Washburn University
Meeting of the Faculty Senate
March 30th, 2026, at 3:30 pm
Meeting in Forum Room Hosted by FS Executive Committee

I. Call to Order

II. Approve minutes –

 • March 9, 2026 (pps. 3–8)

III. President's Opening Remarks – Jim Schnoebelen

IV. VPAA Update – Dr. John Fritch

V. WUBOR/KBOR Update – Jim Schnoebelen

 • KBOR

 • WUBOR

VI. Consent Agenda –

 • University Committee Reports –

  ◦ Faculty Handbook Committee Minutes (February 26, 2026) (pps. 9–10)

  ◦ General Education Committee Minutes (December 9, 2025) (pps. 11–13)

 • Faculty Senate Committee Reports-

  ◦ Academic Affairs Committee Minutes (November 3, 2025) (pps. 14–15)

VII. Old Business –

 • 26-12 Approval of New Program: Certificate in English-Spanish/Spanish-English Translation (pps. 16–20)

 • 26-13 Approval of New Program: Sport and Event Media, BA (pps. 21–30)

 • 26-14 Approval of Program Inactivation: GS: General Science, BS (pps. 31–35)

 • 26-15 Approval of Program Change: CM/Cybersecurity Digital Forensics, BA (pps. 36–42)

 • 26-16 Approval of Program Change: CM: Data Science and Artificial Intelligence, BS (pps. 43–49)

 • 26-17 Approval of Course Change: CH 151: Fundamentals of Chemistry I (pps. 50–54)

 • 26-18 Approval of Course Change: MA 204: Discrete Math for Middle School Teachers (pps. 55–58)

 • 26-19 Approval of Amending Faculty Handbook Section III: Senior Lecturer Promotion Policy and Process (pps. 59–64)

VIII. New Business –

 • 26-20 Approval of Faculty Handbook Termination Procedure: Section G (pps. 65–71)

IX. Information Items –

X. Discussion Items –

  • Shared Governance (Dr. Fritch) (pps. 72–80)

  • Reinstating the Service Equity Task Force aka Equity Service Working Group (Amber Dickinson)

XI. Announcements

XII. Adjournment of Meeting

Washburn University
Meeting of the Faculty Senate
March 9th, 2026, at 3 pm
Meeting in Kansas Room Hosted by FS Executive Committee

Present: Abebayo, Bender, Brooks, Burdiek, Camarda, Cook, Davies, Dickinson, Francis, Gonzalez-Abellas, Graves, Harnowo, Hartman, Holt, Hu, Chris Jones, Tucker Jones, Lambing, Leisinger, McBeth, Ostrom, Perret, Ricklefs, Rivera, Schmidt, Schnoebelen, Smith, Wagner, White
Absent: Buck, Copeland, Dahl, Fritch, Mosier, Williams

Guests: Broxterman, Holthaus, O'Neill, Wade, Worsley, McBeth, Hutchinson, Moos

I. Call to Order at 3:01 pm
II. Approve minutes of the February 23, 2026 meeting – Moved to approve by Leisinger, seconded by Adebayo.

  • Motion passes unanimously.

III. President's Opening Remarks – Jim Schnoebelen

- The Shared Governance Task Force is still working. Dr. Fritch wanted to present the Board statement that we have all been working on but is ill and will do this next time. He apologizes for not being able to make it.
- A couple of dates to keep in mind:
  o The next Senate meeting is on March 30th; please get Ian any agenda items by Tuesday, the 24th.
  o FYI—the next Gen Fac Meeting on Wednesday, April 29th, will be happening, as is required by WU policy, so please plan on attending and bring a friend or two to ensure quorum.
  o Another reminder: Today, after our Senate meeting, we have the reception hosted by President Mazachek at the Ross House.
- I haven't heard anything further about anti-tenure or anti-DEI measures in the state, but I will pass anything along that I hear about.
- The search for a VP of Student Life is progressing nicely; we have a promising slate of candidates for Zoom interviews coming up.
- Finally, we will be getting some business for the FAC soon about approving the revised policy regarding lecturer promotions, so be looking out for that.
  ▪ I know that we will be doing promotions to Senior Lecturer this year based on the current process that exists and I know that for sure those who have 10 years of service at the Lecturer level will be eligible. I do not have anything more beyond that.

IV. VPAA Update – None.
V. WUBOR/KBOR Update – Jim Schnoebelen

- KBOR
- WUBOR

No updates between the last meeting and this one; the next KBOR meetings are this week (March 11th and 12th), and the next WUBOR meeting is Monday, March 23rd.

VI. Consent Agenda – Moved to approve by Schmidt, seconded by Tucker Jones.
- University Committee Reports –
    ◦ Faculty Handbook Committee Minutes (January 29th, 2026)
    ◦ Board of Student Media Minutes (September 26, 2025)

- Motion passes unanimously.

VII. Old Business –
VIII. New Business –
IX. Information Items –
- Math and English Pathways: two handouts were provided at the meeting (advisor-assisted self-placement guide and embedded corequisite support courses).
- O'Neill: You have heard about this in other unit meetings, but we want to make sure that all faculty senators have this information. Thank you to the Senate for allowing the Provost's office for adding the math gateway course to the various degrees throughout the university. Remember that degree maps and other internal advising documents will need to be updated. Math placement and co-requisite support changes affect ALL students who have not yet completed their gen ed math course. Math gateway courses affect all bachelor program students who are on the 26-27 academic catalog. General information about math/English changes are on General Education webpage. I will now turn it over to Andrew Moos who will discuss English pathways and then to Sarah Cook who will discuss Math pathways.
    - English pathways (Moos):
    - What is embedded corequisite support? These are courses offering "embedded corequisite support" at Washburn that are designed to give students additional opportunities for additional support in their relevant courses.

    - There are two models of ECR:
    - **Embedded Tutor Model:** In this model, the support sessions are led by a pair of experienced peer tutors. These tutors work in cooperation with the instructor-of-record for the course and are trained by the writing center.

- **ALP Model:** In this model, additional sessions are led by the instructor-of-record.
- Both models involve a mixture of reviewing material, pre-teaching forthcoming concepts, and just generally providing additional opportunities for support.

- EN 101 Placement Measures:
- 1.   18+ on ACT Reading **AND** ACT English; **OR**

- 2.   500+ on SAT ERW (Evidence-based Reading and Writing); **OR**
- 3.   255+ Accuplacer Reading **AND** Writing; **OR**
- 4.   3.0+ high school cumulative unweighted GPA after five or more
- semesters; **OR**
- 5.   16+ ACT Reading AND ACT English **AND** B or higher (not B-) in most
- recent high school English course; **OR**
- 6.   2.7+ high school cumulative unweighted GPA after 5 or more semesters
- AND B or higher (not B-) in most recent high school English course; **OR**
- 7.   GED® English Score: 160; **OR**
- 8.   Washburn University Advisor-Assisted Directed Self-Placement

- Recommended English Pathways for students needing additional support are on a handout.
    - ○ Question from Lambing: What are the GPS thresholds that you are referring to?

    - ○ Answer from Moos: These are thresholds from high school.
    - ○ Question from Chris Jones: What are the reasons for EN 101 and EN 103 being offered in a different sequence for different English pathways? Are they intentionally sequenced?
    - ○ Answer from Moos: They are not intentionally sequenced.
        - Clarification from O'Neill: KBOR does not require EN 103; rather, it is recommended by the English department.

- Kansas Math Pathways for Fall 2026 and onward (Cook)
- There are no longer developmental math courses (MA 090, MA 095, MA 108).
- Review designated program specific math pathways (see handout, 2026-2027 academic catalog, or KBOR website).

- There are standardized placement measures across the state to determine whether corequisite support is needed.
- We are not charging for co-requisite support, so if you have any students who think that they can get that support elsewhere without cost, they are not correct as other institutions charge for this support.
- Key things to keep in mind: whether students get Gen Ed credit is not something that the Math Chair handles, so send that request to the Provost's office.
- If they pass MA 112, students will retroactively get credit for the 09x Math classes from past catalogues.
    - ◦ Question from Chris Jones: If a student is a double major, is it up to the Chair of those departments what math classes the student takes?
    - ◦ Answer from O'Neill: Yes, that is correct. The Chair can send an email to audits to indicate which course(s) work(s).
    - ◦ Follow up from Chris Jones: Do students need to update catalogs from AY 2026 to AY 2027?
    - ◦ Answer from Cook: MA 112 is in the catalog for AY 2026, so no, they will not have to do so.
    - ◦ Comment from Schnoebelen: Thank you to the Provost's office for all this work.

- AI Resources SharePoint Site (Melanie Worsley)
    - ◦ I first want to thank Holly Broxterman for creating the SharePoint site and Carson Kay who especially helped Holly.
    - ◦ We are going to walk you through the site today. To access this site, you'll be able to access it through MyWashburn and the university resources page.
    - ◦ (Secretary note: Worsley then proceeded to go through the site and asked that we as faculty provide any input as to how the site could be better from their perspective as faculty.)
    - ◦ Next steps: We will get you access to the SharePoint site so that you can give feedback as senators. Ideas for resources are especially helpful. Our timeline is March 30th for feedback from this group.
    - ◦ For those who want AI proficiency, we have internal grants up to $3,000 for such grants. We are also finalizing the details for the summer AI course that we will offer.

X. Discussion Items – Student Cheating and The Appeal Process
- Schnoebelen: This item was brought to us as a potential issue of concern.

• Wagner: Last spring, we brought a serious issue to Student Life. A student from my class was suspended. Then the following semester, the student in question was sitting there in my class. I assumed that they were suspended, but I didn't know for sure. Student Life then said that the student appealed. Student Life then reported that the suspension was overruled and the student was reinstated. It would have been embarrassing if I had asked the student to leave the class. But it was not communicated to me what had happened with the appeal and whether there even was an appeal. We were not asked by anyone to give our side of the appeal. There should be a part of the appeal process in which we are informed of such an appeal and what the outcome was of that appeal.

    ◦ Comment from Wade: When you fill out the academic impropriety form, I have asked that I be copied and thus looped in so that I can be there as the connection for faculty.

    ◦ Question from Schnoebelen: You were never asked for any evidence for the suspension during the appeals process, correct?

    ◦ Answer from Wagner: No, because I am assuming that the Appeals Board received our original rationale for the suspension. I must say that I am surprised that the suspension decision was overturned. Now it seems like there were no repercussions for what had happened.

    ◦ Question from Dickinson: Who is on the Appeals Board?

    ◦ Answer from Wagner: It does not have students on it, it has three people, it has to have people that are well aware of the appeals process, but we are not to know who they are for FERPA reasons.

    ◦ Answer from Wade: No one from the Provost's Office is on the appeals board.

    ◦ Comment from Dickinson: It seems bad that we don't even know who is on the appeals board.

    ◦ Question from Lambing: Where does the policy for appeals "live," as in what policy document is it outlined in?

    ◦ Answer from Worsley: The student code of conduct.

    ◦ Question from Smith: Who decides who will be on the board?

    ◦ Answer from Worsley: The Vice President for Student Life forms the Appeals Board.

    ◦ Comment from White: It has been 10 years since I served on the board. At that time, another faculty member was also on the Board.

    ◦Comment from Ricklefs: Be careful about Washburn lore. There is a pool of people who could be on the Board. But we aren't supposed to know who is on the Board, though they do need to understand the appeals process.

- ◦ (Secretary note: We then reviewed the student conduct code.)
- ◦ Question from Cook: Shouldn't this issue fall under the purview of the Provost's office, as it involves academics?
- ◦ Comment from Lambing: There are faculty implications, so maybe the student conduct code could be amended to reflect that.
- ◦ Comment from Wagner: Once you send the academic impropriety form in, only student life is involved.
- ◦ Comment from Wade: I will follow up with Clounch as I believe that faculty should be informed. As a reminder, if the issue is a student/faculty issue, then the Provost's office does get involved.

XI. Announcements
- • From O'Neill: The state attorney general's office just dropped off a Narcan (naloxone) distribution center at Washburn. It is available for all students, faculty, and staff.
- • From Hartman: If you have questions about the product or what it is used for, please let me know.

XII. Adjournment of Meeting at 3:55 pm.

Faculty Handbook Committee Meeting Minutes
Thursday, February 26, 2026
2pm – Cottonwood Room

Members in attendance: John Fritch, Marc Fried, David Sollars, Zach Frank, Kelly Erby, Crystal Stevens, Sean Bird, Jenny Lamb, Erica Jackson, Erinn Howard, Shaun Schmidt, Jim Schnoebelen, Paul Byrne, Eunice Peters, Melanie Worsley, Cynthia Holthaus

Members absent: Jeff Jackson, Paul Byrne

I.   Call to Order at 2:02 pm by John Fritch.
II. Approval of Minutes for January 29, 2026
    a. Crystal Stevens made a motion to approve the minutes as presented. Sean Bird seconded. Motion passed on a voice vote and minutes were approved.
III. Old Business/Action Items –
    a. **Senior Lecturer Promotion**
       i. **Document Revisions**
          Fritch noted that he revised the previous version of the document, which the committee reviewed during this meeting.
       ii. **Committee Discussion**
          It was the committee's consensus that the language was sufficient through Section D. However, there was extensive discussion regarding the document's language in Section E. Considerable time was spent discussing the formation of the review committee in each academic area and specific deadlines were suggested. After the lengthy discussion, the committee was in consensus that the proposal was ready to forward to Faculty Affairs.
          1. Shaun Schmidt moved to approve the proposal as amended. Jim Schnoebelen seconded. Motion carried.
       iii. **Next Steps**
          Fritch will make final edits to the document and distribute the revised version to the committee as soon as possible.
IV. New Business
    a. Faculty Handbook, Appendix I – meeting time expired before discussion. Table to next meeting.
    b. Senior Lecturer Second Level – Fritch reminded the committee that we would be developing a second level of promotion for

lecturers. Jim Schnoebelen and Kelly Erby volunteered to begin drafting language.

V. Adjournment – Meeting was adjourned at 3:01pm.

The next meeting is scheduled for **Thursday, March 12, 2026, at 2:00pm in the Cottonwood Room.**

Minutes taken by Beth Mathews

Gen Ed Committee Minutes
Tuesday, December 9, 2025 – 10:00 am
Via Zoom

<u>In Attendance:</u> Beth O'Neill (ex-officio), Kelly McClendon (ex-officio), Joey DeSota, Justin Moss, Linzi Gibson, Kristen Grimmer, Amy Memmer, Tom Hickman, Belinda Eckert

<u>Absent:</u> Susan Bjerke, Stephen Woody

I.   **Call to Order**: Meeting called to order by Beth O'Neill at 10:00 am.

II.   **Approval of minutes**
   a. Amy Memmer moved to approve the meeting minutes from November 18, 2025, noting Kristen Grimmer's name misspelled in Section III.b. Joey DeSota seconded the motion. No additional discussion. Motion was approved.

III.   **Student Petitions**
   a. Student A – This is an additional class not included in her previous request Linzi Gibson moved to approve the student petition. Amy Memmer seconded the motion. After discussion, motion was carried.

IV.   **Discussion**
   a. Department feedback concerning 5-year reviews – Beth O'Neill shared there was one document in the SharePoint file from Susan Bjerke and an email from Tom Hicks. Other comments from the committee included:
   b. Kristen Grimmer – would like to discuss further in the spring
   c. Linzi Gibson – shared she presented it to the Social Sciences but there was not much discussion or feedback.
   d. Kelly McClendon – shared there had not been a department meeting to discuss the topic and would like to discuss further in the spring
   e. Joey DeSota – shared they had not had a department meeting either, but he talked to some individuals. It was felt it would be most helpful to get feedback from the faculty who just went through the 5-year review process. It was suggested that the information from their data gathering should be submitted or vetted in some manner – whatever the exact format might be.
   f. Belinda Eckert – said there was no feedback since SON don't teach Gen Ed courses
   g. Tom Hicks – said there had been no formal meeting, but SOBU don't teach many Gen Ed courses, either
   h. Amy Memmer – SAS is just getting into the Gen Ed world and the process for reviews would be helpful and additional guidance and instruction would be beneficial, so they know what to include in their reviews

Approved: 3.3.26

i. Justin Moss – said they haven't had an opportunity to discuss, but would like more time to gather feedback
j. Beth O'Neill shared points from the letter from Susan Bjerke
    a. Are we hitting thresholds? Committee agrees it is not the job of the Gen Ed committee or Assessment or Program Review (since they only review programs). The general consensus is that departments would be in the best position to evaluate thresholds.
    b. 5-year review form and grandfathering in USLOs
    c. Evaluation of outcome data – the committee believes that students who didn't complete the course shouldn't be counted against the success of the course. Faculty should denote NA after the last day to withdraw. Lack of communication would also warrant a NA designation. Similarly, students that disappear from class or other similar situations should be denoted with QF.
    d. Faculty committees being governed by leadership and not faculty. It was shared that faculty considers curriculum and therefore committees related to curriculum might apply. However, administrative leadership has a broader overview and could provide insight. After discussion it was thought that because faculty are the only voting members on curriculum committees it stands to reason that faculty is governing. Administrative leadership is helpful with scheduling, organizing, sharing regulatory information and helps maintain consistency.
    e. Should changes in forms or creation of process documents go through the faculty governance process. FHB suggests maybe it should. However, all policies or decisions made in committee are reported through governance to Faculty Senate through Minutes and would include the new or modified document. It should also be considered whether the documents receive major or minor changes on whether they need to proceed through faculty governance and update of website for access. Beth O'Neill will speak with Provost Fritch and Faculty Senate President for their thoughts. Any committee member would be invited to attend the meeting with the Faculty Senate Chair.
k. Common issues with submissions were discussed.
    a. Examples of properly completed forms would be helpful along with all forms to be filled out and proper instructions. Beth O'Neill will get permission from submitters on use of their submission for examples. This will be discussed further in the spring.
    b. 5-year reviews may be conditionally accepted and should include additional or revised information which would be helpful to this committee in completing the review
    c. Data collection – should be improving since departments update annually

Approved: 3.3.26

        d.   Lack of consistency – Is it better to see a rubric or master syllabus and currently there is nothing on the form which requires a rubric. They are only required when a course is approved. It would help with standardization between class sections.

        e.   Standardization of process – can be completed by on score equating with numerical value.

V.   **Information**

        a.   Beth O'Neill clarified that today was collection of information and discussion only. She will prepare a SharePoint document everyone will have access to include other thoughts, ideas, discussion suggestions when it comes to mind.

        b.   Beth O'Neill also clarified that the primary goal of today's discussion was regarding the Gen Ed committee's role for 5-year review process. Believe it is the committee's responsibility to ensure that departments monitor their outcomes and thinking about how they can use the data to from their curriculum.

        c.   Beth O'Neill will be sending a Doodle poll to set up spring meetings.

        d.

There being no other business to discuss, the meeting was adjourned at 11:00am.

Meeting minutes taken by Beth Mathews

Approved: 3.3.26

Academic Affairs Committee – Minutes
November 3, 2025
4:00pm

Members Present: Beth O'Neill, Akhadian Harnowo, Amy White, Dixie Copeland, Gary Graves, Tucker Jones, Sarah Cook

Not Present: Jayme Burdiek, Stephanie Lanning, Franki Ostrom, Tracy Davies

I.   Call to Order: Chair Sarah Cook called the meeting to order at 4:00pm

II. Approval of Minutes: Meeting minutes from September 15, 2025, were presented. Tucker Jones moved to approve the minutes as presented. Amy White seconded the motion. There was no discussion, and the motion was approved.

III. Action Items/Approvals:
   a. P-NU, Nursing-Pre-licensure BSN. CourseLeaf item was presented with proposed changes.
      i.   Amy White made a motion to approve. Gary Graves seconded the motion.
      ii. Amy White shared that the course was in the curriculum years ago and now is being reactivated due to Gen Ed requirements.
      iii. After discussion, the motion was approved.
   b. Revisions – International Education Committee proposal as approved from Faculty Handbook Committee. Faculty Senate President directed this item to be reviewed in this committee.
      i.   Amy White made a motion to approve. Gary Graves seconded the motion.
      ii. Beth O'Neill provided background concerning the revisions. She shared that the committee used to be housed within the former International Programs area. With the university reorganization of International Programs it was determined that the roles and responsibilities of the committee should be realigned and updated.
      iii. After further discussion, the motion was approved.
   c. Revisions – Program Review Committee Description as approved from Faculty Handbook Committee. Faculty Senate President directed this item to be reviewed in this committee.
      i.   Amy White made a motion to approve. Gary Graves seconded the motion.
      ii. Beth O'Neill provided the background on the committee and explained that after Deans and the Provost Office attended a HLC seminar during summer 2024, it was determined that the Program Review Committee should re-evaluate its membership and purpose

to realign with recent changes at the university. O'Neill further broke down the various edits and changes proposed.

iii. After further discussion, the motion was approved.

There being no further business to discuss, Amy White moved to conclude the meeting. Gary Graves seconded the motion. The motion was approved.

Meeting concluded at 4:20pm

Minutes taken by Beth Mathews

Program Change Request

New Program Proposal

Date Submitted: 11/21/25 11:53 am

Viewing: : **Certificate in English-Spanish/Spanish-English Translation**

Last edit: 02/24/26 8:25 am

Changes proposed by: Miguel Gonzalez-Abellas (miguel.gonzalez-abellas)

Approval Path

1. 11/11/25 9:01 am Holly Broxterman (holly.broxterman): Rollback to Initiator
2. 01/15/26 4:08 pm Beth ONeill (beth.oneill): Approved for Acad Ops
3. 01/15/26 4:48 pm Miguel Gonzalez-Abellas (miguel.gonzalez-abellas): Approved for MFL Chair
4. 01/16/26 2:00 pm Sean Bird (sean.bird):

Proposal Information

Effective Catalog
Edition

2026-2027

All proposals with the 2026-2027 catalog edition date will be effective Fall 2026

Subject

Spanish

Description of
Proposal
Certificate English-Spanish/Spanish-English Translation

Create a certificate in EN/SP Translation. This will benefit our majors, minors, and also people in the community who might be interested in obtaining some basic accreditation to serve as translators in the community, to take the ATA Certification exam, or to continue their studies in the discipline at the graduate level. The certificate will be 12 credit hours using courses that are currently in our catalog and are taught regularly: SP 311, SP 315, and SP 374, and an upper division course in English to choose between EN300 or EN310. SP 311, Spanish Grammar Review, will focus on Spanish grammar comparing it to English. SP 315, Translation, will focus on the translating techniques and software to translate texts between English and Spanish. SP374, Independent study, will be an independent project for each student in the certificate program to do. The English courses, either EN300, Advanced College Writing, or EN310, English Grammar/Linguistics, will focus on English language skills.

Reason(s) for   In Response to Other Curriculum Changes
Proposal   Labor Market Data
                       Other

Describe in detail
the reasons for the
proposal
1. This program reflects a need in our student body and surrounding community:
Some of our students, both traditional learners of Spanish as well as heritage speakers, are interested in translation and in receiving some type of endorsement for their translating skills. There is also a need in the community for professionals able to translate between English and Spanish. I had several meetings last year with a city intern, Eduardo Herrera, who was working on making materials available in both English and Spanish, and creating a plan to train bilingual employees. This certificate could be a valuable credential for those employees, and it would help to connect Washburn University with the community. It reflects Washburn's mission statement as well,
"Washburn University creates educational pathways to success for everyone", by offering a new pathway for those bilingual individuals in our community that are not thinking about a long degree but have a set of skills in languages that they can use professionally.

2. We have courses in our current catalog to make this certificate possible, and these courses are taught regularly, so there will be no extra financial costs. Up to know, though, we didn't have a program to tie up those courses into a program. This will be a starting point, and it will allow students to prepare for the ATA Certification exam or to pursue a graduate program later on in Translation and Interpretation.

3. Translation and interpretation is a growing field, and the U.S. Bureau of Labor and Statistics

calculates a 2% increase in demand for the next decade (see https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm#tab-6). Despite the growth in Computer Assisted Translation and generative AI, the demand for translators continue, particularly in some areas (see https://www.atanet.org/resources/is-there-a-future-in-freelance-translation-lets-talk-about-it/ and https://www.npr.org/sections/planet-money/2024/06/18/g-s1-4461/if-ai-is-so-good-why-are-there-still-so-many-jobs-for-translators).

Will this proposal require additional faculty or impact faculty load?	No
Will this proposal require additional infrastructure support?	No
Is there supporting documentation attached to this proposal?	Yes *Attach your supplemental files below*

Program Information

Program Title	Certificate in English-Spanish/Spanish-English Translation
Department	Modern Languages
College	College of Arts and Sciences
Division	Humanities
Degree Level	Undergraduate
Degree to be Offered	Certificate (C)
CIP Code	160103 - Language Interpretation and Translation.

Program Code
  Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.

Is this program an interdisciplinary program?	No

Is this program offered completely online?	No
Does this program lead to a teaching certification?	No

Admission and Curriculum

Does the program have specialized admission requirements?	Yes

If yes, please explain:
   Have at least an intermediate level in both English and Spanish

Total Number of Credit Hours for the Degree	12

Curriculum

Certificate Requirements

SP 311	Spanish Grammar Review	3
SP 315	Translation	3
SP 374	Independent Study	3
EN 300	Advanced College Writing	3
or EN 310	English Grammar/Linguistics	
Total Hours		12

Supplemental Files	Certificate Translation.docx

Reviewer Comments

Holly Broxterman (holly.broxterman) (11/11/25 9:01 am): Rollback: Dean Erby requested that the proposal be rolled back to Miguel.

Program Change Request

New Program Proposal

Date Submitted: 09/12/25 2:20 pm

Viewing: : Sport and Event Media, BA

Last edit: 09/12/25 2:27 pm

Changes proposed by: Kristen Grimmer (kristen.grimmer)

Approved for Library

5. 11/03/25 10:57 am John Burns (john.burns): Approved for MMKN Chair

6. 11/03/25 12:31 pm Kelly Erby (kelly.erby): Approved for CA Dean

7. 11/17/25 6:54 pm John Burns (john.burns): Approved for CFCCC Chair

8. 11/29/25 5:25 pm Kelly Erby (kelly.erby): Approved for CFC

9. 03/11/26 12:57 pm Kelly Erby (kelly.erby): Approved for CAS

10. 03/11/26 12:58 pm Beth ONeill (beth.oneill): Approved for Governance Check

11. 03/23/26 3:35 pm Beth ONeill (beth.oneill): Approved for AA Committee

Proposal Information

Effective Catalog Edition	2026-2027
	All proposals with the 2026-2027 catalog edition date will be effective Fall 2026
Subject	Sport and Event Media, BA

Description of
Proposal

Program Rationale:

The Department of Mass Media and the Department of Kinesiology faculty developed the interdisciplinary new Bachelor of Arts in Sport & Event Media to address the high job relevance and industry growth in the field of sports media and event management. This program prepares students to pursue media-focused careers with sports organizations, athletic departments, sport teams, and more. As cited by Hanover Research Studies in 2024 and 2025, sports-related communication and media programs are among the top fastest-growing bachelor's degree programs. This in-demand degree strikes a balance for students between a passion—sports—and the highly marketable skills of today's mass media landscape.

Sport & Event Media graduates step into one of the fastest-growing sectors of this landscape. Career paths include: digital and social media production, sports information and media relations, sports brand management, sports marketing, public relations, sports advertising and sales, live event production and management, sports broadcasting and play-by-play announcing, multimedia journalism and podcasting, and many others (See ONET Online career outlook results, p. 5).

Washburn's proposed BA in Sport & Event Media has been intentionally and carefully designed to harness strengths from existing curriculum and faculty in the departments of Mass Media and Kinesiology. This interdisciplinary approach will provide students the unique opportunity to learn both the front-facing strategic media side of Sport & Event Media as well as the behind-the-scenes operations of sport and event management. Event management courses teach logistics, sponsorship, budgeting, and audience engagement — all skills media professionals benefit from. The result is expanded career paths and industry versatility for graduates as they will have career skills and options that reach beyond strictly media strategy and production to also include sports marketing, event coordination, and fan engagement roles. This collaborative approach also has benefits for university resources as we can successfully launch the program while maximizing the expertise of our existing faculty.

This will be the only comparable Sport & Event Media program in our region (see page 6 - 7 for information about surrounding higher education programs related to sports communication and media). The program will be further distinguished by the extensive hands-on and experiential learning opportunities that already define Washburn's Mass Media and Kinesiology programs in the capital city. Both departments require internships and have built strong partnerships with more than 30 community organizations over the past decade—connections that have not only provided valuable learning experiences but have also led directly to first jobs for many graduates.

A select list of on-campus opportunities intentionally developed and coordinated by Mass

Media and Kinesiology faculty in partnership with campus units to be available to students in the Sport and Event Media program include:

- Washburn Athletics: Undergraduate students apply classroom learning through internships and jobs in social media content creation and channel management (volleyball), video recording and editing (football), sports media and game-day communications (Athletic Communications), sport event management (with coaching staff), and event management (Assistant Athletic Director for External Relations & Fan Experience).
- Information Technology: Student jobs in Sports Video Production for game-day livestreaming, were created to provide hands-on technical media and event management training.
- Recreation Services: Student jobs in social media content creation and channel management teach media skills that are integrated with coursework.
- Student Media: Student jobs for sports journalists and in social media content creation and management, are aligned with media curriculum.
- Public Relations Office: Internships and student jobs in social media content creation and channel management complement media skills event management.
- Washburn Alumni Association and Foundation: Internships and student jobs in event planning and management connect classroom learning with alumni engagement and advancement activities.

A select list of the community opportunities include:
• Advisors Excel: Internships and student jobs in media and event management.
• Evergy Plaza: Internships in event management and public relations.
• Top Sports News, Inc.: Internships and student jobs in sports journalism.
• St. Joseph Mustangs: Internships in social media content creation and channel management.
• KSNT: Internships in film and video.
• WIBW: Internships in broadcast journalism and production.
• Kansas City Monarchs: Internships in social media content creation and channel management.
• 580 WIBW Radio: Internships in media.
• Sunflower State Games: Internships in sport management and media.
• PGA Tour (Kansas City): Internships in sport management.
• Topeka Scarecrows: Internships in sport management.

Both sports media and event management are already recognized strengths at Washburn, as evidenced by the extensive internship and experiential learning opportunities available to Washburn students. Over the past decade, a significant number of graduates from both Mass Media and Kinesiology have launched successful careers in sports media and event management. This new program builds on that strong foundation, more fully leveraging existing opportunities and positioning Washburn as a destination for students eager to prepare for careers in this growing field. Importantly, the proposal also advances Washburn's strategic

priority to expand learner success opportunities and pathways.

BA in Sport & Event Media Curriculum:

The curriculum was created to distinguish itself from the contemporary journalism concentration of the Mass Media degree and to address the strategic media side of sports media. It offers students the knowledge and skills regarding how sports media messages are created, communicated, and received by audiences, as well as how those audiences are influenced by those messages. Students will receive hands-on practice through work with various sports media organizations, as well as through the planning, promotion, and execution of sporting events. The courses were carefully selected to build a curriculum that teaches event management and strategic media literacy and skills. The program is comprised of 40 hours from both departments (18 hours from Kinesiology, 19 hours from Mass Media, and 3 upper-division hours as an elective from either department).

Seniors will also complete the MM 494 Internship course, which requires 128-working hours with a media or event management supervisor. Finally, to finish the program, seniors will take a two-credit hour career readiness course, MM 499 Senior Development & Portfolio, so that they will graduate with a portfolio of work, a polished resume, and the skills to pursue either a career of choice in Sport & Event Media or a related graduate program.

This program also requires students to complete CN 150 Public Speaking and to pursue a minor (or certificate).

Overview for the BA in Sport & Event Media - 40 hours
- Kinesiology – 18 hours of core classes
- Mass Media – 19 hours of core classes
- Choose one upper-division course from either Kinesiology or Mass Media - 3 hours
- Complete a minor (or certificate) outside of KN and MM (interdisciplinary minors and the KN Coaching minor are an exception)
- Complete CN 150 Public Speaking

Core Classes - 37 hours
Mass Media Courses Kinesiology Courses
MM 155 Sports & the Media KN 248 Wellness Concepts & Applications
MM 199 Professional Media Applications KN 298 Foundations of Sport and Recreation
MM 204 Sports Media Writing KN 306 Organization and Governance in Sport Recreation
MM 316 Sports Video Production KN 370 Facility and Event Management
MM 408 Sports Branding & Promotion KN 380 Legal Issues in Sport and Recreation
MM 494 Internship (2 hrs) KN 470 Ethics in Sport and Recreation
MM 499 Senior Development & Portfolio (2 hrs)

Choose one Upper-Division Course – 3 hours
- KN 3XX
- KN 4XX
- MM 3XX
- MM 4XX

The above requirements are in addition to 34-35 hours of General Education, all requirements for a Bachelor of Arts degree, and any additional hours needed to reach the minimum 120 credit hours required for graduation.

Oversight of the Sport & Event Media Program:
The BA in Sport & Event Media will be coordinated and overseen collaboratively by the departments of Mass Media and Kinesiology. Collaboration will include all administrative decisions regarding the program curriculum and advising.

Because current Banner configurations require programs to belong to just one department, this one will "belong" to Mass Media. However, student credit hours and graduates will be counted by both departments. For program review, the program will be included with Mass Media.

Mass Media has created two new classes that will be part of this program, MM 204 Sports Media Writing and MM 316 Sports Media Production. However, these courses are sports-focused versions of two existing courses, MM 202 Professional Media Writing and MM 308 Intro to Film & Video Techniques. They will be taught either by existing Mass Media faculty or by adjuncts who currently serve in Mass Media. The department is fortunate to have several adjuncts who regularly teach for the department who are professionals in the field of sports media. Some changes in faculty teaching rotation will be needed in Mass Media.

Kinesiology has recently created new courses for its revised Sport & Recreation Management program. These will also be part of the Sport & Event Media program. This will mean that students in both programs will take these courses, an effective and efficient use of department and faculty resources.

Assessment of the Sport & Event Media Program:
The BA in Sport & Event Media will be assessed jointly by Kinesiology and Mass Media. The USLOs for this program are both Information Literacy & Technology for MM 155 Sports & the Media and Critical and Creative Thinking for KN 248 Wellness Concepts & Applications.

Sport & Event Media PSLOs & USLOs
August 2025

University Student Learning Objectives assessed in Sport & Event Media

Information Literacy & Technology
Information Literacy and Technology involves the ability to locate, select, use and evaluate information obtained from appropriate electronic and/or printed resources, including a critical analysis of the information and the credibility of the sources of information. It also involves the ability to use technology to research, organize, present and/or communicate information in meaningful ways. Additionally, ILT includes skills such as the ability to understand the development of technology and its impact on society, the ability to understand and use existing technologies and information to address real-world issues, and the ability to recognize emerging technological trends and their possible impact on the future.

Critical & Creative Thinking
Critical thinking is the intellectually disciplined process of assessing and evaluating ideas and forms. It involves clarifying questions, reflecting upon meaning, comparing multiple viewpoints, and evaluating evidence to make an informed judgment. Creative thinking involves the production of original ideas, forms or works by making connections, generating alternatives, and elaborating or exploring new applications of accepted practices through innovation and/or invention. Critical and creative thinkers gather information from experience, observation, reasoning, reflection and communication. They explore and synthesize related ideas, connect them to prior knowledge, and apply them to new contexts.

Program Student Learning Outcomes for Sport & Event Media
PSLO 1: Understand technology's impact on media and society and use existing technologies and media to address real-world issues pertaining to sport, recreation, and community event promotion, and recognize emerging technological and media trends and their impact on the future of sports.

PSLO 2: Demonstrate an understanding of the fundamental knowledge (i.e., scientific, historical, philosophical) of sport and recreation and be able to use media to meaningfully engage interested audiences.

PSLO 3: Critically analyze information and the credibility of the sources of information and clearly express that information in meaningful ways to diverse audiences.

PSLO 4: Demonstrate an understanding of the relationship between participation in sport, recreation, and community-based events and their role on quality of life and use this understanding to create impactful, audience-focused content that resonates with and engages diverse communities.

Reason(s) for Proposal	Labor Market Data
	Student Course Feedback Information

Describe in detail the reasons for the proposal
  See above description.

Will this proposal require additional faculty or impact faculty load?	No
Will this proposal require additional infrastructure support?	No
Is there supporting documentation attached to this proposal?	Yes *Attach your supplemental files below*

Program Information

Program Title	Sport and Event Media, BA
Department	Mass Media
College	College of Arts and Sciences
Division	Mass Media / Kinesiology
Degree Level	Undergraduate
Degree to be Offered	Bachelor of Arts (BA)
CIP Code	090906 - Sports Communication.

Program Code
  Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.

Is this program an interdisciplinary program?	Yes

If yes, please list departments:
  Kinesiology

Is this program offered completely online?	No
Does this program lead to a teaching certification?	No

Admission and Curriculum

Does the program have specialized admission requirements?	No
Total Number of Credit Hours for the Degree	120

Curriculum

Degree Requirements

In addition to the requirements stated below, students must complete 34-35 hours of General Education, all requirements for a Bachelor of Arts degree, and any additional hours needed to reach the minimum 120 credit hours required for graduation. Some of the courses below may also fulfill general education or other degree requirements. Please see your advisor for more information.

A minor (or certificate) is required for all Sport and Event Media majors. Minors and certificates vary in credit hours but most are between 15-18 credit hours. Students with a double major do not have to complete a minor.

Required Courses Inside Mass Media Department		
MM 155	Sports and the Media	3
MM 199	Professional Media Applications	3
MM 204	Sports Media Writing	3
MM 316	Sports Video Production	3
MM 408	Sports Branding & Promotion	3
MM 494	Internship [1]	2
MM 499	Career Development & Digital Portfolio	2
Required Courses Inside Kinesiology Department		
KN 248	Wellness Concepts and Applications	3

KN 298	Foundations of Sport & Recreation Management	3
KN 306	Organization and Governance in Sport & Recreation Management	3
KN 370	Facility & Event Management	3
KN 380	Legal Concepts in Sport & Recreation Management	3
KN 470	Ethics in Sport & Recreation Management	3
Other Required Courses		
CN 150	Public Speaking	3
Choose one Upper Division Elective from either Kinesiology or Mass Media [2]		3
KN XXX	Kinesiology Upper Division Elective	
MM XXX	Mass Media Upper Division Elective	
Total Hours		43

[1]
Students are encouraged to complete multiple internships. To be eligible for the MM 494 Internship class, you must have 80 credit hours completed. The internship must be approved and proper paperwork submitted prior to the semester you want to intern.

[2]
Sport and Event Media majors must choose one additional course offered outside their core courses from either the kinesiology or mass media department to satisfy the three (3) hour Upper Division elective (300 level or higher). Check with your advisor for the best fit.

Supplemental Files   BA Sport & Event Media Proposal_Final.pdf
MM 316 Intro Sports Video Production_Master Syllabus.pdf
MM 204 MASTER Syllabus.pdf

Reviewer Comments

Beth ONeill (beth.oneill) (08/22/25 8:36 am): Rollback: Rolling back so the department can make revisions.

Key: 492

Program Change Request

A deleted record cannot be edited

Program Inactivation Proposal

Date Submitted: 01/15/26 8:32 pm

Viewing: **GS : General Science, BS**

Last approved: 08/29/25 12:00 pm

Last edit: 01/30/26 10:05 am

Changes proposed by: Andrew Herbig (andrew.herbig)

Catalog Pages Using
this Program
   General Science, BS

Final Catalog   2025-2026

Rationale for
Inactivation

Approval Path

1. 01/16/26 8:40 am
   Beth ONeill
   (beth.oneill):
   Approved for Acad
   Ops
2. 01/16/26 2:02 pm
   Sean Bird
   (sean.bird):
   Approved for
   Library
3. 02/04/26 4:03 pm
   Andrew Herbig
   (andrew.herbig):
   Approved for NSM
   Chair
4. 02/04/26 4:52 pm
   Kelly Erby
   (kelly.erby):

Approved for CA
Dean
5. 02/16/26 4:07 pm
John Burns
(john.burns):
Approved for CFCCC
Chair
6. 02/23/26 8:19 pm
Kelly Erby
(kelly.erby):
Approved for CFC
7. 03/11/26 12:57 pm
Kelly Erby
(kelly.erby):
Approved for CAS
8. 03/11/26 12:59 pm
Beth ONeill
(beth.oneill):
Approved for
Governance Check
9. 03/23/26 3:35 pm
Beth ONeill
(beth.oneill):
Approved for AA
Committee

History

1. May 23, 2023 by
Holly Broxterman
(holly.broxterman)
2. Jun 26, 2024 by
Holly Broxterman
(holly.broxterman)
3. Aug 29, 2025 by
Donna Landry
(donna.landry)

This program currently has one major and, since 2015, only five students have graduated with this degree, the most recent being in 2020. The program is difficult to complete given the requirement of a minimum of 8 hours from each of the five Natural Sciences departments. Most of these credits are lower division courses that present a challenge for students to

achieve the 45-credit upper division requirement. The recently approved Bachelor of General Studies offers a better, more flexible alternative than the General Science BS program and may be tailored to accommodate a more general science curriculum coupled, perhaps, with suitable interdisciplinary minors.

Proposal Information

Effective Catalog Edition	2025-2026
	All proposals with the 2026-2027 catalog edition date will be effective Fall 2026
Subject	
Description of Proposal	
Reason(s) for Proposal	
Describe in detail the reasons for the proposal	
Will this proposal require additional faculty or impact faculty load?	
Will this proposal require additional infrastructure support?	
Is there supporting documentation attached to this proposal?	*Attach your supplemental files below*

Program Information

Program Title	General Science, BS
Department	College of Arts and Sciences
College	College of Arts and Sciences

Division	Natural Science & Mathematics
Degree Level	Undergraduate
Degree to be Offered	Bachelor of Science (BS)
CIP Code	300101 - Biological and Physical Sciences.
Program Code	GS

Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.

Is this program an interdisciplinary program?	No
Is this program offered completely online?	No
Does this program lead to a teaching certification?	No

Admission and Curriculum

Does the program have specialized admission requirements?

Total Number of Credit Hours for the Degree

Curriculum

Degree Requirements

The candidate must take at least eight hours of course work in each of the subject areas of Biology, Chemistry, Computer Information Sciences, Mathematics and Physics/Astronomy. These hours must be in courses that would count toward a major in each of the respective departments. Also, an additional 20 hours of course work that would be appropriate for majors in the listed departments must be completed by the student, at least 12 hours of which must be in upper division courses. Students desiring middle school teaching certification in General Science should contact the certification office in the Department of Education for specific requirements relative to that certification.

Supplemental Files

Reviewer
Comments

Holly Broxterman (holly.broxterman) (01/16/26 9:39 am): Per Dean Erby, ok to go directly to division queue once submitted.

Program Change Request

Date Submitted: 10/09/25 10:09 am

Viewing: **CM-DF-BA : CM/Cybersecurity and Digital ~~CM/Digital~~ Forensics, BA**

Last approved: 08/13/25 11:23 am

Last edit: 10/09/25 10:09 am

Changes proposed by: Nan Sun (nan.sun)

Catalog Pages Using
this Program

[Computer Information Science with Digital Forensics Concentration, BA](#)

Approval Path

1. 10/22/25 1:44 pm
   Beth ONeill
   (beth.oneill):
   Approved for Acad
   Ops
2. 10/23/25 10:10 am
   Nan Sun (nan.sun):
   Approved for CM
   Chair
3. 10/23/25 10:59 am
   Sean Bird
   (sean.bird):
   Approved for
   Library
4. 11/17/25 8:32 am
   Andrew Herbig
   (andrew.herbig):
   Approved for NSM
   Chair

5. 11/17/25 8:40 pm
   Kelly Erby
   (kelly.erby):
   Approved for CA
   Dean
6. 12/01/25 3:40 pm
   John Burns
   (john.burns):
   Approved for CFCCC
   Chair
7. 12/22/25 12:30 pm
   Kelly Erby
   (kelly.erby):
   Approved for CFC
8. 03/11/26 12:57 pm
   Kelly Erby
   (kelly.erby):
   Approved for CAS
9. 03/11/26 12:58 pm
   Beth ONeill
   (beth.oneill):
   Approved for
   Governance Check
10. 03/23/26 3:35 pm
    Beth ONeill
    (beth.oneill):
    Approved for AA
    Committee

History

1. Apr 21, 2022 by
   clmig-jwillging
2. Jul 15, 2022 by
   Steve Luoma
   (steven.luoma)
3. Sep 30, 2022 by
   Holly Broxterman
   (holly.broxterman)
4. Apr 19, 2023 by
   Holly Broxterman
   (holly.broxterman)

Proposal Information

Effective Catalog Edition	2026-2027
	All proposals with the 2026-2027 catalog edition date will be effective Fall 2026
Subject	Strengthen and expand the current program
Change Type	Significant

Description of
Proposal

We are adding cybersecurity related courses to strengthen the current program and updating its name to Cybersecurity and Digital Forensics to highlight this expanded focus.

Reason(s) for Proposal	Labor Market Data
	Student Course Feedback Information

Describe in detail
the reasons for the
proposal

The 2024 Hanover report prepared for Washburn highlighted several key findings:
1. There is strong labor market demand for cybersecurity-related occupations, with growth expected to exceed the average for all jobs by more than threefold.
2. Significant talent and skills gaps exist in cybersecurity roles in both Kansas and the Plains region, indicating ample employment opportunities for graduates.
3. Integrating the cybersecurity program with the current digital forensics program will offer Washburn students unique and competitive opportunities.

At Washburn, students have expressed interest in expanding their studies in cybersecurity

along with digital forensics. Students seek to enhance their credentials through additional cybersecurity coursework. This feedback aligns with the broader trend of increasing demand for cybersecurity education.

Will this proposal require additional faculty or impact faculty load?	No
Will this proposal require additional infrastructure support?	No
Is there supporting documentation attached to this proposal?	No *Attach your supplemental files below*

Program Information

Program Title	CM/Cybersecurity and Digital ~~CM/Digital~~ Forensics, BA
Department	Computer Information Sciences
College	College of Arts and Sciences
Division	Natural Science & Mathematics
Degree Level	Undergraduate
Degree to be Offered	Bachelor of Arts (BA)
CIP Code	110101 - Computer and Information Sciences, General.
Program Code	CM-DF-BA *Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.*
Is this program an interdisciplinary program?	No
Is this program offered completely online?	No

Does this program lead to a teaching certification?	No

Admission and Curriculum

Does the program have specialized admission requirements?	No
Total Number of Credit Hours for the Degree	120

Curriculum

Degree Requirements

In addition to the requirements stated below, students must complete 34-35 hours of General Education, all requirements for a Bachelor of Arts degree, and any additional hours needed to reach the minimum 120 credit hours required for graduation. Some of the courses below may also fulfill general education or other degree requirements. Please see your advisor for more information.

Required Courses Inside Department		
CM 111	Introduction to Structured Programming	4
CM 203	Digital Forensics I	3
CM 231	Computer Organization/Assembler Language	3
CM 245	Contemporary Programming Methods	3
CM 261	Networked Systems	3
CM 303	Digital Forensics II	3
CM 307	Data Structures & Algorithmic Analysis	3
CM 322	Operating Systems	3
~~CM 331~~	~~Artificial Intelligence~~	~~3~~
~~or CM 332~~	~~Machine Learning~~	
CM 341	Ethical Hacking	3
or CM 342	Information Security Governance	

CM 361	Cybersecurity	3
CM 465	Computer Information Science Capstone Project	3
Upper Division CM electives		6
Subtotal		40
Requried Courses Outside Department		
AN 118	Introduction to Forensic Science	3
or CJ 115	Introduction to Forensic Investigations	
or CJ 130	Public & Private Security	
~~CJ 325~~	~~Applied Criminology~~	~~3~~
~~or CJ 371~~	~~Intro to Forensic Photography~~	
~~or CJ 374~~	~~Intro to 3-D Scanner~~	
CJ 351	Legal Issues in Cybersecurity	3
or CJ 325	Applied Criminology	
or CJ 371	Intro to Forensic Photography	
or CJ 374	Intro to 3-D Scanner	
CN 340	Interviewing	3
or CN 341	Persuasive Speaking	
or CN 342	Communication-Teams and Groups	
MA 140	Statistics	3
MA 141	Applied Calculus I	3-5
or MA 151	Calculus & Analytic Geometry I	
MA 206	Discrete Mathematics for Computing	3
PH 220	Symbolic Logic	3
Subtotal		21-23
Total Hours		61-63

Supplemental Files

Reviewer

Comments

Program Change Request

Date Submitted: 10/09/25 10:12 am

Viewing: **CM-DS : CM: Data <u>Science and Artificial Intelligence,</u> ~~Science,~~ BS**

Last approved: 08/29/25 11:49 am

Last edit: 10/09/25 10:12 am

Changes proposed by: Nan Sun (nan.sun)

Catalog Pages Using
this Program
Computer Information Science with Data Science Concentration, BS

Approval Path

5. 11/17/25 8:40 pm Kelly Erby (kelly.erby): Approved for CA Dean
6. 12/01/25 3:40 pm John Burns (john.burns): Approved for CFCCC Chair
7. 12/22/25 12:30 pm Kelly Erby (kelly.erby): Approved for CFC
8. 03/11/26 12:57 pm Kelly Erby (kelly.erby): Approved for CAS
9. 03/11/26 12:58 pm Beth ONeill (beth.oneill): Approved for Governance Check
10. 03/23/26 3:35 pm Beth ONeill (beth.oneill): Approved for AA Committee

History

1. Apr 21, 2022 by clmig-jwillging
2. Jul 15, 2022 by Steve Luoma (steven.luoma)
3. Sep 30, 2022 by Holly Broxterman (holly.broxterman)
4. May 4, 2023 by Holly Broxterman (holly.broxterman)

Proposal Information

Effective Catalog Edition	2026-2027
	All proposals with the 2026-2027 catalog edition date will be effective Fall 2026
Subject	Strengthen and expand the current program
Change Type	Significant

Description of Proposal

We are adding artificial intelligence related courses to strengthen the data science program and updating its name to Data Science and Artificial Intelligence to highlight this expanded focus.

Reason(s) for Proposal	Labor Market Data
	Student Course Feedback Information

Describe in detail the reasons for the proposal

The Hanover report prepared for Washburn on AI education highlighted several key findings:
1. There is strong labor market demand for AI-related occupations.
2. Significant talent and skills gaps exist in AI roles in both Kansas and the Plains region, indicating ample employment opportunities for graduates.
3. Calling out and integrating AI with data science will offer Washburn students unique and competitive opportunities.

At Washburn, students have expressed interest in expanding their studies in AI. This feedback aligns with the broader trend of increasing demand for AI education.

Will this proposal require additional faculty or impact faculty load?	No
Will this proposal require additional infrastructure support?	No
Is there supporting documentation attached to this proposal?	No *Attach your supplemental files below*

Program Information

Program Title	CM: Data Science and Artificial Intelligence, ~~Science,~~ BS
Department	Computer Information Sciences
College	College of Arts and Sciences
Division	Natural Science & Mathematics
Degree Level	Undergraduate
Degree to be Offered	Bachelor of Science (BS)
CIP Code	110101 - Computer and Information Sciences, General.
Program Code	CM-DS *Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.*
Is this program an interdisciplinary program?	No
Is this program offered completely online?	No

Does this program lead to a teaching certification?	No

Admission and Curriculum

Does the program have specialized admission requirements?	No
Total Number of Credit Hours for the Degree	120

Curriculum

Degree Requirements

In addition to the requirements stated below, students must complete 34-35 hours of General Education, all requirements for a Bachelor of Science degree, and any additional hours needed to reach the minimum 120 credit hours required for graduation. Some of the courses below may also fulfill general education or other degree requirements. Please see your advisor for more information.

Required Courses Inside Department		
CM 111	Introduction to Structured Programming	4
CM 231	Computer Organization/Assembler Language	3
CM 245	Contemporary Programming Methods	3
CM 261	Networked Systems	3
CM 307	Data Structures & Algorithmic Analysis	3
CM 322	Operating Systems	3
CM 331	Artificial Intelligence	3
CM 332	Machine Learning	3
CM 333	Software Engineering	3
CM 334	Applied Computational Modeling	3
CM 336	Database Management Systems	3
CM 465	Computer Information Science Capstone Project	3

CM XXX	CM electives [1]	3
CM 3XX	Upper Division CM electives	6
Subtotal		46
Required Courses Outside Department		
BU 342	Organization & Management	3
or BU 346	Organizational Behavior	
CN 340	Interviewing	3
or CN 341	Persuasive Speaking	
or CN 342	Communication-Teams and Groups	
EC 200	Principles of Microeconomics	3
or EC 201	Principles of Macroeconomics	
MA 140	Statistics	3
MA 151	Calculus & Analytic Geometry I	5
MA 206	Discrete Mathematics for Computing	3
PH 220	Symbolic Logic	3
~~Choose three from the following:~~		~~9~~
PH 329	AI Ethics	3
Choose two from the following:		6
MA 301	Linear Algebra	
MA 307	Discrete Mathematics	
MA 340	ANOVA/Design of Experiments	
MA 341	Nonparametric Tests/Quality Control	
MA 342	Statistical Computing	
MA 344	Mathematical Statistics I	
MA 346	Regression Analysis	
MA 348	Time Series Analysis	
Subtotal		32
Total Hours		78

1

CM 101 Computer Concepts and Applications and CM 298 Special Topics/Non-Majors do not count toward the major or minor.

Supplemental Files

Reviewer
Comments

Key: 36

Course Change Request

Date Submitted: 02/06/26 9:55 am

Viewing: **CH 151 : Fundamentals of Chemistry I**

Last approved: 11/17/25 11:43 am

Last edit: 02/17/26 11:37 am

Changes proposed by: Shaun Schmidt (shaun.schmidt)

Catalog Pages
referencing this
course

Biology

Biology (BI)

Chemistry

Chemistry (CH)

Credit for Prior Learning

General Education Courses

Physics

Programs
referencing this
course

AN-BS: Anthropology-Forensics, BS

LB-AA: Laboratory Science: AA

MB-BS: BI: Molecular Bio & Biotech, BS

P-MLS, MLS: Medical Laboratory Science, BHS

BC-BA: Biochemistry, BA

BC-BS: Biochemistry, BS

BI-BA: BI: Biology, BA

TBI-BS: BI: Biology Sec Ed Spec., BS

CH-ACS: Chemistry: BS-ACS

AC-BA: Applied Chemistry, BA

AC-BS: Applied Chemistry, BS

CH-MNR: Chemistry Minor

FCH-MNR: Forensic Chemistry Minor

ED-SEC-CH: Chemistry Secondary Education, BEd

BI-BS: BI: Biology, BS

EB-BA: BI: Organismal & Environmental Biology, BA

Approval Path

1. 02/11/26 12:42 pm Beth ONeill (beth.oneill): Approved for Acad Ops
2. 02/11/26 1:11 pm Shaun Schmidt (shaun.schmidt): Approved for CH Chair
3. 02/11/26 4:48 pm Sean Stacey (sean.stacey): Approved for Library
4. 02/13/26 3:27 pm Andrew Herbig (andrew.herbig):

EB-BS: BI: Organismal & Environmental Biology, BS
ERS-KN: KN: Exercise & Rehab Science, BS
FB-BS: BI: Forensic Biology, BS
FCH: Forensic Chemistry, BS

Other Courses
referencing this
course

In The Catalog Prerequisites:

BI 301 : General Microbiology
BI 333 : General Genetics
CH 152 : Fundamentals of Chemistry II

As A Banner Prerequisite:

BI 333 : General Genetics
CH 152 : Fundamentals of Chemistry II
CH 203 : Forensic Chemistry Laboratory

Change Type	Significant

Summarize
Proposal and
Include Rationale

With the new co-requisite model for MA 116, the pre-requisite / co-requisite for CH 151 is being adjust to ensure that students will have a sufficient math proficiency for the course material.

Approved for NSM
Chair
5. 02/18/26 10:29 am
Kelly Erby
(kelly.erby):
Approved for CA
Dean
6. 03/02/26 3:52 pm
John Burns
(john.burns):
Approved for CFCCC
Chair
7. 03/03/26 1:15 pm
Kelly Erby
(kelly.erby):
Approved for CFC
Agenda
8. 03/03/26 1:18 pm
Beth ONeill
(beth.oneill):
Approved for
Governance Check
9. 03/23/26 3:35 pm
Beth ONeill
(beth.oneill):
Approved for AA
Committee

History

1. Feb 25, 2025 by
Shaun Schmidt
(shaun.schmidt)
2. Nov 17, 2025 by
Donna Landry
(donna.landry)

Prefix	CH - Chemistry	Course Number
	151	

Department	Chemistry
College	College of Arts and Sciences
Division	Natural Science & Mathematics
Academic Level	Undergraduate and Technical
Course Title	Fundamentals of Chemistry I
Short Title	Fundamentals of Chemistry I
Effective Term	Fall 2026
Credits	5

Instruction Types

  Lab (L)
  Lecture (C)
  Lecture/Lab (B)
  Recitation (D)

Course Catalog Description

This is the first lecture with lab course in a two-semester introductory sequence designed to provide a fundamental understanding of chemistry for chemistry and natural science majors. Lecture topics covered include chemical nomenclature, atomic structure, stoichiometry, thermodynamics, and the properties of gases, liquids, and solids. Students will develop their problem-solving skills by applying fundamental concepts to real-world scenarios. In the laboratory portion, students engage in hands-on experiments that reinforce key concepts presented in the lecture portion, focusing on lab safety, quantitative techniques, collaborative group work, and critical thinking. Course includes three hours of lecture, one hour of recitation, and three hours of laboratory each week.

Prerequisites

MA 116, ~~116~~ or concurrent enrollment with placement requirements satisfied for enrollment in non-corequisite MA 116. ~~enrollment.~~

Prerequisite / Corequisite

Corequisites

Corequisites

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		~~MA 116~~	~~C~~	~~UG~~		~~Yes~~
		MA 116		UG		Yes
And ~~Or~~	(	A02	22 ~~25~~			
Or		S02	540			
Or		ACNG4	263			
Or		MADG2	075			
Or		GEDM	165		)	
Or		MA 117	D	UG		Yes
Or		MA 123	D	UG		Yes
Or		MA 141	D	UG		Yes
Or		MA 142	D	UG		Yes
Or		MA 151	D	UG		Yes
Or		MA 152	D	UG		Yes
Or		MA 116	C	UG		No
Or		A02	25			
Or		ACNG5	263			
Or		S02	600			
Or		AC05	71			

Restrictions

Course offered

Primarily attract

Grade Mode (Default)	Standard Letter
Non-Default Grade Modes	Audit Credit/Pass/Fail

Unavailable - Office Use Only

Course Repeatable   No

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

Supplemental Files

Reviewer
Comments

Beth ONeill (beth.oneill) (02/17/26 11:37 am): Additional test scores (ACNG5, S02, and AC05) were added as prerequisites with Dean approval.

Course Change Request

Date Submitted: 09/29/25 11:00 am

Viewing: **MA 204 : ~~Number Theory and~~ Discrete Math for Middle School Teachers**

Last approved: 11/21/22 8:10 am

Last edit: 09/29/25 11:10 am

Changes proposed by: Sarah Cook (sarah.cook)

Catalog Pages
referencing this
course

Computer Information Science

Mathematics (MA)

Mathematics and Statistics

Programs
referencing this
course

ELE-BED: ED: Elementary Education, BED

: Mathematics Secondary Education: Core Mathematics 6-12

EDU-MG-MA: Middle Grades Math, BEd

EDU-MG-STEM: BEd in Middle Grades STEM Ed, BED

Other Courses
referencing this
course

In The Catalog Prerequisites:

MA 207 : Discrete Mathematics

MA 307 : Discrete Mathematics

MA 320 : Mathematics for Middle School Teachers

As A Banner Prerequisite:

MA 207 : Discrete Mathematics

MA 307 : Discrete Mathematics

Approval Path

1. 10/03/25 2:03 pm Beth ONeill (beth.oneill): Approved for Acad Ops
2. 11/25/25 11:31 am Sarah Cook (sarah.cook): Approved for MA Chair
3. 11/25/25 1:14 pm Sean Bird (sean.bird): Approved for Library
4. 02/13/26 3:28 pm Andrew Herbig (andrew.herbig):

Change Type	Significant
Summarize Proposal and Include Rationale	

History

1. Nov 21, 2022 by Sarah Cook (sarah.cook)

We are adjusting the title and course description by removing the "number theory" portion. We recently added course MA 260 Introduction to Number Theory. We neglected to submit a name change and description change for MA 204 when we proposed MA 260.

Prefix	MA - Mathematics	Course Number	
204			

Department	Mathematics and Statistics
College	College of Arts and Sciences
Division	Natural Science & Mathematics
Academic Level	Undergraduate
Course Title	~~Number Theory and~~ Discrete Math for Middle School Teachers
Short Title	~~Nbr Theory~~ Discrete Math <u>MS</u> Tchrs
Approved General Education Course	<u>No</u>
Effective Term	Fall 2026
Credits	3
Instruction Types	

Lecture (C)

Course Catalog Description

~~Fundamental ideas of number theory, including divisors, factorization, and modulararithmetic.~~An introduction to discrete mathematics, including discrete structures, enumeration, logic, and applications.

Prerequisites

A grade of "C" or better in MA 201 or concurrent.

Prerequisite / Corequisite

Corequisites

Corequisites

Banner Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		MA 201	C	UG		Yes

Restrictions

Course offered

Primarily attract

Grade Mode (Default)	Standard Letter
Non-Default Grade Modes	Audit
	Credit/Pass/Fail
	Unavailable - Office Use Only
Course Repeatable	No

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

[NA](#)

Supplemental Files

Reviewer
Comments

FACULTY AGENDA ITEM

Date: February 26, 2026

Submitted by: *Provost, John Fritch and Faculty Handbook chair.*

SUBJECT: *Amendment of Processes (FHB: III.- new section entitled University Policy on Non-Tenured Faculty Promotion)*

Amending Faculty Handbook Section III regarding Senior Lecturer promotion policy and process.

Description:

The new policy addresses a clear pathway for professional advancement and helps sustain academic excellence in programs. This process also shows commitment from the university toward long-term engagement and maintain academic continuity.

Eligibility for Senior Lecturer is amending the current policy to be afforded to a lecturer after 8 years of service and at least 50% of their workload is assigned to teaching.

Criteria for promotion is determined by fulfilling requirements within their major academic unit.

Faculty candidates will self-nominate for promotion using the guidelines set out and reviewed by committees within their major academic areas. Deadlines for applications and notifications will be standardized across all major academic units.

Rationale: This is an effort to maintain quality academic programs through support and reward to Lecturers. It also provides a clear pathway for professional advancement. This process also affirms the university's commitment to support of non-tenure track faculty and which fosters long-term engagement and academic continuity.

Financial Implications: *Costs involved would vary each year based on the number of candidates obtaining the Senior Lecturer promotion and on annual contract. (none, new faculty, adjunct replacement, additional operating costs, etc)*

Proposed Effective Date: *August 1, 2026*

Request for Action: *Approval by AAC/.FAC/FS/ Gen Fac, etc*

Approved by: *AAC on date*

         FAC on date

         Faculty Senate on date

Attachments ☑ Yes   ☐ No

Faculty Handbook – Current Lecturer Policy

III. **University Organization Structure and Definitions**

(See Appendix I for University Organizational Charts.)

A. Definitions - Faculty Appointment Categories (excluding School of Law)

1. Tenure-track Faculty (Assistant Professor, Associate Professor, Professor)

Faculty with continuing appointment; eligible for tenure as outlined elsewhere in the Handbook. Normally a terminal degree is required for a tenure-track appointment.

2. Tenured Faculty (Assistant Professor, Associate Professor, Professor)

Faculty with continuing appointment; have received tenure as outlined elsewhere in the Handbook. Normally a terminal degree is required for an appointment of tenure.

3. Senior Lecturer

Faculty appointed to this position without the possibility of tenure. Criteria for promotion from the lecturer position to this position and normal workload are determined by units, typically in the areas of teaching and service and are defined through contractual language. Normally, a minimum of ½ of the assigned workload responsibility must be devoted to teaching. Compensation is by annual contract, with eligibility for raises. Promotion is granted based upon exemplary teaching or performance at Washburn University [for a minimum of 5 years of service, appointed in the 6th]. Cannot be an initial appointment at the time of hire but rather promoted according to unit guidelines from an initial appointment of Lecturer. May be full-time or part-time appointments.

4. Lecturer

Faculty hired on an annual appointment without the possibility of tenure. Normal workload is determined by units, typically in the areas of teaching and service and are defined through contractual language. Normally, a minimum of ½ of the assigned workload responsibility must be devoted to teaching. Compensation is by annual contract, with eligibility for raises. May be full-time or part-time appointments.

5. Distinguished Lecturer

Faculty hired on an annual appointment without the possibility of tenure. Normal workload is determined by units, typically in the areas of teaching and service and are defined through contractual language. Normally, a minimum of ½ of the assigned workload

responsibility must be devoted to teaching. Compensation is by annual contract, with eligibility for raises. Individuals may be immediately appointed as a Distinguished Lecturer. Distinguished service and experience in business, industry, and/or higher education as determined by the academic unit and the Vice President for Academic Affairs is required.

New Language:

Faculty Handbook Section 1.III.

3. Lecturer

Faculty hired to this position do not have the possibility of tenure. Normal workload is determined by the major academic unit, typically in the areas of teaching and service and are defined through contractual language. Normally, a minimum of ½ of the assigned workload responsibility must be devoted to teaching. Compensation is by annual contract, with eligibility for raises. May be full-time or part-time appointments.

4. Senior Lecturer

Faculty appointed to this position do not have the possibility of tenure. Normal workload is determined by the major academic unit. Normally, a minimum of ½ of the assigned workload responsibility must be devoted to teaching. This promotion may occur after eight years of service. In addition to eight years of service, the candidate must have completed at least seven years of service with evaluations at the level of "meets expectations" or higher. No person who is on a performance improvement plan at the time of application shall be eligible for promotion to Senior Lecturer. Compensation is by annual contract, with eligibility for raises. May be full- or part-time appointments.

5. Distinguished Lecturer would remain an appointment type and remain in current form and use.

Amendment of Processes (Faculty Handbook Section 3 - new section entitled University Policy on Non-Tenured Faculty Promotion):

A. Purpose: The Lecturer promotion process is a part of a continuing effort to maintain the quality of academic programs by supporting and rewarding sustained excellence for Lecturers. This process ensures that Lecturers who demonstrate consistent, high-level performance in teaching, service, and other defined responsibilities have a clear pathway for professional advancement. By providing opportunities for promotion, the university affirms its commitment to supporting non-tenure track faculty, fostering long-term engagement, and maintaining academic continuity. Promotion to Senior Lecturer is never automatic; it must be earned.
B. Eligibility: For promotion to Senior Lecturer, the candidate must have completed 8 years of service with at least 50% of their assigned workload activity devoted to teaching.
C. Criteria**:** The nature of lecturer activities varies across the university; therefore, promotion is granted based on successfully fulfilling unit guidelines and responsibilities defined within their position and normal workload as determined by the major academic unit.

D. Procedures for Self-Nomination for Promotion: On or before November 1, Lecturers meeting the eligibility requirements may nominate themselves as a candidate for promotion. The candidate will notify their direct supervisor (department chair, director, Dean, or other) and Dean of their readiness for promotion review. On or before March 1, eligible candidates will submit to their direct supervisor a curriculum vitae, teaching evaluations, yearly departmental evaluations, any letters of support from colleagues, a brief written statement summarizing their fulfillment of unit guidelines, and any other materials required by the academic unit.

E. Procedures for Evaluation for Promotion. The Dean or designee will ensure a committee is formed to evaluate the application for promotion. A committee of at least three Senior Lecturers and/or tenured faculty shall review the application for promotion. On or before April 15, the committee and unit supervisor will review the application and submit written recommendations to the College/School level administrator (Dean or equivalent) for approval. On or before May 1, the College/School level administrator will submit a written recommendation to the Provost. On or before May 15, the Provost will make a final decision on the application for promotion. The promotion will take effect on (date recommended by HR).

F. A candidate who has been denied a promotion may apply again in any subsequent year.

FACULTY AGENDA ITEM

Date: 3/24/2026

Submitted by: John Fritch, Provost & Vice President of Academic Affairs

SUBJECT: Faculty Handbook Termination Procedure: Section G

Description: Review of the faculty discipline review committee (Section G) of the termination procedure

Rationale: The Faculty Tenure Termination Procedure went through the governance process in 2024 and was approved by the Washburn Board of Regents on December 5, 2024. The termination procedure voted on by faculty senate, general faculty, and approved by WUBOR did not include the section pertaining to the Faculty Discipline Review Committee (Section G). The faculty handbook approved (2/27/2024) and the faculty affairs committee reviewed (4/1/2024) the full termination procedure, including Section G. Section G is attached.

Financial Implications: None

Proposed Effective Date: Upon approval by the President and Washburn University Board of Regents

Request for Action: *Approval FS*

Approved by: *Faculty Senate on date*

Attachments   Yes   **X**   No ☐

G. Faculty Disciplinary Review Committee

1. **When the Faculty Discipline Review Committee is utilized.** If a tenured faculty member requests review of a suspension or termination recommendation by the Provost and Vice-President of Academic Affairs (***"Provost"***), the review shall be conducted by the Faculty Disciplinary Review Committee (***"FDRC"*** or ***"Committee"***).

2. **Formation, preparation and authority of the Committee.**

A.   Upon request for a review, the Faculty Senate Executive Committee shall appoint five (5) faculty members to serve on the Committee, including naming one to serve as chairperson (*"*Chair"*)*. If the faculty member seeking review (***"Petitioner"***) is a member of the Faculty Senate Executive Committee, the Petitioner shall not participate in the selection and appointment of the Committee members. Each member of the Committee shall meet the following requirements:

   a.   The Committee member must be a tenured faculty at the time of appointment.

   b.   The Committee member must not be a member of the academic unit in which the Petitioner is a member, except if the academic unit has multiple departments, the restriction becomes the Committee member must not be a member of the department in which the Petitioner is a member.

   c.   If at any time after being appointed to the Committee, a member of the Committee becomes aware that he or she may have personal knowledge relating to the matter before the Committee, or any involvement with the Petitioner, that could reasonably be perceived to impact the impartiality of the Committee member (whether or not the Committee member believes that such knowledge or involvement will impact his or her impartiality), then that Committee member shall notify the Chair, the Petitioner, and the Provost regarding the issue. Either the Petitioner or Provost (***"party"*** or ***"parties"*** collectively) may then within three (3) business days from receiving the notice, request that the member of the Committee be removed due to a possible conflict. If either Party requests that the member of the Committee be removed, the Chair shall notify the President of the Faculty Senate so that another faculty member may be appointed to the Committee.

B.   Once the Committee is formed, the Provost shall thereafter provide the following to the Committee Chair (and to Petitioner if not previously provided) <mark>within twenty-one (21) days</mark>:

   a.   A copy of the Petitioner's request for review by the FDRC;

   b.   The allegation of charges (hereafter ***"Charges"***) by the Provost;

   c.   Any other reports prepared by the Dean and Department Chair (if applicable);

   d.   The Provost's list of witnesses whom the Provost requests to appear before the Committee with a brief statement as the topic(s) about which each witness is expected to testify; and

   e.   A copy of the pertinent University regulations that govern the faculty member's procedural and substantive rights, specifically including but not being limited to relevant (1) statutes, (2) Bylaws, (3)

Faculty Handbook, (4) Washburn University Policies Regulations and Procedures Manual, (5) statements concerning the proper composition, procedures, and powers of the Committee.

The Petitioner, no later than the Pre-hearing Conference as discussed further in Section 4.B below, shall provide to the Committee Chair (and to the Provost if not previously provided) Petitioner's list of witnesses whom the Petitioner requests to appear before the Committee with a brief statement as the topic(s) about which each witness is expected to testify.

C.   The Office of the Provost shall provide all administrative support necessary for the FDRC so that the Committee members shall be able to perform their duties both as members of the Committee and as faculty members at Washburn.

D.   The Committee shall have full authority to enforce any of the time limits and responsibilities of the parties set out in this Section 3.V.__ of the Faculty Handbook. The Committee may also set any time limits and make other determinations as needed to meet the intended goals of the process which is to provide a fair system of due process for all parties in an efficient and timely manner. Such time limits and other determinations shall be done after first allowing the parties to comment on the matter, if time and/or other circumstances allow for such input.

3.   **Rights and Responsibilities of all participants and observers in proceedings before the FDRC.**

A.   Each party shall be allowed to call witnesses and provide additional non-testimonial evidence relevant to their positions relating to the Charges and the Petitioner's response to the Charges.

B.   Each party may have up to two (2) advisors (such as legal or academic advisors) to appear with them at all proceedings before the Committee. All such advisors are required to adhere to the confidentiality provisions set forth in Section 3.E. below. Each party may have his or her legal counsel conduct all or part of any of the proceedings described in Sections 4 and 5 below on their behalf. The cost of any legal counsel shall be borne by the party who retains the legal counsel. Any person that a party intends to call as a witness shall not be eligible to serve as an advisor.

C.   Each party shall provide to the other party a copy of any document provided to the Chair or any other Committee member at the same time the document is provided to the Chair or any other Committee member.

D.   The Petitioner may request to invite no more than two (2) appropriate professional organizations to have one (1) person from each organization to participate as an observer (**_"observer"_**) at the hearing before the FDRC. Observers shall only observe and shall not participate in any substantive way in the proceedings before the FRDC. Observers may be provided a copy of the Charges by the Petitioner, but they shall not be provided copies of other documents or transcripts relating to the hearing before the Committee. After a final decision is rendered either by the Washburn University Board of Regents, or by

the President if no appeal is requested by the Petitioner, any observer may, but is not required to, provide a statement to both the Provost and the President of the Faculty Senate regarding any procedural or process observations that the observer believes may be addressed for future proceedings. However, the observer shall not provide any statement regarding the merits of the Charges and shall not reveal the identity of any parties or participants in the termination process. All observers shall be informed by the Committee Chair of their obligations to comply with all requirements relating to their participation in the proceedings before the Committee, including those referenced in this Section and in Section 3.E. below, and may be removed from further participation by the Chair of the Committee for non-compliance. Anyone who is intended to be called as a witness by the Petitioner shall not be eligible to serve as an observer.

E.   Any participant in the FDRC's processes, including but not limited to the parties, the Committee members, observers, advisors, and witnesses, and their respective support staff, shall refrain from making any public statements regarding the Charges, the identity or testimony of any witnesses, or any proceedings before the Committee, until a final decision is rendered in the matter. For the purposes of this section, "public statements" shall mean any communication to any person not participating in the process before the FDRC and their respective support staff.

F.   All participants in the proceedings before the FDRC shall be free from retaliation for their participation in an FDRC process. If any participant believes they are being retaliated against in their position as an employee or student at Washburn, they may bring the matter to the attention of the University's Equal Opportunity Director to ensure that any and all remedies and protections available to them may be implemented. [Sentence defining and prohibiting retaliation deleted due to redundancy with already established policies at WU.]

4. Pre-hearing matters.

A. Accommodations. If any member of the Committee, the Provost, the Petitioner, or the parties' advisors, seek one or more accommodations during the processes of the Committee, such accommodation requests shall be applied for through the Washburn University Human Resources department. Once the Human Resources department has completed its review of the request, the Director of Human Resources shall notify the Committee Chair of all reasonable accommodations approved by the Human Resources department. The approved accommodations shall be implemented by the Committee throughout their processes. https://www.washburn.edu/statements-disclosures/equal-opportunity/_files/employee-ada-disability-impairment-assessment-form-saveable.pdf

B. Pre-hearing Conference. The Committee shall hold a pre-hearing conference with the parties and their advisors within ten (10) days after receiving the information in Section 2.B above. The purpose of this meeting shall be to address any pre-hearing matters, including the following:

a. The date(s) and location(s) that the Committee will hear testimony and receive evidence;

b. The nature of any additional documentation (such as hearing exhibits) to be provided to the Committee by either party;

c. The identity of witnesses the parties expect to ask to appear before the Committee;

d. Any objections by either party to the other party's proposed witnesses or other evidence;

e. The name and contact information of the appropriate professional organizations that the Petitioner would like to be notified of the hearing, and any objections by the Provost to any of the organizations identified by the Petitioner;

f. The identity of witnesses, if any, the Committee expect to request to appear before the Committee that were not identified by either party and any objections to those witnesses by either party. This may be most relevant if the Charges include incompetence in teaching or research, wherein the Committee may wish to request other members of Petitioner's department to testify; and

g. The date of an additional Pre-hearing Conference with the parties, if determined necessary at the conclusion of the Pre-hearing Conference.

h. If, for some reason, there exist unique circumstances at the time of the Pre-hearing Conference so that the Committee believes that a clearer or more expeditious way of conducting the hearing can be achieved by varying the normal order of proceeding as set out in Section 5 below, it may recommend such variation to the parties, and if both parties agree, such variation may be used.

i. Any other matters in furtherance of the proceedings before the Committee.

The Committee shall make all determinations regarding the pre-hearing matters after considering all information provided by the parties. The Committee may extend any time limits as the Committee deems reasonable and necessary after receiving input from the parties

C. The Committee does not possess the power to require witnesses to testify. However, the University shall assist the Petitioner to the extent practicable to obtain information and to notify witnesses of any request that they appear before the Committee.

D. The parties shall provide each other with copies of all documentary and other non-testimonial evidence prior to the hearing. Failure to do so may result in the exclusion of the evidence at the hearing at the discretion of the Chair.

5. Hearing.

A. The hearing shall proceed in the following order:

- Opening statements, first by the Provost and then by the Petitioner;

- Presentation of witnesses and other evidence in support of the Provost's Charges, including cross-examination of witnesses;
- Presentation of witnesses and other evidence offered by the Petitioner in response to the Charges, including cross-examination of witnesses;
- Presentation of witnesses or evidence requested by the Committee, including cross-examination of witnesses. In this instance, the questions shall be asked by the Committee Chair and both parties may cross-examine the witnesses;
- Rebuttal evidence by the Provost, limited only to evidence that directly relates to witnesses or other evidence presented by the Petitioner and the Committee;
- Rebuttal evidence by the Petitioner, limited only to evidence that directly relates to rebuttal evidence presented by the Provost and the Committee; and
- Final statements, first by the Provost and then by the Petitioner. The Provost may reserve some of their time for rebuttal, but not more than half of the total time allowed for final statements.
- If the Committee becomes aware of unique circumstances so that the Committee believes that a clearer or more expeditious way of conducting the hearing can be achieved by varying this normal order of proceeding, it may recommend such variation to the parties, and if both parties agree, such variation may be used. Either party may voluntarily waive any of their rights to present statements or evidence.

B.   The Committee shall not be bound by Federal or State court rules and procedures. The rules of evidence applicable in courts of law shall not be binding at the hearing but may be consulted by the Committee in its discretion.

C.   An important goal of the Committee is the expeditious completion of the Committee's proceedings without undue delay, expense, or imposition on participants in the proceedings.

D.   The Provost shall carry the burden of proof and the standard of proof shall be the preponderance of the evidence.

E.   Both parties may remain present in the hearing during the entire proceedings. However, if the Chair determines that a party's behavior is so disruptive that the hearing could not continue with the party remaining present, or if a party voluntarily waives further participation in all or part of the proceedings, the party may be excluded from all or part of the remaining proceedings.

F.   Questioning of the witnesses.   All questions of witnesses shall be directly relevant to the Charges and/or the Petitioner's written response to the Charges and shall avoid argumentative, harassing, or otherwise inappropriate matters as determined by the Chair. The Chair shall, at their discretion or after objection by either party, determine the appropriateness of any questions, including whether questions seek relevant information or are irrelevant to the Charges and/or the Petitioner's written response to the Charges. The Chair may, in his or her discretion, impose reasonable time and topic restrictions on questioning of witnesses, including determining whether questions are unduly repetitive or otherwise

inappropriate or unhelpful to the Committee. A question will not ordinarily be deemed inappropriate by the Chair because of the form of the question (such as leading) but the Chair retains discretion to direct questions to be rephrased. Any decision by the Chair may be made in consultation with other members of the Committee if the Chair desires their input.

G.   All witnesses shall be excluded from the hearing except while testifying.

H.   A verbatim record of the proceedings shall be made. The record shall be made by a certified stenographic reporter. A transcript of each day's proceedings shall be furnished to the Committee and the parties before the next hearing date. The cost of making the record and the transcriptions shall be borne by the University.

I.   The Committee, at its discretion, may adjourn the hearing from time to time in order to permit the parties to obtain additional evidence.

J.   The Committee may allow, in its discretion, written briefs from the parties at the conclusion of the hearing.

6. Post-hearing.

A.   The Committee shall consider only the Charges, response to the Charges, evidence and statements presented by the parties at the hearing, and briefing of the parties requested by the Committee in making recommendations to the President regarding the issue(s) presented.

B.   The Committee shall make specific findings to support its recommendations on each of the alleged grounds for dismissal. Additionally, the Committee's recommendation will include answers to the following questions:

   i)   Did the evidence establish by a preponderance of the evidence that the Petitioner violated any of the standards as set out in Section 3.V.A of the Faculty Handbook and cited by the Provost in his/her recommendation to dismiss the Petitioner for cause?

   ii)   What sanction(s) would be appropriate to be imposed on the Petitioner? The Committee should include a recommendation regarding sanctions even if it recommends that the President find that the Petitioner did not violate any standards set out in Section 3.V.A of the Faculty Handbook.

These items should be addressed separately for each allegation in the Charges, as set out in Section (currently 3.V.A.) of the Faculty Handbook.

C.   The recommendations of the Committee described above shall reflect what a majority of the Committee members agreed as to each of the Charges. Dissenting Committee members may, but are not required to, submit alternative recommendations in the form described in Section B above.

D.   The Committee will provide its written recommendation to the President, the Provost, and the Petitioner, together with any dissenting recommendations, no later than 14 days after the close of the hearing.

Shared Governance
March 1, 2026

Board of Regent's
Draft Shared Governance Policy Statement

Timeline and Process

- The Board and President Mazachek believe it is important to codify Washburn's strong commitment to shared governance.

- To assist this effort, we have engaged Steve Bahls, an AGB consultant and recognized expert in shared governance.

- President Mazachek, working with the Board's Executive & Governance Committee, led the drafting of the Board's statement after reviewing best practices.

- The Shared Governance Task Force reviewed and provided input for revisions to the draft statement.

WASHBURN UNIVERSITY

Shared Governance Task Force Membership

JuliAnn Mazachek – chair

Paul Byrne, professor

John Francis, professor

Norma Juma, professor

James May, professor

Tonya Ricklefs, associate professor

Jim Schnoebelen, president faculty senate

Ian Smith, professor

Melanie Worsley, associate provost

Eileen Brouddus, chair staff council

Teresa Clounch, acting VP student life

Marc Fried, general counsel

Cynthia Holthaus, chief of staff

Marshall Meek, president alumni & foundation

Renee Burlingham, assistant to the president

John Fritch, provost

Sean Bird, dean

Zach Frank, dean

Jeff Jackson, dean

Amanda Lisher, assistant professor

Kim Morse, professor

Shaun Schmidt, professor

Scott Smathers, dean

Tracy Wagner, associate professor

Amy White, assistant professor

Joy Bailes, director communication

John Haverty, chief information officer

Teresa Lee, assistant VP human resources

Main Points

- The Board's draft statement is a board policy, providing a guiding framework instead of extensive details

- Upon adoption, the policy statement will reside in the Washburn's Policies, Regulations, and Procedures Manual (WUPRPM)

- The policy describes the overall foundational commitment to shared governance at Washburn.

- Defines primary roles and responsibilities for decision-making.

- Establishes accountability and principles of shared governance, including guidance for extraordinary times when normal input and consultation are not feasible (e.g. natural disaster).

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We want your feedback

- The draft policy is being shared broadly across campus.
- If you wish to share additional input on the draft policy, please submit the provided feedback form.
- Please indicate at the date and title of the meeting where you discussed the draft policy.
- There are two questions on the form:
  - Tell us what you like about the statement, and
  - Tell us what you believe can be improved
- Please submit your form to Renee Burlingham (Renee.Burlingham@washburn.edu) on or before April 1.

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Next Steps

- All feedback received will be reviewed and considered

- The Shared Governance Task Force will receive an update at its April meeting

- The Board Executive and Governance Committee will review and finalize the statement before presenting it to the full Board on May 7

  - Please attend one of President Mazachek's Town Halls in April for more details on the Shared Governance Task Force's progress
    - April 7 at 3:30 p.m. in the Kansas Room
    - April 8 at 11:30 a.m. in the Kansas Room
    - April 13 at 3:15 p.m. at Washburn Tech

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Washburn University Board of Regents Commitment to Shared Governance

Rationale

The Washburn University Board of Regents (Board) joins the administration, faculty, and staff in their commitment to Washburn University's tradition of shared governance. (The Board intends for "Washburn" to mean Washburn University and Washburn Institute of Technology.) The Board believes shared governance is imperative to achieving Washburn's mission, maintaining its enduring traditions, and continuing its commitment to excellence. The Board commends faculty, staff, and administration for working in concert with the Board, as a team, to share responsibility and accountability within decision-making systems to provide a premier community of higher learning. At the foundation of Washburn's shared governance is a commitment to timely engagement of appropriate constituencies on key decisions at formative stages. We value input, transparency, and meaningful interactions as part of our normal processes for gathering feedback. We believe this approach leads to mutual commitment, trust, and collaboration that is crucial to ensuring Washburn fulfills its mission.

Guiding Principles

Consistent with the *Statement on Government of Colleges and Universities,* jointly developed by the American Association of University Professors, the Association of Governing Boards of Universities and Colleges, and the American Council on Education, the Board believes primary decision-making authority resides with those who have the best expertise and most information to make the highest-quality decisions advancing Washburn's mission. Primary responsibility does not necessarily mean sole decision-making authority as most decisions are subject to the approval of other constituencies. The essence of shared governance is soliciting and considering input from other constituencies and engaging in an iterative decision-making process as policies and decisions evolve. This policy does not supplant other governing documents of Washburn or applicable laws and regulations.

Roles and Responsibilities

The Board, under state law and by its Bylaws, has the fiduciary duty of oversight of Washburn, selecting the president, and ensuring plans are in place for excellence and the long-term sustainability of the institution. The Board is the final decision-making authority at Washburn.

The president, as the chief executive officer of Washburn, has primary decision-making authority for strategic planning, physical plant, organizational structure, academic and resource management, and most administrative actions.

Academic decisions (such as curriculum, procedures of student instruction, research, faculty status, and how the faculty organizes its structures and procedures for participation in departments, colleges, and schools) should be made primarily by the faculty in accordance with normal processes as outlined in WUPRPM Board Policy Section DD. Academic Affairs and related regulations.

The Board encourages Washburn to maintain structured avenues for student participation about policies impacting them, as students are essential to the life of Washburn.

Underlying Principles for Implementation

Though the faculty, staff, administration, and Board have different areas of primary responsibility, it is important to recognize areas of responsibility often overlap and require collaboration. Shared governance is not merely a set of rules concerning primary responsibility and how decisions are made but rather a system of shared responsibility and shared accountability. Shared governance at Washburn requires the Board, administration, faculty, and staff to commit to these five principles:

- Build and maintain a culture of transparency and open communication about important issues affecting Washburn. Key to this principle is timely and consistent communication that includes adequate background and rationale for ultimate decisions.
- Jointly consider important issues through meaningful opportunities for input, clearly conveying how and who makes decisions, and using an iterative process to determine strategic directions.
- Collaboratively create forward-looking outcomes and measures of success.

- Respect the shared governance traditions within higher education, as informed by the *Statement on Government of Colleges and Universities*.
- Develop systems and processes to make timely decisions that support agility and action.

In extraordinary times, institutional leaders must make rapid and timely decisions, without full consultation, for the benefit of Washburn, and when such decisions are required, Washburn will communicate the decision and rationale as promptly as practical with those affected. It is the goal of shared governance to minimize the number of important decisions made without the appropriate and reasonable degree of consultation.