impact on Environment	G	BI380	ST:Eco-Evo of Arthro Herbivory	P
BI206	Introductory Microbiology	P	BI380	ST: Athletic Training	P
BI206	Introductory Microbiology Lab	P	BI380	ST:Biotechnology Laboratory	P
BI230	Intro to Human Physiology	P	BI420	Forensic Molecular Biology	P
BI234	Introduction to Biotechnology	P	BI420	Forensic Molecular Biology Lab	P
BI250	Intro to Human Anatomy	P	BI440	Biotechnology Internship	P
BI255	Human Physiology	P	BI448	Zoo Internship	P
BI255	Human Physiology Lab	P	CH100	Science Success Strategies	
BI260	Biology of Aging	G	CH101	Chemistry in Everyday Life	G
BI275	Human Anatomy	P	CH103	Intro Forensic Chemistry	G
BI275	Human Anatomy Lab	P	CH121	General, Organic & Bio Chem	G P
BI301	General Microbiology	P	CH121	Gen, Org & BioChem Lecture	G P
BI301	General Microbiology Lab	P	CH121	Gen, Org & Bio Chem Lab	G P
BI302	Entomology	P	CH126	RN-BSN Gen, Organic, Bio Chem	P
BI302	Entomology Lab	P	CH151	Fund. of Chem. I-Lecture	G P
BI303	Invertebrate Zoology	P	CH151	Fund of Chem I Lab	G P
CH152	Fundamentals of Chemistry II	G P	CM332	Data Mining	P
CH152	Fund Chem II Lab	G P	CM333	Software Engineering	P
CH202	Prof. Forensic Science Seminar		CM334	Modeling with VBA/Excel	P
CH300	Special Topics/Chemistry	P	CM335	Adv App. Prog. & Des.	P

CH320	Analytical Chemistry	P	CM336	Database Management Systems	P
CH321	Analytical Chemistry Lab	P	CM339	CIS Research	P M
CH323	Advanced Forensic Chemistry	P	CM341	Info Security: Technical Issue	P
CH323	Advanced Forensic Chem Lab	P	CM361	Networked Systems II	P
CH340	Organic Chemistry I	P	CM390	ST: SQL For Developers	P
CH341	Organic Chemistry II	P	CM390	Modeling with VBA/Excel	P
CH342	Organic Chemistry Lab I-Lect.	P	CM390	ST: Statistical Computing	P
CH342	Organic Chemistry Lab I	P	CM390	ST:Visual Programming with C#	P
CH343	Organic Chem Lab II Lecture	P	CM390	ST: Digital Forensics	P
CH343	Organic Chem Lab II	P	CM390	ST:SQL for Developers	P
CH345	Inorganic Chemistry Lab	P	CM390	ST: PHP/MySQL	P
CH345	Inorganic Chemistry Lab/Lab	P	CM400	Systems Analysis Internship	P M
CH345	Inorganic Chemistry Lab-Lect	P	CM401	Syst. Analysis Cooperative I	P M
CH346	Instrumental Analysis	P	CM402	Syst. Analysis Cooperative II	P M
CH346	Instrumental Analysis Lab	P	CM403	Syst Analysis Cooperative III	P M
CH350	Biochemistry I - Lecture	P	CM465	CIS Capstone Project	P
CH351	Biochemistry I Lab-Lect	P	CN101	Intro to Communication Studies	G
CH351	Biochemistry I - Lab	P	CN150	Public Speaking	G
CH352	Biochemistry II	P	CN302	Communication Theory	P
CH353	Biochemistry Laboratory II-Lec	P	CN304	Qual. Commun. Research Methods	P
CH353	Biochemistry Laboratory II	P	CN305	Quant. Commun. Rsrch Methods	P
CH355	Medicinal Chemistry	P	CN306	Health Communication	
CH362	Spectroscopy	P	CN307	Legal Communication	
CH371	Advanced Topics in Chemistry	P	CN308	Organizational Communication	
CH381	Physical Chemistry I	P	CN309	Political Communication	
CH382	Physical Chemistry II	P	CN330	CN: Conflict & Negotiation	
CH385	Physical Chemistry Lab	P	CN340	Interviewing	
CH386	Inorganic Chemistry	P	CN341	Persuasive Speaking	G P
CH390	Undergrad Chemical Research	P	CN342	Communication-Teams and Groups	G
CH391	Chemistry Seminar	P	CN343	Debate	P
CH393	Internship	P	CN344	Oral Interpretation	
CM101	Computer Concepts/Applications	G	CN350	Persuasion	
CM105	Intro to Computer Science	G P	CN351	Interpersonal Communication	G
CM111	Intro to Structured Prog.	P	CN352	Truth and Deception	
CM111	Intro to Structured Prog. Lab	P	CN353	Environmental Communication	
CM130	Web Development I	P	CN354	Reputation Management	
CM203	Digital Forensics I	P	CN361	Comm. in Social Mvmnts	
CM231	Comp. Org./Assembler Lang.	P	CN363	Intercultural Communication	
CM245	Contemp. Prog. Methods	P	CN364	Gender Communication	
CM261	Networked Systems I	P	CN366	Nonverbal Communication	
CM298	ST:Python Programming	P	CN367	Crisis Communication	
CM303	Digital Forensics II	P	CN368	Rhetoric Hip Hop/Rock n Roll	
CM307	Data Struc. & Algo. Analysis	P	CN369	Critical Studies	
CM322	Oper. Syst. & Netwkng Cncpts	P	CN395	ST: Truth & Deception	
CM330	Web Development II	P	CN395	ST: Oral Interpretation	
CN395	ST: Ethical Dilemmas in Commun		EN210	Mythologies in Literature	G
CN490	Directed Research		EN212	Sexuality & Literature	G
CN491	Senior Capstone Internship	P M	EN214	Women & Literature	G
CN498	Senior Capstone	P	EN300	Advanced College Writing	P
EG116	Engineering Graphics		EN301	Literary Criticism &Theory	P
EG250	Engineering Mech Statics	P	EN305	Advanced Fiction Writing	P

EG351	Engineering Mech Dynamics	P	EN306	Advanced Poetry Writing	P
EG360	Mech Of Materials	P	EN307	Advanced Nonfiction Writing	P
EN100	Developmental English		EN310	English Grammar/Linguistics	P
EN101	First Year Writing		EN315	Reading as Writers	
EN101	First Year Writing Co-Req Sec.		EN320	Teaching Young Adult Lit	
EN101	First Year Writing,Vet/Militar		EN321	Teaching Composition	P
EN101	First Year Writing Co-Req		EN325	British Lit through 1785	
EN101	First Year Writing, Co-Req		EN326	British Literature since 1785	
EN103	Academic Reading & Research	G	EN330	American Lit through 1865	
EN105	Intro to English Studies	G	EN331	American Literature since 1865	
EN110	Multicultural American Lit.	G	EN336	Contemporary Theatre	
EN116	Mystery Literature	G	EN337	Short Story	
EN135	Introduction to Literature	G	EN345	Shakespeare	
EN138	Kansas Literature	G	EN350	Major Authors: Jane Austen	
EN177	Science Fiction	G	EN350	Major Authors:J.R.R. Tolkien	
EN178	Fantasy	G	EN360	World Literature through 1650	
EN178	Fantasy Literature	G	EN361	World Literature since 1650	
EN190	Film Appreciation: Sci Fi	G	EN370	Medieval Literature	
EN190	Fantasy Films	G	EN371	Renaissance Literature	
EN190	Cult Films	G	EN373	Romantic & Victorian Lit	
EN190	Medieval Movies	G	EN374	Modern Literature	
EN190	Film App.:Suspense Films	G	EN380	Modern Poetry	
EN190	Film Appreciation: Sci-Fi	G	EN382	Modern Novel	
EN190	Film Appreciation:Horror Films	G	EN384	Publishing Lab	P
EN190	Film Appreciation:Sports Films	G	EN385	Dir Reading/Writing/Resrch	P
EN190	Film App.: Black Cinema	G	EN390	Fantasy Films	
EN190	Film App.: Cult Films	G	EN390	Cult Films	
EN190	ST:Sports Films	G	EN390	Medieval Movies	
EN190	Film App.: Suspense Films	G	EN390	Aspects of Film: Sci Fi	
EN190	ST:Film Noir	G	EN390	Film App.:Fantasy Films	
EN190	ST: Horror Films	G	EN390	Aspects of Film: Horror Films	
EN190	Film App.: Fantasy Film	G	EN390	Film App.: Black Cinema	
EN192	Banned Books and Films	G	EN390	Aspects of Film: Sports Films	
EN192	Queer Rep in Lit & Film	G	EN390	Film App.: Suspense Films	
EN192	ST:Animals in Literature& Film	G	EN390	ST: Film Noir	
EN192	ST:BlackLivesMatter inLit&Film	G	EN390	Film App.: Fantasy Film	
EN200	Intermediate Comp		EN390	ST: Horror Films	
EN206	Beginning Poetry Writing	G P	EN390	Film App.: Cult Films	
EN207	Beginning Nonfiction Writing	G P	EN390	ST: Sports Films	
EN208	Professional Writing	G P	EN393	Pop Culture:Fantasy Lit	
EN208	Prof. Wrtng: Health & Helping	G P	EN393	Fantasy Literature	
EN208	Prof. Wrtg:Health & Helping	G P	EN399	Science Fiction	
EN209	Beginning Fiction Writing	G P	EN399	Banned Books & Films	
EN399	Envisioning The Future		GG300	Advanced GIS	P
EN399	ST: Science Fiction		GG300	Intro to GIS	P
EN399	Queer Rep in Lit & Flim		GL101	Physical Geology	G
EN399	ST: Exploring Civil Rights		GL103	Historical Geology	G
EN399	Feminist Theory & Philosophy		HI100	Survey-Early Wld Hist.	G
EN399	ST: Animals in Literature&Film		HI101	Chngng Wld Hist: Trad & Trans	G
EN399	ST:BlackLivesMatter inLit&Film		HI101	Changng World History-Honors	G
EN399	ST:Science Fiction		HI102	Modern World History	G

EN399	ST: Sherlock Holmes		HI102	Modern World History-Honors	G
EN400	SrSem:Fin-de-Siecle Literature	P M	HI105	Intro World Music its History	G
EN400	SrSem:Gender in 18th -Cen. Lit	P M	HI111	US History through Civil War	G
EN402	Internship	P M	HI111	US Histry through Civil War	G
FL100	ST: French for Travelers		HI112	US History Since Civil War	G
FL101	Beginning Chinese I		HI300	Pirates	P
FL101	Beg. Latin I		HI300	Life & Death on a KS Homestead	P
FL102	Beg. Chinese II	G P	HI300	Envisioning the Future	P
FL102	Beginning Latin II	G P	HI300	Natural Rights and Revolution	P
FL102	Beginning Chinese II	G P	HI300	Ancient Greece	P
FL399	Women in WWII	P	HI300	John Brown	P
FL399	ST: Intro to French Cinema	P	HI300	Hist. of American Childhood	P
FR101	Beginning French I		HI300	History of Citizenship	P
FR102	Beginning French II	G P	HI300	Sherlock Holmes	P
FR201	Intermediate French I	G P	HI300	Social Movements of the '60s	P
FR202	Intermediate French II	G P	HI300	Slavery in America	P
FR311	French Grammar Review	P	HI300	Medieval Experience	P
FR312	French Composition	P	HI300	Remembering Vietnam	P
FR324	French Civilization	P	HI300	ST: Pirates	P
FR331	Intro to French Literature	P	HI300	ST: Sherlock Holmes	P
FR374	French Independent Study	P	HI300	ST: Women in WWII	P
FR374	Independent Study	P	HI303	Colonial America to 1763	P
FR390	Study Abroad French Spkg Cntry	P M	HI304	Amer Revol Per, 1763-1789	G P
FR399	Women in WWII	P	HI305	Early National U.S.	G P
FR399	ST: Intro to French Cinema	P	HI307	Amer Civ War: 1848-1877	P
FR399	ST: Women in WWII	P	HI308	Making Mod. America, 1880-1920	G P
FR400	Senior Thesis	P	HI312	War's Impact on America	P
GE101	Beginning German I		HI315	ST: Women in US History	P
GE102	Beginning German II	G P	HI319	American Indian History	P
GE201	Intermediate German I	G P	HI322	Kansas History	P
GE202	Intermediate German II	G P	HI325	American Religious History	P
GE311	German Grammar Review	P	HI326	Anabaptism: Rad. Reformation	G P
GE312	Contemporary Written German	P	HI328	African-American History	P
GE326	Contemp German/Austrian Civil.	P	HI331	Early Mod Europe, 1300-1750	P
GE374	Independent Study	P	HI334	Civilization of Ancient Rome	G P
GE390	Study Abroad German Spkg Cntry	P M	HI338	Victorian Britain, c. 1830-WWI	G P
GE399	ST: Modern German Film	M	HI354	History of Middle East	P
GE400	Senior Thesis	P	HI354	Missing Value	P
GG101	Intro to Geography	G	HI358	History of Modern China	P
GG102	World Regional Geography	G	HI361	Colonial Latin America	P
GG300	Introduction to GIS	P	HI362	History of Latin America	P
HI363	Borderlands and Beyond	G P	KN318	Exercise Psychology	P
HI370	Mod Africa, c. 1700-Present	P	KN320	Motor Learning	
HI383	ST:Film&History:Intrntl Persp	P	KN321	Anatomical Kinesiology	P
HI395	History Forum	P	KN326	Physiology of Exercise	P
HI397	Internshp in Hist Agencies	P	KN327	Physiology of Exercise Lab	P
HI398	Directed Readings	P M	KN330	Administration Exer Rehab Sci	P
HI399	Historical Methods & Research	P	KN333	Microcomputer Apps Kinesiology	
HL207	Stress & Weight Mgmt		KN335	Human Factors and Ergonomics	P
HL377	Crit Issues in Health	P	KN340	Adapted Physical Educ	P
JP101	Beginning Japanese I		KN341	Phys Ed Activity Techniques I	P

JP102	Beginning Japanese II	G P	KN342	Phys Ed Activity Techniques II	P
KN104	Aerobics		KN343	PhysEd Activity Techniques III	P
KN124	Karate		KN344	Phys Ed Activity Techniques IV	P
KN133	Swimming I		KN345	Phys Ed Activity Techniques V	P
KN134	Swimming II		KN350	Orthopedic Evaluation	P
KN139	Tai Chi		KN355	Therap Mod & Exer in Inj Mgmt	
KN140	Pilates		KN357	Sports Perform Conditioning	P
KN141	Yoga		KN367	Therapeutic Exercise	P
KN142	Zumba		KN370	Facility & Event Management	P
KN146	Weight Training		KN374	Elem Phys Ed Method Strategies	
KN152	Kardio Kickbox		KN392	Clin Exp - Athl Trng;Eval	
KN165	Self-Defense		KN393	Clin Exp in Ath Trning-Rehab	
KN165	Self-Defense I-Criminal Justic		KN400	Planning & Leading Exercise	
KN170	Aqua Exercise		KN403	Biomechanics	P
KN190	ST: Pilates		KN410	Fitness Testing & Ex Prescr	P
KN192	Marathon Training I		KN411	Current Lit in Kinesiology	P
KN193	Marathon Training II		KN420	Curric Dev El/Hi PE Methods	P M
KN240	Coaching Princ. & Philosophy	P	KN430	Sr Seminar Physical Education	P M
KN248	Wellness Concepts and Applic.	G	KN455	Org & Admin-Ath Trning	
KN250	Intro to Kinesiology		KN476	Synth/Applic in Kinesiology	
KN253	Fund-Football Coaching		KN491	Fld Exper 2 Exer Rehab Sci	P M
KN257	Prev & Care of Ath Inj		KN492	Clin Exp-Athl Trng;Gen Med	
KN266	Microcomputer Apps Kinesiology	P M	KN493	Clin Exp In Ath Trning-Capston	
KN271	First Aid & CPR		KN494	Internship I in KN-Sport Mgmt	
KN271	First Aid and CPR		KN494	Internship I in KN-Exer. Phys.	
KN291	Fld Exper 1 Exer Rehab Sci	P	KN494	Internship I-KN-Ex Phys	
KN299	Measurement & Eval in Kines	P	KN497	Internship: Sport Management	P M
KN300	Psych of Sport & Phys Act	P	KN498	Internship: Hlth Fitness Promo	P M
KN302	Coaching Basketball		MA090	Prep Quant Reasoning Pathway	
KN304	Coaching Baseball & Softball		MA095	Prep College Algebra Pathway	
KN306	Org and Admin in Kinesiology	P	MA103	Basic Algebra	
KN308	Nutrition for Sports & Fitness	P	MA104	Intermediate Algebra	
KN311	Motor Development	P	MA108	College Algebra Preparation	
KN315	ST: Sport Trad Lit HI & CU EU		MA112	Contemp. College Mathematics	G P
KN315	ST: Advanced Training I		MA116	College Algebra	G P
KN315	ST: Advanced Training II		MA117	Trigonometry	G P
KN315	ST: Functional Movement Screen		MA123	Pre-Calculus	G P
KN315	ST:Exercise Physiology Ind Std		MA140	Statistics	G P
KN315	ST: Personal Training Cert		MA141	Applied Calculus I	G P
MA151	Calculus & Analytic Geometry I	G P	MA390	ST:Teaching Calculus	P
MA152	Calc & Analytic Geometry II	P	MA390	ST:RPG Game Development	P
MA200	Number & Oper Elem Teachers	P	MA390	Statistical Computing	P
MA201	Geo, Prop & Data Elem Teacher	P	MA390	ST: Modeling with VBA/Excel	P
MA204	Nbr Theory Discrete Math Tchrs	P	MA400	Internship in Math or Stats	P
MA206	Discrete Math for Computing	P	MC200	Intro Museum Curatorial Stud.	G
MA207	Discrete Mathematics	P	MC399	ST:Museum and Materials	P
MA228	Math for Elem/MS Educators I		MC400	Capstone Museum Curatorial	P
MA229	Math Elem/ Middle Educators II		MM100	Intro to Mass Media	G
MA230	Math Middle/Secondary Teachers	P	MM155	Sports and the Media	G
MA253	Calculus/Analytic Geometry III	P	MM199	Prof Media Applications	
MA299	ST: Calculus I		MM202	Professional Media Writing	P

MA299	ST: Calculus		MM222	Screenwriting	P
MA299	ST: Geometry for Elem Teachers		MM300	Media Law, Ethics & Diversity	P
MA299	ST: Geometry,ElementryTeachers		MM308	Intro Film & Video Techniques	P
MA299	Special Topics in Mathematics		MM312	Cinematography	P
MA301	Linear Algebra	P	MM319	Public Relations I	
MA316	Teaching Algebra	P	MM321	Adv Prof Media Applications	P
MA317	Teaching Trigonometry	P	MM326	Student Media Practicum	P
MA318	Teaching Statistics	P	MM328	Impact of Disney on Society	P
MA320	Math for Middle Schl Teachers	P	MM350	Film Editing and Theory	P
MA331	Differential Equations	P	MM351	Data Lit. & Audience Research	P
MA340	ANOVA/Design of Experiments	P	MM352	Advertising and PR Strategies	P
MA341	Nonparametric Tests/Qual Ctrl	P	MM352	Advertising & PR Strategies	P
MA342	Statistical Computing	P	MM372	Film Production	P
MA343	Applied Statistics	P	MM393	ST:Commercial Photography	P
MA344	Mathematical Statistics I	P	MM393	ST:Soc Media Storytelling	P
MA345	Mathematical Statistics II	P	MM393	ST: Stage Makeup	P
MA346	Regression Analysis	P	MM393	ST: Student Media Practicum	P
MA347	Stochastic Processes	P	MM393	ST: Video Game Storytelling	P
MA348	Time Series Analysis	P	MM393	ST: Sports Branding & Promo	P
MA354	Abstract Algebra	P	MM393	ST: Walt Disney & Society	P
MA361	Game Design	P	MM393	ST:Video Production	P
MA367	Modern Geometry	P	MM393	ST: Murder, Mayhem & Media	P
MA371	Intro to Real Analysis I	P	MM393	ST:Creative Writing for Busine	P
MA372	Intro to Real Analysis II	P	MM393	ST: Exploring Civil Rights	P
MA380	Problem Solving Strategies	P	MM393	ST: Media Law,Ethics&Diversity	P
MA381	History of Mathematics	P	MM393	ST:Media Law, Ethics, Diversit	P
MA384	Theory of Interest	P	MM393	ST: Film Festival	P
MA385	Actuarial Mathematics	P	MM393	ST Photography for Mass Media	P
MA388	Capstone Research	P	MM393	ST: Light and Sound Production	P
MA390	Modeling with VBA/Excel	P	MM400	Media Literacy	
MA390	Game Design	P	MM403	Adv Professional Media Writing	P
MA390	ST: Math Stat II	P	MM405	Documentary Filmmaking	P
MA390	Teaching Algebra	P	MM408	Sports Branding & Promotion	P
MA390	ST:Modeling with VBA/Excel	P	MM414	Advanced Film Production	P
MA390	ST: Game Design	P	MM415	Promotions Writing	
MA390	ST:RPG Game Design	P	MM415	Digital & Soc.Content Strategi	
MA390	ST: Mobil Game Design	P	MM420	Public Relations II	
MM422	Editing		MU418	Elem-Sec Music Ed Instrum Meth	P
MM425	Creative Strat. Advertising		MU443	Composition	P
MM426	Adv Student Media Practicum	P	MU444	Collaborative Piano	
MM431	Creative Media Publications	P	PH100	Introduction to Philosophy	G
MM432	Adv Advertising & PR Strategy	P	PH102	Ethics:Intro to Moral Problems	G
MM433	Film Festival Management	P	PH104	Intro Logic Critical Thinking	G
MM492	Independent Study	P M	PH115	Philosophy of Love & Sex	G
MM494	Internship	P M	PH201	Ancient Greek Philosophy	G P
MM499	Career Dev Digital Portfolio	P M	PH202	Modern Philosophy 1600-1800	
MM693	ST: Social Media Story Telling		PH203	Intro to Buddhist Philosophy	G P
MU100	Enjoyment of Music	G	PH214	Medical Ethics	P
MU102	Broadway Musicals: A History	G	PH220	Symbolic Logic	G
MU103	Jazz History	G	PH300	ST: Free Speech and its Limits	
MU104	Movies & Music	G	PH300	ST:Climate Change Ethics	

MU106	Intro World Music its History	G	PH300	ST:Philosophy of Psychology	
MU108	History of Amer Rock & Roll	G	PH300	ST:Feminist Theory&Philosophy	
MU108	Hist of Amer Rck&Rll-(RN-BSN)	G	PH300	ST:Midwestern Enviro. Ethics	
MU109	Piano for Beginners I		PH300	ST:Consciousness	
MU111	Guitar for Beginners		PH300	ST:Philosophy of Cognitive Sci	
MU122	Rhythm Perception-Music Majors	P M	PH301	Modern Philosophy 1600-1800	P
MU123	Integrating Tech. in Music	P M	PH303	ST: American Pragmatism	P
MU150	Introduction Music Education	P M	PH313	Professional Ethics	G P
MU212	Percussion Techniques		PH315	Philosophy of Law	G P
MU215	Music Theory I	P M	PH330	Philosophy of Mind	P
MU217	Aural Comp I	P M	PH335	Metaphysics	P
MU220	Vocal Diction for Singers	P M	PH340	Aesthetics	P
MU300	Music, Politics, Soc Comment.	G	PH398	Senior Thesis Preparation	P M
MU305	Business of Music	P	PH399	Senior Thesis	P M
MU307	Music and the Brain	G P	PO106	Government of the US	G
MU311	Aural Skills II	P	PO107	KS and US, State & Local Gov't	G
MU312	Aural Skills III	P	PO107	State & Local Gov't	G
MU313	Foundations of Elem. Music Ed.	P M	PO225	Intro to Int'l Politics	G
MU314	Music Theory II	P	PO235	World Politics	G
MU315	Music Theory III	P	PO235	World Govt: Comp Politics	G
MU316	Music Theory IV	P	PO235	Govs of World:Cmpartv Politics	G
MU317	Orchestration	P	PO245	Intro to Public Admin	
MU320	Form and Analysis	P	PO255	Intro to the Amer Legal Syst	G
MU325	Music History I	P	PO305	Public Policy	
MU326	Music History II	P	PO306	Urban-Metropolitan Government	
MU327	Music History III	P	PO306	City Planning in Changing Amer	
MU330	Vocal Pedagogy & Lit	P	PO307	Intern-State or Local Gov't	P
MU337	Piano Literature I	P	PO308	Amer Elections & Federalism	
MU338	Piano Literature II	P	PO309	Kansas Legislative Experience	
MU339	Piano Pedagogy	P	PO325	Adv. International Relations	
MU400	ST: Senior Seminar	P	PO325	Adv IR: Comtemp Issues in IR	
MU400	ST: Advanced Composition	P	PO325	American Foreign Policy	
MU400	ST:Conducting Instrument	P	PO325	Afghanistan&Iraq Conflicts	
MU400	ST: Jazz Pedagogy	P	PO335	Adv. Comp Pol: Latin America	
MU417	Secondary Choral Methods	P	PO335	Politics of Great Britain	
PO335	Latin America		PS101	Intro to Physics	G
PO335	Europe Study Abroad		PS108	Physical Science	G P
PO335	Asian Politics		PS120	Meteorology	G P
PO346	ST: Legal Issues		PS126	Phys Sci for Elem Ed	G
PO346	ST: Managing Disputes		PS131	Biol Physics Hlth Life Science	G P
PO346	ST: Non-Profit Fundraising		PS132	Biol Physics Hlth Life Sci Lab	P
PO346	ST: Grant Writing		PS261	College Physics I	G P
PO346	ST: Non Profit Fundraising		PS261	College Physics I Lab A	G P
PO346	ST:Climate Change & Solutions		PS262	College Physics II	P
PO346	ST:Legal IssuesinPublicService		PS262	College Physics II Lab	P
PO346	ST:Managing Disputes		PS281	General Physics I	G P
PO371	UD-2018 Kansas Elections		PS281	Gen Physics I Lab	G P
PO371	ST: The American President		PS282	General Physics II	P
PO371	ST: Intro to Amer Legal Systm		PS282	General Physics II Lab A	P
PO371	ST:UD-Extremists & Terrorism		PS291	Elem. Computational Physics	P
PO371	Iowa Caucus		PS320	Electromagnetic Theory I	P

PO371	2020 Presidential Election		PS322	Circuits and Electronics	P
PO371	ST: Political Psychology		PS322	Electrical Laboratory LAB	P
PO371	Con Law: Civil Rights & Libert		PS330	Optics	P
PO371	ST:Climate Change & Solutions		PS332	Optics Lab	P
PO371	ST:Politics in Film&Television		PS334	Thermodynamics	P
PO371	Current Issues in Am Politics		PS335	Theoretical Mechanics I	P
PO372	Modern Cuba Study Abroad		PS340	Computer Interfacing and Instr	P
PO372	Europe Study Abroad		PS350	Modern Physics I	P
PO372	Asian Politics		PS351	Modern Physics II	P
PO373	ST: International Law		PS352	Modern Physics Laboratory	P
PO373	Modern Cuba Study Abroad		PS360	Physics Research	P
PO373	Afghanistan&Iraq Conflicts		PS365	Intro to Theoretical Physics	P
PO374	ST: Non-Profit Fundraising		PS366	Intro to Comp Physics	P
PO374	ST: Public Budgeting		PS368	Computational Physics Research	P
PO374	ST:Managing Disputes		PS370	Special Subjects in Physics	P
PO374	Non Profit Management		PY100	Basic Concepts in Psyc-Mastery	G
PO374	ST: Legal Issues		PY100	Basic Concepts in Psych - Mast	G
PO374	ST: Grant Writing		PY100	Basic Concepts in Psychology	G
PO374	Public Budgeting		PY151	Psychological Statistics	P
PO374	ST: Managing Disputes		PY210	Psych of Infancy & Childhood	G P
PO374	Con Law: Civil Rights & Libert		PY211	Adolescent Psychology	G P
PO374	ST:Non Profit Management		PY212	Psych of Adulthood & Aging	G P
PO374	ST:Legal IssuesinPublicService		PY231	Abnormal Psychology	G P
PO374	City Planning in Changing Amer		PY251	Research Methods in Psychology	G P
PO386	Directed Readings	P M	PY295	ST: PsychTheories & Art Therap	P
PO390	Applied Political Research	P	PY295	ST:PsychTheories&Art Therapy	P
PO391	Public Personnel Admin	P	PY299	Psychological Forum	P
PO393	Public Budgeting	P	PY301	Principles of Learning	P
PO394	Public Management Techniques	P	PY305	Sensation & Perception	P
PO394	Public Management	P	PY306	Cognition	G P
PO395	Non-Profit Management	P	PY307	Physiological Psychology	P
PO401	Program Evaluation Methods	P	PY309	Theories of Personality	P
PO450	Political Science Seminar	P	PY310	Social Psychology	P
PY312	Psychology of Creativity	P	SO306	Law and Society	P
PY317	Music and the Brain	G P	SO308	Sociology of Mental Health	P
PY326	Health Psychology	P	SO309	Sociology of Deviance	P
PY327	Correctional Psychology	P	SO310	Social Class in the U.S.	P
PY333	Counseling Psychology	P	SO313	Sociology of Disasters	P
PY336	Internship	P	SO314	Organizations	P
PY336	Internship -Field/Vol Experien	P	SO315	Sociology of Sport	P
PY338	Childhood Psychopathology	P	SO316	Japan and East Asia	P
PY339	Psychology of Sex and Gender	P	SO318	Sociology of Religion	P
PY350	Intro to Clinical Psych	P	SO319	Food and Culture	P
PY356	Psych of Marital & Fam Proc	P	SO323	The City and Urban Life	P
PY385	From Classroom to Career	P	SO326	Aging and Society	P
PY386	Adv Res Design/Scien Writing	P	SO338	Strategies for Social Change	P
PY388	Dir Collaborative Research	P	SO360	Sociological Theory	P M
PY389	Independent Study	P	SO362	Methods of Social Research	P M
PY390	Directed Research	P	SO363	Internship	P M
PY395	Psychology of Happiness	P	SO366	Directed Readings	P M
PY395	ST:Memory in the Media	P	SO367	Directed Research	P M

PY395	Psychology of Poetics	P	SP101	Beginning Spanish I	
PY395	ST:Psychology of Social Media	P	SP101	Beg. Spanish I - Health Emph.	
PY395	ST: Psych of Happiness	P	SP102	Beginning Spanish II	G P
RG101	Intro to Religion	G	SP102	Beg. Spanish II-Medical Emph.	G P
RG102	World Religions	G	SP201	Intermediate Spanish I	G P
RG103	Introduction to the Bible	G	SP202	Intermediate Spanish II	G P
RG105	Intro to Jewish Scriptures	G	SP207	Basic Spanish Conversation	P
RG300	ST:Pagans, Witches, & Heathens	P	SP295	Fac Led Prog Span Spkg Cntry	P
RG300	ST: Jews, Christians, and Sex	P	SP308	Hispanic Narr. in Translation	G P
RG300	ST: Buddhism's Many Faces	P	SP311	Spanish Grammar Review	P
RG300	ST:Christians & LGBTQ+ Activism	P	SP312	Spanish Composition	P
RG300	ST: Ritual	P	SP315	Translation	P
RG300	ST:Jews, Christians and Sex	P	SP324	Civilization of Spain	P
RG300	ST:Race and Religion	P	SP326	Civilization of Latin America	P
RG300	ST: Messiahs, Prophets & Utopi	P	SP331	Intro to Hispanic Lit	P
RG301	Prophets/Books Ancient Judaism	P	SP374	SP Medical Terminology	P
RG331	Understanding Religion	P M	SP374	Independent Study	P
RG386	Special Study	P	SP374	ST: Spanish Independent Study	P
RG398	Senior Thesis Preparation	P M	SP390	Study Abroad Span Spkg Cntry	P
RG399	Senior Thesis	P M	SP395	Fac Led Prog Span Spkg Cntry	P
SO100	Introduction to Sociology	G	SP399	ST:Medical Terminology	P
SO101	Social Problems	G	SP399	The Latino Experience	P
SO207	Race and Ethnic Relations	P	SP399	ST:Hispanic Narr. in Translatn	P
SO300	Culture & Food	P	SP400	Senior Thesis	P
SO300	ST: Extremists & Terrorism	P	TH100	Theatre Practicum -War Paint	
SO300	ST:Inside-Out Prison Xchnng Prg	P	TH100	Theatre Practicum Student Dir	
SO300	ST: Globalization	P	TH100	Theatre Practicum -October	
SO300	ST:Immgrtn Policy&Citizenship	P	TH100	Theatre Practicum: Musical	
SO300	ST: Environmental Sociology	P	TH100	TheatrePract:PlayThatGoesWrong	
SO304	The Family	P	TH100	TheatrePract:Thanksgiving Play	
SO305	Criminology	P	TH100	Theatre Practicum: Urinetown	
TH100	Theatre Practicum: Fringe		TH416	Spec Proj: Costuming	
TH101	Drama Classics on Video	G	TH416	Special Theatre Project	
TH102	Introduction to Theatre	G	TH416	Special Proj: Acting/Directing	
TH103	Voice, Diction & Interp	G			
TH104	Theatre Movement Dance I				
TH199	ST: Musical Theatre Perform				
TH199	ST: Theatre Movement & Dance				
TH199	ST: Stage Makeup				
TH199	ST: Cinematic Storytelling				
TH199	Production Crew				
TH199	ST: Screenwriting				
TH202	Acting I	G			
TH202	Acting I-TH Majors & Minors	G			
TH202	Acting I-Honors	G			
TH206	Early Theatre History	G			
TH207	Late Theatre History	G			
TH209	Musical Theatre Performance I				
TH211	Stagecraft				
TH300	Theatre Practicum Monsters				
TH300	Theatre Practicum Student Dir				

TH300	Theatre Practicum: Musical	
TH300	Theatre Practicum - October	
TH300	Theatre Practicum: Urinetown	
TH300	TheatrePract:PlayThatGoesWrong	
TH300	Theatre Practicum: Fringe	
TH301	Drama Classics on Video	G
TH304	Theatre Move/Dance Begin TAP	G P
TH306	Contemporary Theatre	G
TH311	Stagecraft	
TH315	Set and Prop Construction	
TH316	Costume Construction	
TH317	Lighting and Sound	
TH319	Stage Makeup	
TH320	Acting II	P
TH399	ST: Theatre Movement & Dance	
TH399	ST: Stage Makeup	
TH399	ST:Musical Theatre Perform	
TH399	ST Video Production	
TH399	Production Crew	
TH399	Musical Theatre Perform II	
TH399	ST: Cinematography	
TH399	ST: Advanced Film Production	
TH401	Analysis and Directing	P
TH406	History - American Musical	G
TH415	Experimntal Theatre - Scotland	
TH415	Experimental Theatre	
TH416	Special Theatre Projects	
TH416	Special Projects: Theatre	
TH416	Spec Proj: Design	

Faculty Success Group

Navigate– Math Department

Faculty members in the Mathematics and Statistics Department participating in the group are:

Beth McNamee, Gaspar Porta, Kosman Rajapaksha, Stephanie Herbster, and Sarah Cook

The members of the group have used Navigate alerts for academic and personal reasons. Academically, all members have issued alerts concerning low academic performance and poor attendance. Some members have issued wellness check alerts and alerts regarding financial concerns. At least one faculty had issued a 'kudo' in a previous semester, but the student who received the kudo did not read the message and was concerned that there was an academic concern. This was addressed in our Navigate training where we learned that adjustments have been made to the kudo alert system.

The group brainstormed some possible additions to the alert system. We think it would be convenient if coaches and/or faculty group sponsors could issue 'travel alerts' for students who will be gone for a Washburn sponsored event. The idea is that the faculty/coach could use Navigate to send a message to each of the student's instructors at the same time. The group also wonders if it would be possible to issue anonymous alerts. This could be beneficial in the event when there is a personal concern.

Modern Languages Faculty Success Group

Miguel Gonzalez-Abellas

Courtney Sullivan

Michael O'Brien

Georgina Tenny

Helene Perriguet-Keene

Review of the System of Alerts in Navigate: Best Practices for Modern Languages

Best practices for responding to an alert

Coursework concerns (danger of failing) and attendance concerns (excessive absences) are the two alerts that concern our department because they actually create cases for us as advisors.

Our course of action consists of the following:

- 1) Preferred method-reach out to the student in class or after. This works whether issuing or receiving a report. Ask the students to stay after class.
- 2) Send an email or two to students who have stopped coming to class or who are not studying with us that semester. Ask them to come in to our office to touch base with them.
- 3) Call the student on the phone.
- 4) We are considering starting to send texts via Navigate.

Best practices for issuing an alert (how do we decide when to issue an alert)

- 1) We issue an academic alert when a student's grade has dropped to an F. In certain cases, when a student starts to slip in terms of performance, we will issue alerts when a grade is a C.

- 2) After 3 absences, we send emails to reach out to the student and see what is happening. After 5 absences without any responses to our emails, we issue an alert.
- 3) If absences have been affecting their grades and we have just been prompted by Dean Bearman's call for progress reports, we issue an alert.
- 4) If we notice a student demonstrates signs of distress, we will speak with the students directly to see if they need any help. We ask if they are interested in receiving support. We offer to submit a help request/ alert for them or we suggest they ask for help via Raise Hand.
***In certain dangerous situations (ie a student has a seizure or screams out in class), we walked them to Student Health or reach out to campus police.

Other outreach efforts:

Outreach efforts we would like to try in the future:

- 1) We would like to try using the text messaging in Navigate
- 2) When we get alerts from other professors, we reach out to them and ask them how things are going and encourage to the students to speak with the professor who issued the alert.
- 3) We need to impress upon them the importance of keeping in contact with their professors and to reach out for help.

Barriers:

- 1) Students often prioritize work over studies. We want to be able to offer them the big picture in which they make sacrifices as students in order to prepare for and find a more rewarding professional job upon graduation.

First Meeting with Navigate Alerts with Christina Foreman on April 10, 2023

Second meeting with ML group on April 17, 2023

Third and final meeting on May 1, 2023

Faculty Success Group

Spring 2023

Final Report

Members: Carson Kay (Chair), Tracy Routsong, Adebanke Adebayo, and Margaret Jones

Prompt

Beginning this semester, the Center for Student Success and Retention moved to a tiered system of Navigate alerts. Previously, every alert that was issued for a student opened a case that required the student's major advisor to contact the student. Now, only tier 2 alerts require action by faculty advisors. **Attend a training session and review resource materials about issuing and responding to alerts and managing cases in Navigate. Discuss with others in your group best practices for issuing and responding to alerts.**

Plan

Early intervention in student attendance, performance, and wellbeing concerns helps academic advisors guide students toward success. Because advisors are not present in every classroom in which their advisees learn, they rely heavily on academic progress reports submitted by other instructors. With this collective cross-checking, advisors and instructors can strive to respond earlier to student crises and craft feasible action plans. At Washburn, advisors rely on Navigate for notification of these crises.

This semester, Washburn implemented a new, tiered, case-management system that aims to streamline notifications and encourage written updates on outcomes. To ensure our department is optimizing our use of this new system, four communication studies faculty learned about the tiered alert system and considered future implementations. Per the CAS call for success group participation, we completed this success group project in three steps:

- (1) Attend an "Alerts and Case Management" Navigate training with Christina Foreman.
- (2) Review available training and resource materials about alerts and cases. Discuss.
- (3) Craft a final report focusing on our successful methods of outreach and intervention and methods we intend to implement in the future.

Following our meeting with Christina (Step 1), participants in this success group met to discuss our impressions and respond to the questions outlined in the Success Group Call for Participation. Upon completing our discussion, we identified both what we find works well and possible future improvements to the system. We refer to these two components as areas of appreciation and areas of potential growth.

Areas of Appreciation

All four of us concur that the tier system is effective and intuitive to use. Having experienced case management without the tiered system, we appreciate having fewer cases in our queues. For advising, more broadly, we appreciate having attendance and kudos options. These options help us streamline our comments and give advisors clearer indications of what our concerns are as instructors. The new variations on the kudos are also appreciated, e.g., the ability to distinguish between those who regularly excel versus those who have demonstrated improved quality. We ask that these features be kept.

Areas of Potential Growth

Still, just as we had components that we all appreciate, we all agree that there is room for meaningful improvement in this system, particularly in the areas of (1) texting, (2) health concerns, (3) student contact information, (4) the case merge feature, and (5) connection between Outlook and Navigate.

First, we would greatly appreciate providing all faculty advisors access to the texting feature that some faculty-administrators are currently using. Students respond more promptly to text communication, and we believe advisors could improve the effectiveness of their interventions if they were also able to use this feature. We recognize the concern for potential overuse of texting, but would suggest that training on the appropriate time and way to use it as a tool for success would mitigate this. While some students provide their personal numbers on Navigate, not having access to the texting channel on Navigate means that advisors either have to disclose their personal cell phone numbers, which comes with its own privacy and personal security risks, or not use texting in their outreach. Were advisors able to communicate via text through Navigate, we believe we could reach students quicker and improve our intervention rates. Thus, our first recommendation for improvement is to grant all academic advisors access to the texting feature. It also provides consistency for the students' experience.

Second, we would like further clarification regarding the continued request for instructors/advisors to submit health concerns via Navigate rather than contacting the source directly. While we have heard that student wellness entities on campus have requested that we go through Navigate, we admittedly wonder if the turnaround time between our alert being received and distributed to the proper source could result in delays deleterious to students' wellbeing. Why, for example, would we submit a Navigate alert regarding health concerns when we could submit a UBAT report outlining the same concern? In short, our second recommendation would be for student wellness entities on campus to explicitly articulate their rationale for using Navigate as the communicative go-between between instructors/advisors and those entities.

Third, we would appreciate student contact information being linked to each case so we can reach out directly to the student. Currently, we have to leave the case to find student contact information. While this doesn't take long for one student, those of us with numerous cases would appreciate having fewer clicks to access the information we need to conduct an intervention. Having the contact information embedded in the alert – and perhaps, in the future, a button we can select to send a text – would be incredibly beneficial.

Fourth, we would like the “case merge” feature to be returned to the case management interface. We understand that it was removed during the transition to the tiered alert system with the rationale that we would have fewer cases to review and thus would not need this feature anymore. However, even with the tiered system, those of us with a lot of advisees still find ourselves combing through multiple alerts for the same students. As a result, we find ourselves doing duplicate work to close cases rather than being able to close the students' entire case when we have communicated with them. As with our third request, having the ability to put all alerts for a single student together would allow us to streamline our response and invest the time we would have spent opening and closing each case into our interventions themselves. Moreover, it would allow us to more clearly see where the student is struggling by seeing all alerts on one screen/case. Therefore, our fourth recommendation is for the case merge feature to be returned to Navigate's Case Management interface.

Fifth, and finally, we would appreciate having the ability to more closely connect Outlook and Navigate. As advisors and instructors, we often communicate with students via email. However, these messages are not transferred over into Navigate notes unless we log into Navigate and add an update. If there was a way for us to respond to the Navigate alert via Outlook, and for that note to be automatically added to a

students' case, that would save us the time we would have spent replicating the message on Navigate. Thus, our fifth recommendation is for clearer connections to be made between Outlook and Navigate so that they can operate together more meaningfully.

In conclusion, we concur that Navigate holds substantial potential to improve interventions in responding to student needs. Just as we believe in the tiered system's benefits, we also envision multiple adaptations that would improve the efficiency and effectiveness of this system. We look forward to witnessing this system's growth in the years to come.

Spring 2023 Faculty Success Group Option 1 – Tiered Alerts

Nan Sun, Phillip Hauptman

Department of Computer Information Science

1. Nan Sun and Phillip Hauptman attended training on the Tiered Alert System implemented in Navigate. Phil attended the training on February 8, Nan on March 23.
2. On March 24th, 2023, Nan Sun and Phillip Hauptman met to discuss takeaways from the training, past experience, and current use of the alert system. Best practices and expected faculty engagement with the alert system were developed.
3. On March 3, 2023, Nan Sun and Phillip Hauptman, presented the new alert tiers to the other department faculty. Use cases and best practices for tier-2 alerts, "kudo" alerts, and expectations for minimum faculty engagement with tier-2 alerts were discussed.

Session one – Attended training on February 23, 2023 at 9 am

Session two- Meeting to share Navigate alert experiences and answer questions.

- a. Does every group member feel confident about how to issue an alert in Navigate? **Yes**
- b. What are some of the reasons you have issued alerts for students in the past or why would you do so in the future? **Kudos, attendance, academic progress report**
- c. What is the difference between a tier 1 alert and tier 2? Please remember that if you want an advisor to reach out to a student you need to select a tier 2 alert—either 1)

“Coursework Concerns—Danger of Failing” or 2) “Attendance Concerns—Excessive Absences.”

Tier 1 only alerts the student while Tiers 2 and 3 alert the instructor and other appropriate resources based on the reason for the alert

- d. When might you decide to not issue an alert? **Regarding health concerns, if it is a personal issue and the instructor or advisor is already working with the student to accommodate the issue, we would not issue an alert. The term “alert” has a bit of a negative connotation, so if a plan or agreement to help the student is already in place, why add the additional potential trigger for the student?**
- e. Does every group member know how to appropriately respond to a case opened for one of their advisees? **Yes** What methods of outreach/intervention with students have been successful for you in the past when you have responded to an alert? **Visiting in-person with the student and following up after the visit, also in-person, have seemed to work best. Following in-person visits, then emailing other instructors involved in the case alert to keep them current on the situation and its outcome.** Please remember the “Alerts and Cases Explained” document includes talking points to go over with students in responding to cases and even sample emails.
- f. Does every group member feel confident they know how to correctly manage and close cases in Navigate? Please refer to the resource “Case Management” for tips. **Yes**
- g. Do your group have any questions or concerns about issuing alerts as an instructor or about case management as a faculty advisor? **Yes, we have noticed that the comments disappear when someone responds to a case. We had previously thought that the other instructor to whom the case was assigned would see the comments, but this was not the case. We would also appreciate the Tier level indication included in the alert name (eg. Coursework Concerns – Danger of Failing (tier 2)) just to keep the levels at the forefront and remind us of who will see the alert.**

We also had a case in which an instructor issued a health alert and then was copied on personal information from the student’s advisor responding and the other resources involved. This made things a little awkward for the instructor to be listening on a private communication.

When the student drops a class or changes their major (but has yet to re-declare) this complicates the alert system since the relevant people in the student’s new environment are unaware. How to remedy this?

Session three – After practicing Navigate alerts for roughly a semester and a half, we have reflected on our experiences. The following points methods of outreach and intervention have been most successful:

- **For issuing alerts** – as soon as possible would be key so that everyone in the chain has time to respond before the student gets further behind on assignments/grades. In the past, alerts have been issued very close to the end of the semester, which gave students an inadequate amount of time to do the work to improve their grades. Choosing one of the higher tiered alerts get more attention, as more people in the student's environment are notified.
- **For giving kudos** – anytime is a good time to receive kudos!
- **For responding to alerts** – timely responses from all will benefit the student and give them more time to respond (if they do respond).

The following are some suggestions that we might try in the future:

- Since none of the comments are visible to the alerted instructors/advisors, it might be wise to email the instructor or resource additional information if the situation would benefit from doing so.

Final Report for Option 1 (Alerts & Case Management)

We (Cindy Turk and Michael McGuire) chose Option 1 to learn more about Navigate. We usually only use Navigate for advising and, indirectly, when completing academic checks throughout the semester.

For Session 1, we both attended an "Alerts and Case Management" training with Christina Foreman. A big eye-opener during this training was learning about case management.

For Session 2, we reviewed the available training and resource materials about alerts and cases, including the following: Alerts and Cases Explained; Alerts and Cases; Do I Need to Issue an Alert? & How to Issue an Alert Case Management. Next, we discussed and answered the questions provided to us for these materials. I have a copy of our answers to these questions if needed.

For Session 3, we were to discuss methods of outreach and intervention we have found to be most successful in issuing and responding to alerts for students and advisees. This issue came up in Session 2. We have found that meeting with students works best, whereas emailing students has not been as successful for intervention when alerts are issued to our advisees. Using the Campaign feature in Navigate has been helpful in scheduling meetings for advising students. One thing I (Michael) would like to try is calling students but feel a little awkward reaching out in this manner. We also discussed concerns, with the biggest one being the number of cases assigned to faculty. Having many majors means we have a lot of students to track.

Faculty Success Group Spring 2023 Final Summary

Participants from the Sociology and Anthropology Department: Drs. Ashley Maxwell, Jason Miller, Mary Sundal, and Alexandra Klales

Option 1: Navigate Tiered System of Alerts

Final Report

Attending the Navigate training on “Alerts and Case Management” and utilizing the training and resource materials allowed our group to better understand and streamline our issuing and responding to alerts. These materials were also important for understanding the new alert tier system, and when to escalate an alert to a student’s advisor. We also received clarification on assumptions we made regarding the alert system. For example, we were under the impression that students had access to our comments, which is not the case. We have now modified our comments to no longer be directed at the student. In addition, we learned that if we are already in contact with a student regarding an issue, we do not need to send an alert, but should instead include a note in Navigate. We all felt confident on how to manage and close alert cases that we received. Email was the most effective mode of communication with students who had alerts issued. Some of us would also follow up in person if we saw the student around or during advising. The training allowed us to understand the new tier system so we could effectively reach out to students to discuss specific issues they were having in their courses, and we believe that it is imperative for all faculty to take this training.

Faculty Success Group – Interdisciplinary Bioinformatics Minor (Option Two)

Members:

John Mullican, Biology (BI) – *Facilitator*
Andrew Herbig, Biology (BI)
Nan Sun, Computer Information Sciences (CIS)

Session ONE (March 28, 2023):

a. What are students in your majors interested in, outside of your respective discipline?

BI students have varied interests including but not limited to music, art, philosophy, mathematics, chemistry, physics, education, service, climate change, protecting the environment and biodiversity, environmental law, entrepreneurship and biotechnology, intellectual property law, and more. Relative to the present proposed minor, biology students are very interested in analyzing the large data sets that are generated from modern biological experiments, e.g., DNA databases. Computer coding and bioinformatics are necessary for many of our majors and many of these skills lie outside the biology discipline. Most graduate programs in the biological sciences would like students to have these skills and knowledge prior to starting their graduate degree programs.

CIS students are interested in video game development, web and mobile application development, entrepreneurship / general business, AI, computer security, criminal justice, digital forensics, and more.

What contemporary problems or debates concern or enthrall them?

As biology is a diverse discipline, BI students have a variety of concerns. It could be argued that all biology students are especially interested in the effect of climate change on our planet and its effect on biodiversity. Other issues or contemporary problems involve the knowledge and skills to manage large data sets, data mining, algorithm understanding and development, learning how to program in several computer languages, genetic engineering, gene therapy, mRNA vaccine technology, medical and/or genetic ethics, when the next pandemic will come, invasive species, and more.

CIS students are concerned or enthralled with privacy/security issues, ethics, employability, active / hands-on learning, social media, bots and misinformation, community engagement, security, impact of AI, self and social stability, and economic stability.

b. What skills/competencies could your students develop or further develop to better position them to address and advance their interests and/or career goals?

BI students would benefit from the following skills/competencies: statistical analysis, use of statistical software, research methodology and design, research ethics, critical reading and analysis of primary literature, critical thinking, good writing and communication skills, computer programming (coding), database development and usage, and data mining.

CIS students would benefit from the following skills/competencies: organization, networking, information literacy, life-long learning, leadership, research, analytical approach to complex problems, critical thinking, technical knowledge, systems thinking, knowledge of social, governmental, and organizational structures and interactions, communication skills, and creativity.

For students considering a bioinformatics minor, during this first meeting we narrowed these to 3 main skills/competencies:

1. Foundational biology knowledge
2. Computer science knowledge
3. Statistical analyses

Many of the skills/competencies we discussed above would fall into these three main skills or competencies for the minor. For BI students seeking this minor, the latter two skills are not emphasized greatly in the major. For CIS students seeking this minor, the first still is not required for their major. Others seeking this minor might include biochemistry or chemistry majors and, perhaps, math majors.

- c. Brainstorm interdisciplinary themes that could teach several of the skills/competencies your majors need. An interdisciplinary theme cuts across strict disciplinary lines and is best addressed from a variety of disciplinary perspectives. These themes should also link with students' interests.**

We have developed a single theme: **Bioinformatics**. This discipline encompasses data mining, data analyses, computer programming, basic knowledge of biology (especially gene information flow), and statistical analyses.

Session TWO (April 18, 2023):

- a. What might your interdisciplinary minor program be called?**
Minor in Bioinformatics
- b. List 2-4 main core skills/competencies the minor program would teach.**
1. Fundamental molecular biology knowledge including DNA sequence analyses
 2. Computer programming (coding) and data processing
 3. Statistics and experimental design
 4. Database mining and utilization

- c. **Take a look at the list of CAS courses included in Appendix C. List courses you think could help students develop these skills/competencies.**

There are many courses that could be useful for students, but we chose 6 courses to satisfy this minor; otherwise, the number of credits would be burdensome. See next section for how we might structure this minor.

- d. **How would the minor be structured?**

The minor would be structured as follows and would consist of 6 courses.

REQUIRED:

- BI 1xx or 2xx **Introduction to Bioinformatics** (3) NEW course (No pre-req, preferred)
- BI 102 **General Cellular Biology** (5)
- BI 4xx **Advanced Bioinformatics** (3) NEW course; requires the new Introduction to Bioinformatics as a pre-requisite. This would be the “capstone” course for the minor.
- MA 140 **Statistics** or BI 314 **Statistics for Biologists** (3) | BI 102 and MA 116 pre-req

Take 2 of the following:

- CM 111 **Introduction to Structured Programming** (4) | MA 116 pre-req (Java)
- CM 245 **Contemporary Programming Methods** (3) | CM 111 pre-req (Java)
- CM 290 **Introduction to Python Programming** (3) | MA 116 pre-req

Would all classes be required?

Would there be a combination of required classes and electives?

As noted above, nearly all would be required. There is an option for the CM courses.

For electives, would students select courses from an approved list or would there be “categories” of classes from which students would need to choose (see provided example of “Sustainability Minor” included in Appendix B.)

Yes, see above structure.

Would internships or other experiential learning be required or encouraged?

We would definitely encourage students to seek internships and/or develop a WTE project based on bioinformatics.

- e. **How might you change or reimagine an existing course(s) to better fit the goals of the minor?**

One course that could be reimagined is BI 234 Introduction to Biotechnology, a course that currently experiences low enrollment. This could be reimagined as a bioinformatics and biotechnology course that could become part of the minor either as a requirement or an elective.

Would any new courses need to be created to accomplish the learning goals, keeping in mind that courses added to the existing curriculum may need to replace existing ones?

Yes, as noted above, we would likely develop two new courses in bioinformatics:

BI 1xx or BI 2xx Introduction to Bioinformatics (survey course, lower division) | Required with no pre-requisite

BI 4xx Advanced Bioinformatics (capstone course, upper division) | Pre-req: Introduction to Bioinformatics. This capstone course should be the final course taken for the minor.

Session THREE (May 4, 2023):

Review your draft proposal and finalize your final report.

Done, submitted May 16, 2023 to holly.oneill@washburn.edu.

What do you like about the program you have brainstormed?

From the biology perspective, we have been wanting to do this minor for many years. The bioinformatics discipline is developing exponentially and our graduates need these skills as they pursue graduate degrees or in the job market, especially research labs or biomedical companies, e.g., Pfizer. Thus, we like this program as it will fill a knowledge gap in our students' education. Computer information science students can become more marketable should they find the biological concepts interesting to them.

What concerns do you have or what needs further consideration?

One concern we have is whether the minor courses can also be counted for the major. Thus, it is imperative that the courses can be "double-dipped."

Since this is a fairly specific set of courses, we have some concern about who this might appeal to. However, many biology majors are now doing bioinformatics in the workplace and/or graduate school, so we know this is an important set of skills for our graduates.

Another concern is whether or not we have the expertise among our current faculty. Some biology faculty have limited skills. So, we will encourage conference attendance, sabbatical support, release time, summer professional development grants, etc. for current (and future) faculty to gain these skills. We will also consider advertising these skills/competencies in future faculty recruitment advertisements.

Louise Krug (EN), Jennifer Pacioianu (EN) , Izzy Wasserstein (EN), Julie Noonan (TH), Kristin Grimmer (MM)

Storytelling and Narrative Arts – suggested name of certificate and minor

Core skills/competencies (2-4) the program would teach:

- Technology in storytelling skills
- Team collaboration skills
- Creative problem-solving skills
- Performance and storytelling craft
Communication (written, verbal, multimedia, etc.)

Courses that fit:

- Beginning Nonfiction (EN-207)
- Beginning Fiction (EN-209)
- Intro to Film and Video techniques (MM 308)
- Screenwriting (MM 222)
- Acting I (TH 202)
- Voice, Diction, and Interpretation (TH 103)
- Professional Media Applications (MM 199)
- Film Appreciation (EN 190)
- TH 399 (cross-listed with MM 393)
- Film Appreciation (EN 390)
- Advanced Non-fiction (EN 307)
- Advanced Fiction Writing (EN 309)
- Digital and Social Content Strategies (MM 416)
- Film Festival Management (MM 433)
- Stagecraft (TH 311)
- Experimental Theatre (TH 415)
- Directing (TH401)
- Principles of Playwriting (TH 208 or TH308)
- Writing for Video Game
- Internship class in either English or Mass Media (cross listed, encouraged but not required)

Structure of Minor would be 15 hours; to take at least three hours in two of the 3 disciplines (Mass Media, Theater, and English) and 2 upper division electives from these disciplines.

Structure of certificate would be 12 hours and same requirements as the minor.

Reimagining courses: We suggest more community contact embedded into courses – guest speakers, experiential learning opportunities.

Faculty Success Group: CIS Minors (Option 2)

Final Report

May 16, 2023

Members:

Nan Sun

Bruce Mechtly

Phillip Hauptman

Joseph Kendall-Morwick

Project Overview:

This group met with the purpose of discovering interdisciplinary minors the CIS department could become involved in and to develop a minor non-CIS students may be interested in. The outcome of our three meetings was the beginning of a potential “Video Game Development” minor we intend to further explore if there is interest within CAS.

First Session (3/27):

We met to brainstorm potential interdisciplinary minors that CIS could play a major role in, following the guidelines laid out for option 2 success groups. Below are the responses we formed for each question.

- a. **What are students in your majors interested in, outside of your respective discipline?**

Video games, hacking, web development, entrepreneurship / general

business, criminal justice

b. What contemporary problems or debates concern or enthrall them?

Privacy, ethics, employability, active / hands-on learning, social media, bots and misinformation, community engagement, security, impact of AI, self & social / economic stability

c. What skills/competencies could your students develop or further develop to better position them to address and advance their interests and/or career goals?

Organizing, networking, information literacy, life-long learning, leadership, research, analytical approach to complex problems, critical thinking, technical knowledge, systems thinking, knowledge of social, governmental, and organizational structures and interactions, communication skills, creativity

d. Brainstorm interdisciplinary themes that could teach several of the skills/competencies your majors need.

Video game development, media / art studies, social change / activism, entrepreneurship, leadership, ethical studies, technological futurism, technical writing, applied computing (bioinformatics, medical informatics, etc.), data science / statistics, big data, legal studies, social and technology policy, computing related security / privacy

Second Session (5/8):

We opened the meeting by determining the group's top choice for a minor to pursue from the prior brainstorming session. The group converged on "Video Game Development". We then proceeded to address the questions laid out for the second meeting in the success group option 2 document:

- a. **What might your interdisciplinary minor program be called? Think of a name that would appeal to students and be marketable on a transcript.**

Video Game Development

- b. **List the 2–4 main core skills/competencies the minor program would teach.**

- a. Computing technical skills
- b. Programming skills
- c. Working with a game framework (ex unity)
- d. 2D / 3D Modeling

- c. **Take a look at the list of CAS courses included in Appendix List courses you think could help students develop these skills/competencies.**

- a. CM105
- b. CM290
- c. ART222
- d. ART121
- e. ART120
- f. CM390 (GP)

- d. **How would the minor be structured? Would all classes be required? Would there be a combination of required classes and electives? For electives, would students select courses from an approved list or would there be “categories” of classes from which students would need to choose (see provided example of “Sustainability Minor” included in Appendix B.) Would internships or other experiential learning be required or encouraged?**

With an update to AR222 prerequisites, this list could include all necessary prerequisites.

- e. **How might you change or reimagine an existing course(s) to better fit the goals of the minor? Would any new courses need to be created to accomplish the learning goals, keeping in mind that courses added to the existing curriculum may need to replace existing ones?**

We would need a course to integrate a game framework with programming background. Possibly our existing CM390 special topics course would suffice or a new course with an art / programming prerequisite. Possibly also Art 222 does or can fulfil this need with changes.

Third Session (5/12):

Since we had settled on video game development and needed input on the role of the art department and specifically Art 222, we invited Azyz Sharafy to speak with us at this meeting. Azyz seemed open to potential updates and collaboration on Art 222. Possibilities for cross-listing and team-teaching were discussed. We also discussed the need for upper division courses and considered Art 333 as another course the minor could require. In the end, we considered multiple paths through the minor and left the question of whether Art 222 would be updated and / or another course would be created for future discussion. The basic framework of minor requirements we were considering at the close of the meeting were:

Video Game Development (18 hours)

1. Either both of CM105 and CM290 or both of CM111 and CM245 (meaning the student will either be well versed in programming in Java or Python)
2. CM390 Special Topic Video Game Development
3. Art 120 and Art 121 (we deemed some 3D design to be essential to the minor)
4. Art 333 (advanced work in digital art), or Art 222 with updates and/or a course to be developed or cross-listed focusing on using game frameworks and including a significant video game development project.

Additional Concerns:

According to the Washburn catalog (2019-2020) "Students may complete a minor area of study from a discipline other than his/her major degree field." We feel it's time to look at this language in light of the changing nature of minors in the University. It is likely that an interdisciplinary minor would attract students from related majors. For example, a video game design minor would probably be attractive to CIS students. It should be made clear as to whether the CM courses in such a minor would also count for a CIS major, or whether CIS students would have to take 6-9 more hours beyond the major in order to meet the minor requirements.

Faculty Success Group, CAS

Spring 2023

Option 2: Minor Proposal

Sarah Cook, Kelly Erby, Kim Morse, Tom Prasch, Janet Sharp, Tony Silvestri, Kerry Wynn

Final Report

Our draft proposal for a new interdisciplinary minor is below. We like that the proposed minor maintains the original intent of general education, which is to provide a broad foundational content, covering materials of wide interest in the liberal arts and sciences. Such foundational knowledge contributes to the development of students who are equipped with the knowledge and skills to be engaged and capable citizens in a democracy. The minor is flexible and may be tailored to suit a particular student's interests and goals. Questions still to be addressed include the following: 1) assigning courses that fulfill the minor requirements the appropriate attributes in Banner; 2) promoting the minor; 3) supporting the minor program and its students, especially in terms of advising.

Minor in Multidisciplinary Studies

The purpose of this minor is to give students a deeper foundation in liberal studies to complement their major studies. The minor harnesses the power of the liberal arts to broaden students' perspectives on the world while developing their abilities to read closely, think critically, write effectively, and communicate with others of different perspectives. It is available to students pursuing any degree and any major. The minor requirements provide a great deal of power to the student and their advisor to determine courses that will help the student learn skills to support their specific career path and interests, and to pursue topical study across multiple fields.

Core skills/competencies:

1. In oral and written communication, students will demonstrate the ability to shape a central thesis, organize an argument, and formally support that argument. Students will be able to understand and interpret creative expression based on knowledge of the forms and principles of various expressive media.
2. Students will be able to understand and develop arguments supported by quantitative evidence, clearly communicate those arguments in a variety of formats (using words, tables, graphs, statistical inference, mathematical equations and functions, etc., as appropriate), and apply mathematical or scientific methods to solve problems from a wide array of contexts and everyday situations.
3. Students will gather information from experience, observation, reasoning, reflection and communication. Students will explore and synthesize related ideas, connect them to prior knowledge, and apply them to new contexts.
4. Students will develop greater intercultural awareness and respect through study of economic, religious, political, geographic, linguistic, historic, environmental, and social aspects that define cultures throughout the world.

Requirements for the minor:

- Complete 15 credit hours, according to the requirements below
- All credit hours should be in the College of Arts and Sciences or (in the case of the Honors Program, Leadership, LinC) taught by faculty trained in CAS disciplines
- Students should choose at least 3 credit hours from each of the following fields, which are historically defined as core foundational areas of knowledge and study: (1) Humanities and Arts; (2) Natural Sciences, Mathematics, and Statistics; and (3) Social Sciences. A list of disciplines in each area follows.
- No more than 6 hours should be taken in one department
- At least 6 hours should be at the 300-level or above
- Students may include courses designated as General Education under the KBOR framework. However, they may not count courses for both general education under the new KBOR system and this minor.

Disciplinary areas:

- Humanities and Arts:
 - Art
 - Communications
 - Cultural Studies
 - Dance
 - English
 - History
 - Honors Humanities-designated courses
 - Modern Languages
 - Music
 - Philosophy
 - Religious Studies
 - Theatre
- Natural Sciences, Mathematics, and Statistics:
 - Anatomy
 - Astronomy
 - Biochemistry
 - Biology
 - Botany
 - Chemistry
 - Earth Science
 - Ecology
 - Environmental Science
 - Geology
 - Honors Natural Science-designated courses
 - Meteorology
 - Microbiology
 - Physical Geography
 - Physical Sciences
 - Physics

- Physiology
 - Zoology
- Social Sciences
 - Anthropology
 - Economics
 - Ethnic and/or Gender Studies
 - Geography
 - Honors Social Science-designated courses
 - Political Science
 - Psychology
 - Sociology

Faculty Success Group

Spring 2023

Final Report

Option Two: Proposal for an Interdisciplinary Minor or Certificate Program

Members

Kara Kendall-Morwick, English Department

Kellis Bayless, Biology Department

Rodrigo Mercader, Biology Department

Ian Smith, Philosophy and Religious Studies Department

Steve Doubledee, Communication Studies Department

Adebanke L. Adebayo, Communication Studies Department

Prompt

If Washburn adopts the proposed KBOR general education package, the number of general education credits required for Bachelor of Arts degrees would decrease by 18–20 credits. In collaboration with department chairs, CAS has been exploring the creation of new interdisciplinary minor programs and other micro-credentials (e.g. certificate programs) that could provide students some direction in completing the 120 credits necessary for the degrees; pair well with student interests and goals; improve student career readiness and marketability; and help mitigate loss of student credit hours in the CAS departments that will be most adversely affected by the proposed changes to general education. In this Faculty success group, members of your department will work with faculty from at least one other department to propose an interdisciplinary minor or certificate program you think could accomplish the above goals and appeal to students.

Proposed Interdisciplinary Minor or Certificate

After a rich collective interaction and research, this faculty success group with diverse departmental representation proposes an interdisciplinary minor/certificate in Sustainability and Environmental Studies.

Description

Sustainability and Environmental Studies is an interdisciplinary program that examines the scientific, social, political, cultural, and ethical dimensions of the relationship between humans and the environment. Through a combination of core courses and electives, this program enables students to integrate knowledge and methods from the natural sciences, social sciences, and humanities to gain a holistic understanding of the environmental challenges of the 21st century. Students earning a minor or certificate in Sustainability and Environmental Studies will be better equipped to address a host of complex issues confronting our species and our planet, including climate change, energy, pollution, waste, biodiversity loss, population growth, food production, environmental racism, and the moral standing of nonhuman animals and future generations. The knowledge and skills students build in this program will enable them to work more effectively

toward sustainability and environmental justice in their personal and professional lives and communities.

PLOs

Students completing a certificate or minor in Sustainability and Environmental Studies will be able to:

- Use scientific reasoning to understand, evaluate, and develop arguments about human impacts on the environment and ways to mitigate those impacts.
- Evaluate and develop arguments about ethical dimensions of humans' relationships to and impacts on the environment, including how these vary across human populations.
- Analyze and create communication strategies to respond to environmental challenges and engage in environmental advocacy.
- Analyze and synthesize representations and conceptualizations of the environment in human cultures.

Program Requirements

Sustainability and Environmental Studies

- Certificate (15 credits) and minor (15 credits)

Core classes (9 credit hours)

- Human impact on the environment
- Environmental communication
- Midwestern Environmental Ethics or Climate Change Ethics

6 credit hours in two of the following distribution areas

- Humanities
- Natural Sciences
- Social Sciences

Grade Requirements

- A minimum of 6 hours will be at the upper division level.
- Students must have a grade of "C" or better in each course.

Moving Forward

Following the final meeting session discussion, the group raised some questions, thoughts and concerns for further consideration.

- First, based on the group's research into the current minors and certificates and the variations, we need further clarification from the College about the broader distinction between a minor and a certificate. Are there existing guidelines about the requirements for minors and certificates in the College?
- If CAS supports creation of this proposed minor, who will be responsible for proposing it, how will the department that houses the minor be determined, and what support will CAS provide for marketing and overseeing the minor moving forward (e.g. administrative support, release time, stipends)?

Faculty Success Group Final Report
March 26, 2023

Members:

Joseph Kendall-Morwick, Computer Science
Susan Bjerke, Biology
Brian Thomas, Physics
Vanessa Steinroetter, English
Melanie Burdick, English

Project Overview

The group was originally organized to create a *Minor in Scientific and Technical Writing*. However, our discussions resulted in drafts of the following three programs (outlines follow this report):

1. Minor in Technical Communication
2. Certificate in Technical Communication
3. Certificate in STEM

First Session

February 27, 2023

We identified the purposes of the minor and began brainstorming courses that would fit these purposes. During this discussion, we decided that the minor should be expanded from “writing” to “communication,” as it would allow us to include both oral and written communication. Following our meeting, members contacted other departments to identify if the courses we had brainstormed included content appropriate to the minor and were offered regularly.

Second Session

March 8, 2023

Our discussion began by refining our list of courses. We then organized the list of courses into two core courses and three required categories. Our group agreed on EN208 Professional Writing and EN308 Scientific and Technical Writing as the two required core courses. EN208 is frequently offered both online and in person each semester and is popular with students from a wide variety of backgrounds because of its focus on general skills and writing styles encountered in many professional writing environments. EN308 is a course currently being developed by the English Department in collaboration with faculty from the Natural Sciences and is intended to cover a range of scientific and technical styles directly relevant to students in science-related fields. The structure provides students with a solid foundation in both written and oral communication. It also provides them with practice in specialized and applied communication. Following this meeting, through email, Susan and Vanessa wrote and shared scenarios describing how the minor could enrich a variety of majors.

Third Session

March 22, 2023

We looked through the draft of the minor of scientific and technical communication and discussed whether the minor should include a required science course for non-science majors. We decided additional science courses would be cumbersome and removed “science” from our title, instead naming

it a minor in technical writing. We also decided that we would like to propose a certificate as well as a minor since a certificate could be marketed to individuals already in the workforce. Finally, we commented on a draft (made by Susan) of an additional certificate in STEM and discussed which students might be interested in such a credential.

Technical Communication Minor
(minimum of 15 credits)

Core courses (required)

ENG 208 Professional Writing	3 cr	
ENG 308 Scientific and Technical Writing		3 cr

Oral communication courses (must choose *at least one* course from this list)

CN 150 Public Speaking	3 cr
CN 306 Health Communication	3 cr
CN 341 Persuasive Speaking*	3 cr
CN 353 Environmental Communication	3 cr

Specialized communication courses (must choose *at least one* from this list)

MM199 Professional Media Applications*	3 cr
MM 202 Professional Media Writing*	3 cr
MM 321 Adv. Professional Media Applications*	3 cr
MM 403 Adv. Professional Media Writing*	3 cr
EN 207 Beginning Nonfiction Writing	3 cr
EN 312 Theories of Persuasive Writing	3 cr
PO 374 Grant Writing	3 cr

Application of scientific content courses

(must choose *at least one* course from this list)

EN 103 Academic Reading and Research	3 cr
EN 177 Science Fiction	3 cr
HL 377 Critical Issues in Health*	3 cr
PH 214 Medical Ethics*	3 cr
PH 300 Climate Change Ethics*	3 cr
PH 327 Philosophy of Science*	3 cr

Six upper division (300 level) credits are required for this minor. You will need to take *at least one* additional 300-level course from the oral or specialized communication list or scientific content application list to complete this minor. Please keep in mind that courses with a (*) require prerequisite courses.

Who is this minor designed for? Any student wishing to gain practice and credentials in technical writing, including the writing of texts to document processes (e.g., manuals or instructional materials), provide instructions or explanations, or share technical information, as well as grant writing. This course will also be useful to students wishing to learn how to communicate complex information in a variety of presentation formats and to different audiences. This minor will document to future employers that your writing skills cover a wide range of styles and approaches in the technical arena. Talk with your advisor to find out which of these classes will benefit you the most!

Examples of students who might find this minor useful:

1. A pre-med major who wants to communicate better with patients and other health care professionals.
2. A chemistry major who wants to work in youth STEM education – at a museum or with an afterschool program.
3. Any STEM major who wants to write about scientific topics for the general public and/or talk about scientific topics on television or podcasts.
4. A biology or physics major who is interested in biotechnology and wants to better communicate their ideas to potential investors.
5. A math major who wants to go to graduate school and eventually teach mathematics to college students.
6. A computer science major who wants to work on computer programs that help model disease progression or climate change.
7. An English major wishing to gain practice and credentials in modes of writing not included in the literature, writing, or English education emphasis, including professional, technical, and scientific writing for different audiences.
8. A sociology or anthropology major who wants to work in a museum and communicate effectively with the public.
9. A student majoring in health sciences who is interested in public health and communicating health issues and discoveries to community members, patients, and peers.

Technical Communication Certificate
(minimum of 12 credits)

Core courses (required)

ENG 208# Professional Writing	3 cr
ENG 308# Scientific and Technical Writing	3 cr

Oral communication courses (must choose *at least one* course from this list)

CN 150# Public Speaking	3 cr
CN 306 Health Communication	3 cr
CN 341 Persuasive Speaking*	3 cr
CN 353 Environmental Communication	3 cr

Specialized communication courses (must choose *at least one* from this list)

MM199 Professional Media Applications*	3 cr
MM 202 Professional Media Writing*	3 cr
MM 321 Adv. Professional Media Applications*	3 cr
MM 403 Adv. Professional Media Writing*	3 cr
EN 207 Beginning Nonfiction Writing	3 cr
EN 312 Theories of Persuasive Writing	3 cr
PO 374 Grant Writing	3 cr

Please keep in mind that courses with a (*) require prerequisite courses.
Course marked with # may be offered online.

Who is this certificate designed for? Any student or community member wishing to gain practice and credentials in technical writing, including the writing of texts to document processes (e.g., manuals or instructional materials), provide instructions or explanations, or share technical information, as well as grant writing. These courses will also be useful to anyone wishing to learn how to communicate complex information in a variety of presentation formats and to different audiences. This certificate will document to future employers that your writing skills cover a wide range of styles and approaches in the technical arena. Talk with an advisor to find out which of these classes will benefit you the most!

Examples of individuals who might find this certificate useful:

1. A member of the community who writes a lot for their job or volunteer work and seeks to improve their overall communication skills.
2. A business professional who wants to use their time more efficiently in relaying information to others.
3. A person working for a non-profit who is interested in better utilizing their communication skills to gain funding for their group.
4. A college graduate who finds their technical communication skills could use some brushing up!
5. A job applicant who wants to demonstrate to future employers that they have valuable technical communication skills.

6. An employer who wants their employees to be able to communicate more effectively with customers.
7. Someone working in public health who is interested in communicating health issues and discoveries to community members, patients, and peers.

STEM Certificate
(minimum of 12 credits)

Exploring Science

Choose one introductory course from at least FOUR *different* disciplines:

AS 101* Introduction to Astronomy/Cosmology	3 cr	
AS 102 Introduction to Astronomy/Solar System	3 cr	
<u>AS 104* Life in the Universe</u>	<u>3 cr</u>	
BI 100*/101 Introduction to Biology	3 cr/2 cr for lab	
BI 140* Introduction to Forensic Biology	3 cr	
BI 150* Evolution	3 cr	
BI 202* Biology of Behavior	3 cr	
<u>BI 203* Human Impact on the Environment</u>	<u>3 cr</u>	
CH 101 Chemistry in Everyday Life	3 cr	
CH 103 Introduction to Forensic Chemistry	3 cr	
<u>CH 121 General Organic and Biological Chemistry</u>	<u>5 cr (includes lab)</u>	
CM 105* Introduction to Computer Science	3 cr	
<u>CM 111* Introduction to Structured Programming</u>	<u>3 cr</u>	
GL 101 Physical Geology		3 cr
<u>GL 103 Historical Geology</u>	<u>3 cr</u>	
MA 112* Contemporary College Math	3 cr	
MA 116* College Algebra	3 cr	
MA 140* Statistics	3 cr	
<u>MA 141 Applied Calculus</u>	<u>3 cr</u>	
PS 101 Introduction to Physics	3 cr	
PS 120 Meteorology	3 cr	
PS 126 Physical Science	5 cr (includes lab)	
PS 131/132 Biological Physics for Life Science	3 cr/1 cr for lab	

* Classes marked with this symbol are offered online (although may not be for all semesters).

Note: Students may use their **university math requirement course** for this certificate and may also use their **natural science general education course** (with lab).

Who is this certificate designed for? The STEM certificate gives all Washburn students a chance to explore introductory courses in four different science and/or math disciplines.

Examples of students who might find this certificate useful:

1. An English or mass media major who wants to write or report on scientific discoveries.
2. A political science or pre-law major who wants to focus on environmental topics, biomedical patents, or climate change.
3. An elementary education major who wants to expand their knowledge of science to share with future students.
4. An integrated studies major who wants a well-rounded education to prepare them for the future.

5. A business major or future entrepreneur who is interested in starting or investing in biotechnology companies.
6. A philosophy major who wants to contemplate the intersection of ethics and science. For example – is human cloning a good idea...or not?!
7. A transfer student who needs additional credits from Washburn University.
8. A student who is switching majors and may already have several of the science courses already completed.
9. A member of the community or workforce who wants to learn more about science!
10. Any major who loves science and wants to learn more about it!

Interdisciplinary Minor Proposal

15 credit hours.

This Minor is envisioned as “a la carte”, consisting of 3 required courses and 2 elective courses.

Committee Members:

Roy Wohl, Kinesiology; Maria Stover, Mass Media; Sam Finch, Mass Media; Matt Nyquist, Mass Media.

Proposed working title (not decided at this time – a couple of options are listed below):

Sports and Media

Sports and Entertainment

Core skills or competencies:

1. The student will demonstrate understanding of the historical and cultural foundations of sports related activities and events.
2. The student will develop and successfully demonstrate the skills and techniques involved with the promotion, production and/or presentation of sports related activities and events.
3. The student will produce a promotional package for a sport-related activity or event.

Required Courses - (offered at least every other semester; more often if interest demands it)

MM 355 Sports and Media (3cr)

MM 393 ST: Sports Branding and Promotion (3cr) (prerequisite: MM100 Intro to Mass Media - 3cr
OR Consent of instructor)

KN 370 Facility and Event Management (3cr) (prerequisite: KN 306 Org and Admin of Kinesiology – 3cr
OR Consent of instructor)

Elective Courses - choose two of the following (offered at least every other semester, or in summer):

EN 190 ST: Sports Films (3cr)

KN 315 ST: Sports Traditions and Cultural History of Europe (Summer WTE – 3cr)

MM 199 Professional Media Applications (3cr)

Other Elective courses? (the above list can be expanded to accept courses that fit the minor concept)

PO 300 ST: Politics of the Olympics OR Politics of Sports (3cr) (a new course being considered by PO).

Sports Video Production (3cr) a new course and possibly taught by Josh Cannon in IT Dept.

Other considerations:

- a. This Minor would appeal to a wide variety of students across campus with an interest in sports, either as a general sports fan, a former participant in organized sports, or considering a career in some aspect of the field of sports and entertainment.
- b. This Minor would not involve an internship.

Faculty Success Group – CAS – Spring 2023

Option Two: Interdisciplinary Minors – Spring 2023

Departments: Kinesiology & Psychology

Faculty Members: Eric Mosier, John Burns, Park Lockwood, Angela Duncan, Dave Provorse, Linzi Gibson, Yang Song

Goal: Creating an interdisciplinary minor with both programs (Kinesiology and Psychology)

Session 01: Discuss the following questions, which should be included in your final report.

What are the students in your majors interested in, outside of your respective discipline? Students within both areas of Kinesiology and Psychology. These students may progress for further education into graduate level in other related areas. This proposed program may assist with providing further alternate education routes. Multiple connections were developed between both fields of studies and student interests.

- a. **What skills/ competencies could your student develop or further develop to better position them to address and advance their interests and/or career goals?**
 - a. As previously stated, the success group extensively discussed the connection between both fields of studies, and the future occupation of students or further education. The group advised not to have overlapping courses, but instead have a course apply to the major and one pillar course counting towards the minor. Further providing options to the students and further education development.
 - b. Purpose: Discuss and create an interdisciplinary minor or certificate program that would be appealing to students within the Departments of Kinesiology and Psychology.
 - c. Minor Outline: 18 credits for minors, 9 credits for kinesiology and 9 credits for psychology
 - d. Considering: Psychology or Kinesiology majors. Non-psychology or kinesiology majors. When courses are offered per semester.
 - e. Students Interests – Further education in a crossover education area or graduate education programs. Kinesiology student applying for sport psychology program.

- b. **Brainstorm interdisciplinary themes that could teach several of skills/competencies your majors need. An interdisciplinary theme cuts across strict disciplinary lines and is best addressed from a variety of disciplinary perspectives. These themes should also link with student interests.**
 - a. Multiple academic and professional connections were developed between Kinesiology and Psychology. Relating to general health and wellness, and not just athletes and sports. Students in Psychology who are interested in sports and fitness. In addition, students in Kinesiology who are interested in Psychology. It allows a connection between both fields of study and further graduate programs. Provide foundational knowledge that may progress students into another graduate

interdisciplinary emphasis. Provide knowledge to students in other interdisciplinary areas for degree development.

Session 02: Narrow the list you brainstormed in session one down to your group's top choice to develop into a program proposal. To help with this, consider the following questions, which should be included in your field report:

- a. What might your interdisciplinary minor program be called? Think of a name that would appeal to students and be marketable on a transcript.**
 - a. Psychology of Sport and Wellness Studies (18 credits)
 - b. Proposal program name: Concepts in wellness, activity, psychology, performance. Title examples: Sport Performance and Wellness Psychology. Psychology of Performance and Wellness. Human Performance. Exercise Science. Psychology. Sport Performance. Sport and Health Psychology. Sport Psychology and Wellness Studies

- b. List the 2–4 main core skills/competencies the minor program would teach.**
 - a. Core skills/competencies (student learning outcomes):
 - i. Students will utilize an evidence-based approach in a professionally appropriate manner with athletes, clients, and patients with whom they interact to:
 1. Recognize mental health status impact in sport, exercise, and physical activity, and apply psychological concepts and perspectives to maximize performance and minimize injury.
 2. Integrate sport, exercise, and physical activity techniques to maintain mental health and well-being.

- c. Take a look at the list of CAS courses included in Appendix C. (You are also welcome to consult the full academic catalog if you would like.) List courses you think could help students develop these skills/competencies (if you are not sure, go ahead and include the course on your list).**

- a. Considered Program Courses (Outline):

Kinesiology Courses

KN 248 – Wellness Concepts and Foundations (Social Science General Education)

KN 300 – Psychology of Sport and Physical Activity*

KN 318 – Exercise Psychology*

KN 308 – Nutrition of Sport and Physical Activity

KN 311 – Motor Development

KN 299 – Measurement and Evaluation in Kinesiology

KN 326 – Exercise Physiology

KN 357 – Sport Training and Conditioning

KN 410 – Fitness Testing and Evaluation

Psychology Courses

PY 100 – Basic Concepts in Psychology (Social Science General Education)
PY 307 - Physiology Psychology*
PY 326 – Health Psychology*
PY 333 – Counseling Psychology
PY 351 – Introduction to Clinical Psychology
PY 309 – Theories of Personality
PY 389 / 390 – Independent Study / Directed Research

- d. **How would the minor be structured? Would all classes be required? Would there be a combination of required classes and electives? For electives, would students select courses from an approved list or would there be “categories” of classes from which students would need to choose (see provided example of “Sustainability Minor” included in Appendix B.) Would internships or other experiential learning be required or encouraged?**

- a. Interdisciplinary Minor Course Outline (18 credits)

Required Courses: (6 credits)

KN 248
PY 100

Additional Required Courses (6 credits)

KN 300 or 318
PY 307 or PY 326

Optional Courses: (6 credits)

KN 326
KN 308
KN 410
KN 300 or 318
PY 307 or 326
PY 333 or 351
PY 309
PY 389 / 390

- b. Considered the number of students for each course, and when the course is offered.
- e. **How might you change or reimagine an existing course(s) to better fit the goals of the minor? Would any new courses need to be created to accomplish the learning goals, keeping in mind that courses added to the existing curriculum may need to replace existing ones?**
- a. Considered majority of Psychology and Kinesiology student majors, but also considered other students across campus. In addition, consider when courses are offered and the prerequisites if available for certain courses within the majors.

- b. All of the courses listed in the Interdisciplinary minor are existing courses in the catalog and offered each academic year. Resulting in no formation of a new course.

Session 03: Review your draft proposal and finalize your final report. What do you like about the program you have brainstormed? What concerns do you have or what needs further consideration?

- a. All faculty members are excited about the interdisciplinary minor, and eager to make it an option for students. There are no concerns regarding the current format.
- b. The following is the outline for the interdisciplinary minor:
 - i. Psychology of Sport and Wellness Studies (18 credits)
 - ii. Core skills/competencies (student learning outcomes):
 - 1. Students will utilize an evidence-based approach in a professionally appropriate manner with athletes, clients, and patients with whom they interact to:
 - i. Recognize mental health status impact in sport, exercise, and physical activity, and apply psychological concepts and perspectives to maximize performance and minimize injury.
 - ii. Integrate sport, exercise, and physical activity techniques to maintain mental health and well-being.
 - i. Interdisciplinary Minor Course Outline (18 credits)

Required Courses: (6 credits)

KN 248: Wellness Concepts & Foundations
PY 100: Basics Concepts in Psychology

Additional Required Courses (6 credits)

- 1. Option 01: (Choose KN 300 or KN 318)
 - KN 300: Psychology of Sport & Physical Activity
 - KN 318: Exercise Psychology
- 2. Option 02: (Choose PY 307 or PY 326)
 - PY 307: Physiology Psychology
 - PY 326: Health Psychology

Optional Courses: (6 credits)

KN 326: Exercise Physiology
KN 308: Nutrition of Sport & Physical Activity
KN 410: Fitness Testing & Evaluation
KN 300 or 318
PY 307 or 326
PY 333 or 351
PY 309: Theories of Personality
PY 389 / 390: Independent Study/Directed Research

MM & EN Interdisciplinary Minor Course Success Group April 12, 2023

Cinematic Storytelling

18 hours

Required

EN240 Introduction to Film Studies 3 credits

MM222 Screenwriting 3 credits

Two upper-level courses with advisor's consent (one in MM, one in EN)

6 credits

- EN399: ST: Mythologies in Literature (Dennis places emphasis on screenwriting for those students earning a minor)
- EN390 (advisor consent, when related to film, etc. e.g. Films about Filmmaking)
- EN399 Lit and Film, (advisor consent, when placing emphasis on screenwriting approach, e.g. Adaptations)
- TEXTs class when available (advisor consent, when MM and EN are co-teaching)
- MM393 ST (advisor consent, when related to storytelling, etc.)
- EN399 Special topics (advisor consent, when related to film, etc.)

One course, either department any level 3 credits

Capstone with WTE 3 credits

Possible choices:

- MM Trip to Hollywood
- MM Thesis for Screenwriting
- EN Adaptations for film screenwriting with conferences

Report

a. What might your interdisciplinary minor program be called? Think of a name that would appeal to students and be marketable on a transcript.

We feel Cinematic Storytelling summarizes our goal with the minor as well as seems very marketable.

b. List the 2–4 main core skills/competencies the minor program would teach.

Critical thinking

Communication

c. Take a look at the list of CAS courses included in Appendix C. (You are also welcome to consult the full academic catalog if you would like.) List courses you think could help students develop these skills/competencies (if you are not sure, go ahead and include the course on your list).

d. How would the minor be structured? Would all classes be required? Would there be a combination of required classes and electives? For electives, would students select courses from an approved list or would there be “categories” of classes from which students would need to choose (see provided example of “Sustainability Minor” included in Appendix B.) Would internships or other experiential learning be required or encouraged?

We divided between two required courses, a number of electives, and a final capstone which would also serve as the WTE--an experiential finish

e. How might you change or reimagine an existing course(s) to better fit the goals of the minor? Would any new courses need to be created to accomplish the learning goals, keeping in mind that courses added to the existing curriculum may need to replace existing ones?

We can use the existing special topics and English’s Lit and Film to develop courses that are interdisciplinary. We note that an advisor should give consent to these electives, so students wouldn’t pick any random special topics course and such.

Spring 2023 CAS Faculty Success Group – Option Two: Interdisciplinary minor

Report from: Bob Beatty

Group: Dr. Bob Beatty and Dr. Linsey Modellmog (political science department)

Report and Activities (success!)

Session One: Discussion of pre-law minor (3/6/2023)

Many political science majors and minors are interested in law and specifically in applying to and going to law school. Dr. Modellmog, as the CAS pre-law advisor and LEAP coordinator (CAS early admission program where CAS students can enter WU law school in their fourth year at WU, thus, “leap” to law school, and save a fourth year of WU undergraduate tuition), also knows that there are a number of other CAS department majors interested in law and law school. And, with over two dozen “leapers” at any given time, we even have hard numbers of students who are keenly interested in law.

Many students also go to college thinking there is a pre-law major (which there is not) and so seek out as many law-related classes as they can. Some of them end up in applied studies with a Legal Studies major, thinking this an official “pre-law” major (it is not; it was set up to be a prep for a paralegal job), while in CAS pre-law is not only not a major but doesn’t have a minor neither.

Skills that students could attain in an interdisciplinary fashion with an interdisciplinary pre-law minor including:

- Understanding of how the US and/or international legal and court systems work.
- Practical knowledge and skills in persuasion in spoken and written form.
- Understanding of the diversity in laws among different areas, disciplines, and professions.
- Understanding of forensic science and it’s functioning with the law.
- Understanding of ethics and law.

Decided to go forward with researching and discussing interdisciplinary pre-law minor.

Session Two: Specifications of pre-law minor (4/10/2023)

Minor name: Pre-law minor/Minor in Pre-law

Main skills and competencies:

- Understanding of how the US and/or international legal and court systems work.
- Practical knowledge and skills in persuasion in spoken and written form.
- Understanding of the diversity in laws among different areas, disciplines, and professions and the relationship between law and forensic science and investigation.
- Understanding of ethics and law.

Discussion of details of the minor:

- Hours: 5 hours for minor with at least three classes being upper division and no more than six hours from any one discipline.
- No one course required. Students would pick from a substantive list of classes from a variety of CAS majors.

- Experiential learning: Mock Trial. Also any study abroad program that studies international law and courts.

Courses for the minor: A variety of courses were discussed from political science, sociology, psychology, mass media, anthropology, chemistry, philosophy, and communication. We decided to talk to the chairs of those departments about their law-related classes and applicability and availability for the pre-law minor.

April 10-April 23: Dr. Beatty and Dr. Modellmog communicated with the chairs of the six departments listed above about specific classes and received their feedback and input on the minor and their classes that would best apply.

Session three and four (April 24, and May 5, 2023):

Discussed specific courses for the minor and narrowed list down to 23 courses. Finalized draft proposal. See below for draft proposal for pre-law interdisciplinary minor.

FINAL REPORT THOUGHTS:

What do we like:

- The variety of CAS departments represented.
- The diversity of the courses in terms of learning about law (i.e. looking at law and law-related issues from a sociological perspective and also from media perspective, political science perspective, etc.).
- Opportunities for experiential learning via mock trial and study abroad.
- The opportunity to learn about forensic science if a student so desires.
- Opportunities to study US and international law.

Concerns: We had no major concerns. Four of the SO/AN classes do have pre-requisites but there are enough other classes that the minor could be easily attained by a student without having to take those SO/AN classes if they didn't want to.

Our next step will be to email out the draft minor to all the associated departments for feedback and after that begin the process of getting the pre-law interdisciplinary minor approved by the university as soon as possible.

DRAFT – Interdisciplinary Pre-law minor

- 15 Hours
- At least 9 hours must be upper division
- No more than 6 hours for any one discipline

Choose 5 courses from the following:

AN 118: Intro to Forensic Science

AN 316: Forensic Anthropology (pre-req: AN114 or AN116)

CN 307: Communication in Legal Processes

CN 330: Conflict and Negotiation

CN 350: Persuasion

CH 103: Intro to Forensic Chemistry
HN 202: Mock Trial
MM 300: Media Law, Ethics, and Diversity (pre-req: MM100 or consent of instructor)
PH 104: Intro to Logic and Critical Thinking
PH 220: Symbolic Logic
PH 315: Philosophy of Law
PO 255: Introduction to American Legal System
PO 305: Public Policy
PO 346VA: Legal Issues in Public Administration
PO 346VB: Managing Disputes
PO 371: Constitutional Law
PO 372: Study Abroad: European Capitols and Courts
PO 373: International Law
PY231: Abnormal Psychology
SO 101: Social Problems
SO 305: Criminology (Pre-req: 6 hrs SO; SO100 or SO101)
SO 307: Penology (Pre-req: SO100 or SO101)
SO 311: Juvenile Delinquency (Pre-req: SO100)

Possible names for the Minor
The Mind and Language
Mental Health Literacy Studies

18 hours

Required

6 credits

These would give the students the general understanding of each discipline.

PY100 Intro to Psyc Mastery or Abnormal Psych, etc

EN105 Intro to English Studies

[

One course, either EN or PY, any level 3 credits

Two upper-level courses *with advisor's consent* to ensure the psychology-English interdisciplinary approach (one in PY, one in EN)

6 credits

- PY395 Special Topics (advisor consent, when related to English, etc.)
- EN390 (Film) (advisor consent, when related to psychology, etc. e.g. Films about psychology or psychological themes)
- EN399 Special topics (advisor consent, when related to psychology, etc. e.g. Muffy's course idea about "madness memoirs", suicidology and psychache, Mythologies in Literature [Dennis places emphasis on psychology for those students earning a minor])
- Team-taught courses with PY-EN instructors (e.g. Cinema Therapy, Psychology of Poetics)
- Substitute a TEXTs class when available (advisor consent, when PY and EN are co-teaching)

Capstone with WTE

3 credits

Possible choices:

- PY Thesis for writing poetic-based journal article (Jericho)
- EN Thesis for writing a collection of poems centered in poetry therapy
- PY/EN Literature in Psychology which includes attending APA conference / writing a paper based on the research gathered at the conference

We really want to be flexible with this. We see it as a possibility for an Independent Study.

[

Option #2: New Interdisciplinary Minor Programs ["propose an interdisciplinary minor or certificate program you think could accomplish the above goals and appeal to students"]

“could provide students some direction in completing the 120 credits necessary for the degrees; pair well with student interests and goals; improve student career readiness and marketability; and help mitigate loss of student credit hours in the CAS departments that will be most adversely affected by the proposed changes to general education”

Session ONE: Discuss the following questions, which should be included in your final report:

- a. What are students in your majors interested in, outside of your respective discipline? What contemporary problems or debates concern or enthrall them? [While the questions are hard to answer, and students contain multitudes, they seem interested in or concerned by mental health struggles, social justice issues (especially around race and LGBTQ+), the environment, social media including TikTok, perhaps cultural artefacts such as anime.]
- b. What skills/competencies could your students develop or further develop to better position them to address and advance their interests and/or career goals? [Writing skills seem top of the list here. The ability to communicate clearly is widely transferable and applicable, whatever the content being communicated. Empathy would also help them, given the polarized ways people today often communicate (or not) with one another.]
- c. Brainstorm interdisciplinary themes that could teach several of the skills/competencies your majors need. An interdisciplinary theme cuts across strict disciplinary lines and is best addressed from a variety of disciplinary perspectives. These themes should also link with student interests. [Given the exemplified “studies approach” provided, interdisciplinary themes might include Mental Health Studies, Empathetic Writing/Narrative Studies, or similar.]

Session TWO: Narrow the list you brainstormed in session one down to your group’s top choice to develop into a program proposal. To help with this, consider the following questions, which should be included in your final report:

- a. What might your interdisciplinary minor program be called? Think of a name that would appeal to students and be marketable on a transcript. [Again, this is hard to predict. Maybe Mental Health Writing? Both components, mental health and writing, seem attractive and fluid in multiple ways. Mental health obviously involves Psychology, but it is also flexible in terms of what affects mental health, whether social media, racism, environmental concerns, etc. While mental health could be studied scientifically through case studies, it could also be studied productively in literary or film texts through characterization, representation, narrative, voice, and so on. Writing is flexible because it could take many forms, whether personal, creative, academic, etc. And the writing component could also include (historical) study of the very language that has been used to discuss and convey mental health issues.]
- b. List the 2–4 main core skills/competencies the minor program would teach. [Empathetic thinking, empirical researching, clear writing]
- c. Take a look at the list of CAS courses included in Appendix C. [Recall our previous discussion, and see what Dennis has done already. Some combination of introductory Psychology and English courses plus variable content courses seems wise. Maybe one day a new course or two could be created for our purposes.]

d. How would the minor be structured? Would all classes be required? Would there be a combination of required classes and electives? For electives, would students select courses from an approved list or would there be “categories” of classes from which students would need to choose (see provided example of “Sustainability Minor” included in Appendix B.) Would internships or other experiential learning be required or encouraged? [Again, recall our previous discussion. Maybe fundamentals plus flexibility would work best here. We require 2 or 3 courses that seem essential and allow students to elect the rest. Some guidance with the latter seems necessary, though I’m not sure what form that guidance should take. We want flexibility but also coherence. Students shouldn’t take whatever they want and expect it will count towards the minor.]

e. How might you change or reimagine an existing course(s) to better fit the goals of the minor? Would any new courses need to be created to accomplish the learning goals, keeping in mind that courses added to the existing curriculum may need to replace existing ones? [Creating new courses doesn’t seem appropriate at the moment. English has variable content courses in film and literature, for instance, that could be adjusted or reimaged to suit the goals of the minor.]

Session THREE: Review your draft proposal and finalize your final report. What do you like about the program you have brainstormed? What concerns do you have or what needs further consideration?

I like how well and potentially productively the two disciplines could interact together. The emphasis on mental health seems well placed, with many interdisciplinary possibilities (campus-wide, perhaps, too), and it connects to student interests and concerns. As always, though, gauging and/or generating student interest would be a concern. Outcomes would need to be refined and finalized. Course offerings would need to be reconsidered and reevaluated with the minor’s practical considerations in mind.

A list of possible 300-level courses that fit the criteria could be provided to students.

Ultimately, moving forward in practice, maybe we combine what we have with whatever the “Storytelling” Faculty Success Group has come up with? Psychological case studies, and mental health memoirs or novels, for instance, are among other things stories being told by someone, to someone else, and for some purpose.