The Pittsburg State University Faculty Senate met at 3:00 p.m. Monday, November 26, in room 409 Russ Hall with Dr. Peter Chung, President, presiding.

**Past Minutes**

The minutes for October 22, 2012 were approved.

**Announcements**

*Provost and Vice President of Academic Affairs – Dr. Lynette Olson*

Dr. Olson was present, but did not address the group.

*PSU/KNEA – Dr. Ananda Jayawardhana, President*

Dr. Jayawardhana reminded the group that performance appraisals are due January 22, 2013 by 4:30 p.m. He also presented a statement on the role of PSU/KNEA in response to the BOR proposal for Post-Tenure Review. (see attached). He advised that the Executive Committee plans to review the proposal, will negotiate further, and send a survey to faculty prior to the 2014 contract negotiations.

*Student Senate – Jeanine Kunshek, PR Director for SGA*

The continuance of the USA Today program, which provides readership for 3 different newspapers to PSU students, is being discussed. There is a concern that students may not be aware of the program and using it to the level needed to be cost effective. The plan is to promote the program and re-evaluate. Due to the increased cost of the purchase of Scantrons and the line item in the budget not being increased through the years, SGA is short of funding for Scantrons this year. Therefore, the distribution of Scantrons is being reviewed as well. Jeanine also advised to be watchful of news on SGA President Ismert vetoing a senate passed resolution.

Dr. Chung asked if the practice of distributing Scantrons to faculty for use in their classes could be changing. Jeanine’s response was there was a test-run of having faculty picking up Scantrons to reduce the foot traffic of individual students. The Academic Affairs Senator will continue to review and Jeanine advised their plan to keep Faculty Senate updated.

*Unclassified Senate – Missi Kelly, President – not present*

No report.

*Classified Senate – Tim Anderson – not present*

No report.

*Faculty Senate President – Dr. Peter Chung*

Dr. Chung began with the BOR is Post-Tenure Review, directing members to the attachments within the agenda. Dr. Chung provided a summary of events leading up to the policy manual update and new language pertaining to Post-Tenure review. Tuesday night before the meeting on Wednesday Faculty Senate presidents received the Statement of Principles on Post-Tenure Review from the University of Kansas Governance Board. Aside from KU none of the other Faculty Senate Presidents were able to comment or report. The consensus was that due to the short notice and importance of the subject it would be critical to take the subject back to our own senates and craft our own response. It was called to the attention of the Regents that Pittsburg State and Fort Hays both have bargaining units that specifically address these contractual issues. Dr. Chung stressed that the Regents are serious about setting Post-Tenure Reviews. Faculty Senate Presidents then developed a statement (see attachment to Agenda COFSP’s November 2012 Report) which acknowledged the proposal, while also supporting tenure, advising that Post-Tenure Review should be developmental in nature and faculty driven. The changes to policy and staff manual will be up for (second reading and vote) at the December meeting.
Dr. Chung added that the addition of d. (4) in the policy was borrowed from University System of Georgia Regents website. The COFS, in their report, asked that each institution employ and use their own policies and that the five-year intervals be changed to read “7 years” to follow promotion guidelines.

Regent Logan asked staff to propose action item by April 2014 unless there are on-going negotiations at that time with PSU and FHSU, which have bargaining units. Dr. Chung went on to state that our contract runs thru July 31, 2014. We are free to issue a resolution, but it is our governing unit that is in charge and they have come up with the statement. It is up to the Faculty Senate, but the statement is moot as there is already a statement from the Faculty Senate Presidents (COFSP). Dr. Chung went on to read a summary of where the issue stands. “So here is really where we are at. The regents revised the language on first reading changing the frame for review of intervals not more than seven following tenure; this allows all universities to align the process with regular promotion processes, if desired. There was also discussion that institutions could meld the annual reviews to lead toward this Post-Tenure Review, if desired. There was also discussion that this process should be seen as developmental rather than a way to catch faculty as non-performing.” Once again, all discussions regarding this are moot until our negotiations happen from the unit.

Dr. Joe Arruda asked if there was a sense as to why Regents want to do this? Dr. Chung replied this was a subject of FSP banter and accountability as a request from legislators was discussed as speculation. Dr. Jayawardhana asked about the use of five years in the process. Dr. Olson added to allow latitude from one campus to another, but align with promotion process. Dr. Olson also stressed that we need to appreciate the different mindset of the business world perspective of day-to-day accountability and to the BOR five years is a long time. We need to come to a resolution and yes we still need to negotiate this on our campus, but there were some that felt one year was too long so 5 – 7 years is mountains of time to the Regents.

Dr. Grant Moss asked about last statement d(4) of the policy manual stating this review shall be in addition to, not in lieu of, annual evaluation and if this was discussed in the meeting. Dr. Chung replied the sense was yearly reviews are not enough that an official process is needed every 5-7 years. This would be a similar process as coming up for promotion. In lieu is defined as ‘not to replace’ so in addition to, not in place of. Again to be bargained by each University and the language here is subject to review by each University.

Dr. Irene Zegar asked about the departmental review to which Dr. Jayawardhana advised didn’t know as yet, but may wait to see what other campuses do and make the best process for us. Dr. Chung added that since we are under contract until 2014, this will not affect us until the bargaining unit.

Dr. Khanis Siam commented that as faculty we need to shape argument and need input in order to shape the desired outcome. Dr. Jayawardhana reminded the group that we have time. Discussion has begun, but it will be a process which we will know more after approval of document at the Regent level in the near future.

Committee Reports

Undergraduate Curriculum – Justin Honey, Chair

Mr. John Thompson advised the committee met on November 12th. He reminded the group and asked that they go back and remind those in their departments, if their department has information to be reviewed it is important that the department be represented at the Undergraduate Curriculum meeting, especially if you feel there is likely to be questions. The dates of the meetings are on the website and they meet at 8:00 a.m. Mr. Thompson then summarized what curriculum items were reviewed at the last meeting. They approved the GBT course additions and pre-reqs, FCS name change of an emphasis, HPASS asked SWK 222 be added to their Social Work major, and Honors 600 & 601 as optional way for honors students to complete department academic honors courses.

Dr. Craig Fuchs was asked by Dr. Bert Patrick to describe the proposed Honors courses and the process. He advised that these courses were common in other honors colleges and that this had been more than one and half years in the process. That he had presented it to the academic chairs as well as the former Departmental Academic Honors Committee. The courses would be optional, but would allow a year-long research based option for honors students.
Dr. Patrick asked about the grade options of A, B and NC grade pertaining to the Honors 600 and 601 and thought that this would make it difficult for the students to complete the required 3 departmental honors projects. Noting that if the senior student was awarded the NC grade, voiding the process, and with a timeline of the project submission as dead week this gave the student no time to start another class that semester. Faculty members receiving the project at the end of dead week also does not allow enough time for the process as presented to clear the Academic Departmental Honors Committee.

Dr. Patrick then made a motion that the five College Departmental Academic Honors Committees review the legislation and return in February after discussing with our own faculty within our departments, feeling that these courses have implications for each department and own Departmental Academic Honors. Dr. Fuchs advised that the newly formed departmental honors committees had not had a chance to review, but that he had met with the college chairs a year ago. He agreed that there was time for further review.

Additional questions were related to faculty mentor involvement, department credit, concern that student receiving NC grade would need to do 2 projects last semester of senior year, and course listing on class schedule. Dr. Patrick's motion was clarified by Dr. Chung to state: Table this until February FS meeting to allow time for individual colleges Departmental Academic Honors Committees to review, discuss further with Dr. Fuchs, as well as each individual department in order to review with faculty, convey through their representative any concerns, and then talk about this at the February FS meeting. A motion was amended by Dr. Patrick to approve all other curriculum items and to revisit the Honors 600 and 601 as stated by Dr. Chung. Motion was approved for all other curriculum items to be approved minus the Honors 600 & 601 courses.

*Academic Affairs – Susan Schreinder, Chair*
Nothing to report.

*Library Services Subcommittee – Morgan McCune, Chair*
Minutes from October 8, 2012 meeting are attached with minutes.

*Information Systems Subcommittee – David O'Bryan, Chair*
Dr. Mike Leiker advised that a meeting is scheduled for next week.

*Continuing Studies – Scott Norman, Chair*
Minutes of meeting provided (see attached.)

*Departmental Academic Honors – Barbara McClaskey, reported*
Advised there are 90 honors projects to be graded. Break down by college is Arts & Science 50, Business 6, Education 27, and Technology 7. Believe the new process to be working very well.

*Honors College – Chris Spera, Chair*
No report.

*Writing Across the Curriculum – Robert Lindsey, Initial Chair*
Have finished looking at syllabi for stipend for the semester.

*Diversity and Multicultural Affairs – Tatiana Sildus, Chair*
No report.

*Student Faculty – Phil Harries, Chair*
Not present. No report.

*All University Committee – Maeve Cummings, Initial Chair*
No report.
Faculty Affairs – Dilip Paul, Chair
Dr. Leiker advised using briefcase. Dr. Mark Johnson added reviewing sabbaticals and should be done by end of week. All but two professional development requests have been reviewed and approved. Waiting on additional information for remaining two requests and have no financial report on professional development funds at this time.

Constitution Committee – Darren Botello-Samson, Chair
No report, but things are in progress.

General Education – Mark Johnson, Chair
Advised committee is to meet on January 9 at 1:00 p.m. to draft out recommendation for alternative assessment of General Education courses.

Unfinished Business
None.

New Business
Dr. Chung read from a recent email announcing PSU is the first recipient of the Kansas Conference of the American Association of University Professors Sound Governance Award.

According to Ronald Barrett-Gonzales, associate professor of aerospace engineering at the University of Kansas and president-elect of the State of Kansas Conference of the AAUP, the award was given based on scores PSU received in a recent “Indicators of Sound Governance” survey. The survey was sent to faculty members at Kansas Regents universities and assessed more than 40 metrics. PSU not only scored the highest on the survey but also received the highest percentage of positive remarks. The article and Dr. Chung’s remarks noted this communicated well to Dr. Scott’s leadership.

Open Forum
No announcements.

Meeting Adjourned
Motion to adjourn was approved at 3:54 p.m.

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Mark Johnson attended the September and November meeting. Tatiana Sildus attended the October meeting. Hazel Coltharp substituted for Karla Childs and Scott Craig substituted for Drew Polen at the October meeting.
PSU-KNEA is the recognized authority at Pitt State for the purposes of meet and confer. We take seriously our obligation to negotiate on behalf of the unit on all matters pertaining to faculty working conditions, including those that relate to academic freedom and tenure, due process, and university citizenship. It is our position that policies that effectively revise the contract in the absence of fulfilling the obligation to meet and confer are non-contractual and cannot be enforced.

The PSU/KNEA Executive Committee is not supportive of the proposed Post-Tenure Review. PSU/KNEA will conduct a survey of the Unit members before the negotiations in 2014 and negotiate accordingly.

Ananda Jayawardhana
President PSU/KNEA
Faculty Senate
Library Services Subcommittee
Meeting Minutes
October 8, 2012

Present: Morgan McCune, Jamie McDaniel, Melvin Rousk, Kristi Stuck, Barbara Pope, David Bunnell, and Jan Schiefelbein. Absent: Robert Lindsey, John Thompson, Elie Walker, and Anupam Thakur.

Meeting came to order at 10:30am.

This was the first committee meeting since the beginning of the new fiscal year. The committee members unanimously elected Morgan McCune as committee chair and Barbara Pope as recorder.

David Bunnell, Dean of Library Services, gave the committee an update on what is happening with the library’s planned integrated library system. Because of the large probable cost for the project, the library had to do an RFP and the library task force consequently examined the proposals of six vendors. The task force made recommendations based on the library’s needs on all six vendors. We had three of the vendors come to campus for demonstrations and meetings with library staff. Most recently, the Office of Information Systems wanted to meet with the three finalist vendors. After the last meeting between OIS and the three vendors, David Bunnell will be submitting a justification document, because the preferred vendor is the highest cost vendor. Our original chosen go-live date was Spring 2013, but Bunnell noted that a staged roll-out may work better so that all libraries in the consortium can go live according to when it is best for them without so much pressure on time. For the school district, PSU, and Fort Scott Community College, the best go-live date is Summer 2013, but for the public libraries, it is Spring 2013.

David Bunnell updated the committee on the status of the Axe Library building. He mentioned wanting to get the second and third floors carpeted. He recently obtained a quote for $60,000 per floor.

David Bunnell mentioned that Jo Anne Beezley is planning to retire in May 2013.

David Bunnell said that he is working with Continuing Studies to get the process of going digital on theses begun. They are beginning with a small group of theses this fall, but will eventually do all theses in digital format. People will be able to request copies of theses on demand through the library’s website or simply download them. Eventually, old theses will also be digitized.

David Bunnell said that there are many policies which need to be examined and updated. We will do review of policies in Zimbra and make recommendations.

David Bunnell mentioned wanting to get in touch with faculty more and find out what is needed. One way he suggested is by retooling the LibGuides to be more useful. He would also like to perhaps create more flyers and have workshops for faculty and students. Melvin Roush suggested that he would like to be able to log into the library’s website and see what he has checked out from the library. Barbara Pope replied that that is the list of elements in the new library systems we are looking at. It is technically possible to do with the library’s existing system, but just not turned on.

David Bunnell updated the committee on the Student Success Center, which will begin being built on the first floor of Axe Library beginning Summer of 2013. The Student Success Center will be providing
advising and conducting all FE classes in the SSC classroom. Construction will also include a new and improved library classroom with more seating and improved layout.

David Bunnell would like to create a library newsletter to let faculty and staff know about new resources, services, and other happenings PSU Libraries. A few relevant things he mentioned he would like to include would be about the Georgia copyright case, new databases, and new journals. There was discussion about not sending it as a bulk-e, because it may not get read. Someone suggested perhaps sending it to either the departmental administrative assistants, department chairs, or both. Then, those people could distribute the information more effectively, perhaps by printing it and displaying it, or forwarding in email. Online newsletters were also discussed.

David Bunnell notes that the library is stalled on strategic planning because we are not sure where we are going at the university level.

The meeting adjourned at 11:30am.
To: Continuing Studies Committee

From: Susan Schreiner

Date: 11/26/2012

Re: November 7, 2012

Present: R. Scott Norman, Susan Knell, Sang-Heui Lee, Susan Schreiner, Leo Hudson.

Guest: Dr. Pawan Kahol

Minutes from last meeting were approved with corrections.

The meeting was turned over to Dean Kahol who wanted to discuss what he needs from the committee and what he envisions the committee doing. He’s been here only four months and is still learning the functions of the department while being pulled in many directions as Continuing Studies is the umbrella for KC Metro, Paraguay and other sites.

Historically KC Metro opened about twelve years ago with the purpose of providing visibility to PSU. It had three main roles: 1.) Working with alumni 2.) Continuing education and 3.) Admissions. The alumni duties have fallen to practically nothing, and while there still is an admissions presence continuing education is really the main mission now. However, even continuing education is showing a decline from a high of about 180 students around 2003 to about 75 this year. The program currently offers certification in autism and a bachelor’s of applied science in automotive and this spring will add a degree in workforce development. In addition this is an MS in educational leadership and a master’s in arts and technology.

Last month the Hanover Group did a market analysis for the KC Metro Center with a ten year projection. The report was received about two weeks ago. [Note: Dr. Kahol will make either an electric or a hard copy of the report available to each member of the committee for us to review.] With 54 institutions offering courses in Kansas City we are facing some very heavy competition for each student. There is no clarity on the mission of the KC Metro campus.

In December the deans and some administrative members will travel to the University of Central Missouri campus for a visit. They need to know what institutions offer in Kansas City and what kind of market is there. In the afternoon they will visit Northwest University. When they return Dr. Kahol is hoping for a helpful brainstorming session. PSU is signed on a lease for the Metro Center for the next eight years.

Scott asked for clarification on whether the main focus for Continuing Studies was working on the Metro Center. The Dean stated that the main focus was on offering non-traditional programs to non-traditional students. The question was raised on how this committee can serve the mission of Continuing Studies. Dr. Kahol felt the committee was useful in answering two questions:

1.) Should we develop some certification programs?
2.) If so, what kinds of programs will meet the needs and demands of today's students?

As we work with the students we should have a much more in-depth idea of what students want and should be able to determine whether programs will work. Discussion followed about what constituted a certificate program, how these classes would be taught, and how it would affect teaching loads and departments.

Each committee member needs to discuss with their department ideas for certification programs that may be implemented at KC Metro. Please bring these ideas to the next meeting.

Next Meeting: Wednesday, December 5, 2012 at 2pm.
Pittsburg State University
Faculty Senate Agenda

Date: Monday, November 26, 2012
Time: 3:00 p.m.
Location: 409 Russ Hall

AGENDA

I. Call to order

II. Approval of Minutes from October 22, 2012 meeting

III. Announcements
   A. Provost and Vice-President of Academic Affairs- Dr. Lynette Olson
   B. PSU/KNEA Remarks- Dr. Ananda Jayawardhana
   C. Student Senate Remarks- Ms. Lara Ismert
   D. Unclassified Senate Remarks- Ms. Missi Kelly
   E. Classified Senate Remarks- Mr. Tim Anderson
   F. Faculty Senate Report- Peter Chung (KBOR)- see attachments

IV. Committee Reports (Reports from committees will begin with Undergraduate Curriculum Committee followed by Academic Affairs)
   A. Academic Affairs Committee- Chair, Susan Schreiner
      1. Undergraduate Curriculum Subcommittee- Exec Comm- John Thompson
      2. Library Services Subcommittee- Initial Chair, Morgan McCune
      3. Information Systems Subcommittee- Chair, David O’Bryan
      4. Continuing Studies Subcommittee- Chair, Scott Norman
      5. Departmental Academic Honors Subcommittee- Reporting member- Barbara McClaskey
      6. Honors College Subcommittee- Chair, Chris Spera
      7. Writing Across the Curriculum Subcommittee- Chair, Robert Lindsey
      8. Diversity and Multicultural Affairs Subcommittee- Chair, Tatiana Sildus
   B. Student Faculty Committee- Chair, Phil Harries
   C. All University Committee- Initial Chair, Maeve Cummings, no report
   D. Faculty Affairs Committee- Chair, Dilip Paul
   E. Constitution Committee- Chair, Darren Botello-Samson
F. General Education Committee- Chair, Mark Johnson

G. Budget Committee- Initial Chair, Paul Herring

All University Committees or Other Appointments

V. Unfinished Business

VI. New Business

VII. Open Forum

VIII. Adjournment- Next Meeting- Monday, December 10, 2012, 3:00 pm, 409 Russ Hall
COFSPs November 2012 report

Chair Emert, President Tompkins, Members of the Board.

The COFSPs met today and the predominant topic was post tenure review.

Following discussions among the various faculty senate presidents, it is very evident that currently our universities employ robust, regular, effective forms of faculty evaluation following tenure, which include annual reviews of faculty performance and goal setting. There are also measures in place to prevent, identify, and remedy chronic low performance.

The COFSPs believe that tenure is fundamental to the success of the university; it carries both rights and responsibilities. Tenure is essential to attracting and retaining exceptional faculty and fostering the marketplace of ideas.

Yearly appraisals of faculty performance are an integral part of a tenured faculty member’s ongoing professional development and contribution to the university. We believe post-tenure review could potentially augment this process.

That said, we believe that post-tenure review must be developed and carried out by faculty, and each campus should create its own plan and implement it. Post-tenure review should be developmental in nature and not infringe upon academic freedom and tenure. It needs to support professional development and responsibility. In the spirit of shared governance, it would be more efficient to envision a seven-year review interval rather than the proposed five-year assessment of faculty.

Beyond the present, robust and effective faculty review process, we acknowledge the Regents call for a post-tenure review process that complements the current procedure at the Regents institutions.

We thank the Board for its time, as always, and I'll stand for questions.
12. EVALUATION OF FACULTY (10-18-07)
It is the policy of the Kansas Board of Regents that merit increases for faculty shall be based on the annual evaluation of their performance as it relates to the mission of the institution, college/school and department. The Board of Regents holds the presidents and Chancellor state university chief executive officers accountable for the development and implementation of evaluation systems in accordance with the following guidelines:

a. Faculty evaluation criteria, procedures and instruments shall be developed through faculty participation in each department, college or division and recorded to express the performance expectations of faculty therein. Criteria, procedures and instruments shall be:

(1) Sufficiently flexible to meet the objectives of the unit.
(2) Sensitive to multi-year faculty activities and outcomes.
(3) Approved by the chief academic officer of each university.
(4) Compatible with contemporary research and scholarly literature on faculty evaluation. For example, assessment of research, where research is part of the job assignment, should ordinarily include but not be limited to information on the quality of the research, the amount of research, the media in which findings were disseminated, and the reception and importance of the research. Similarly, the assessment of teaching, where teaching is part of the job assignment, should ordinarily include but not be limited to student ratings secured anonymously under standard conditions on norm-referenced instruments that adjust for initial student motivation, assessment of syllabi, and assessment of instructional materials.

b. Each state university shall make available to faculty a ratings instrument for securing student ratings of instruction in all appropriate courses. The instrument must be norm referenced and corrected for major sources of bias as demonstrated by research.

c. The evaluation of faculty performance and expectations for the future shall be discussed with them. Documentation recording the sense of the discussion shall be provided to the faculty member.

(1) The faculty member shall be given the opportunity to add comments to the documentation as part of the official record before it is considered at the next higher administrative level.
(2) Each state university shall establish a procedure by which faculty who disagree with their evaluation may request a review.

d. Each state university shall implement a plan to supplement its annual faculty evaluation system, and shall adopt and implement a post-tenure review plan consistent with this policy. Each plan should include procedures and strategies for the following:

(1) Training of departmental chairpersons in the administration of faculty evaluation.
(2) Linkage of the outcomes of faculty evaluation with assistance for renewal and development and, when necessary, reassignment and other personnel actions.
(3) Training and supervision of graduate teaching assistants.
(4) Regular post-tenure review. The primary purpose of this post-tenure review process is to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to the university. Such review is intended to provide a longer term perspective than is usually provided by an annual review. The expectation is that each tenured faculty member will be assessed five years after the most recent promotion or personnel action, and reviews will continue at five-year intervals unless interrupted by a further review for promotion. This review shall be in addition to, not in lieu of, annual evaluations.
Statement of Principles on Post-Tenure Review
University of Kansas Faculty Governance
Approved by Faculty Senate November 8, 2012

1. When the Kansas Board of Regents adopts a post-tenure review requirement, the University of Kansas faculty will collaborate in good faith and in the spirit of shared governance with the administration to implement it.

2. Tenure is fundamental to the success of a university; it carries both rights and responsibilities. Tenure is essential to attracting and retaining exceptional faculty and fostering the marketplace of ideas. Post-tenure review policies will respect the principles embodied in the AAUP's 1940 Statement of Principle on Academic Freedom and Tenure, as endorsed by KBOR on April 18, 1947.

3. Post-tenure review will approach faculty evaluation in a way that promotes continuous improvement, supports a range of career paths, and recognizes the value of the many different kinds of faculty contributions.

4. Post-tenure review will be designed to benefit both faculty and the university; it will function efficiently and fairly, without making onerous time demands. The process will ensure that collegiality is preserved, and that teaching, scholarly, and professional productivity will be enhanced.

5. Post Tenure Review will recognize University-wide standards of excellence and the distinctive expectations of academic units and disciplines; post-tenure review will be conducted by qualified academic peers.
Request for Revision to Concentration or Minor or Emphasis Template

Department: Family & Consumer Sciences  College: Arts & Sciences
Date of Submission to the Department: April 2012
Contact Person: 4456  ☐ Faculty member  ☒ Chair
Revision of: ☒ Concentration  ☐ Minor  ☐ Emphasis
Type of Modification:
☒ Name  ☐ Course Number  ☐ Course Description  ☐ Credit Hour  ☐ Prerequisite Change
☐ Course content/objectives

Major in Which Concentration/Minor/Emphasis is to be located: B.S. - Family & Consumer Sciences

Information from Existing Concentration/Minor/Emphasis

Name of Major: B.S. - Family & Consumer Sciences
Associated Major’s CIP Number: 190101

Name of Existing Concentration/Minor/Emphasis: Individual & Family Management
Please provide the course information as it currently appears in the catalog:

No Catalog Changes

Rationale for Change: The current Individual & Family Management option was designed for those who were seeking a general Family & Consumer Sciences background. It was the initial place that individuals seeking to work in county extension or community relations programs might go for a degree. Over time the title has proven to be unworkable and does not describe well the focus of the degree. Community and Family Services or Family & Community Services are the much more widely used terms for this type of degree. It matches the proposed new Master’s degree to be offered at Kansas State University and is a major heading in the U.S. Department of Labor Job Bank descriptions. This change also connects well with the Pathways program used in all secondary education programs in the Family and Consumer Sciences area and will facilitate easier articulation with the secondary schools. This has been a major recruitment issue and advising issue.
Information for Proposed Changes to Concentration/Minor/Emphasis

Name of Major: _____ (if different from above)  

Associated Major’s CIP Number: 190101

Name of Proposed Concentration/Minor/Emphasis: Community and Family Services

Please provide the course information as you wish it to appear in the catalog:

No Catalog Changes

Date first offered: Fall, 2013
(Year)

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.): None

Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? □ Yes  □ No

If “yes,” please realize that it will need to gain approval of the President’s Council.

Rationale: _____

Will this concentration/minor/emphasis affect any education majors? □ Yes  □ No

If “yes,” please realize that it will need to have the approval of the Teacher Education Council.

What additional costs will be required for this course (e.g. staffing, equipment, etc.)? No

Will this revision impact any other department’s/college’s/unit’s curricula or programs? □ Yes  □ No

If “yes,” have relevant discussion occurred: □ Yes  □ No

Documentation of these discussions (e.g. copies of e-mails, memos, etc.) is required
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZED/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
Date 9-26-12 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 10-10-12 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 10-10-12 Signature, Dean

☐ Approved: General Education Committee (if applicable)
Date ______ Signature, General Education Committee Chair

☐ Approved: Teacher Education Council (if applicable)
Date ______ Signature, Teacher Education Council Chair

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11/12/12 Signature, Undergraduate Curriculum Committee Chair

☑ Approved: Faculty Senate
Date ______ Signature, Recording Secretary, Faculty Senate

☐ Final approved packet forwarded to Provost’s office.
Date ______ Signature, Recording Secretary, Faculty Senate

Approval at Kansas Board of Regents level:

☐ COCAO: Date: _____

The Provost’s Office will notify the department, college and Registrar of completion of the approval process.

Originating Department(s): After completing this form, in its entirety, please upload it to the Zimbra Briefcase, “Undergraduate Curriculum Legislation” (within the appropriate College folder, “Preliminary Legislation”), to allow for review and questions. Any modifications should be saved “original file name.version2.docx” and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signature, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST 
(220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS FOR BOARD APPROVAL.
Please Note
This is at least a two-to-three month process, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process before it is sent to the Kansas Board of Regents for approval.

Please complete the following forms for the KANSAS BOARD OF REGENTS; most of the information required by KBOR may be copied and pasted from above.
January 4, 2007

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MINOR/CONCENTRATION/EMPHASIS

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

620-235-4113 (Office of the Provost – PSU)
(TELEPHONE)

Concentration/Minor/Emphasis:

190101
(Title and CIP)

☐ New
☒ Derived from Existing Program

August 28, 2012
(DATE SUBMITTED)

(Signature of Vice-President/or Provost)
CHANGE TO AN EXISTING
MINOR/CONCENTRATION/EMPHASIS

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Arts & Sciences

Division of: Office of the Provost - PSU

I. Indicate major in which concentration is located:

Family & Consumer Sciences

II. Give the name and describe the purpose of the existing concentration/minor/emphasis:

Current Name: Individual & Family Management

New Name (if applicable): Community and Family Services

Description of Purpose/Rationale for Change:

The current Individual & Family Management option was designed for those who were seeking a general Family & Consumer Sciences background. It was the initial place that individuals seeking to work in county extension or community relations programs might go for a degree. Over time the title has proven to be unworkable and does not describe well the focus of the degree. Community and Family Services or Family & Community Services are the much more widely used terms for this type of degree. It matches the proposed new Master’s degree to be offered at Kansas State University and is a major heading in the U.S. Department of Labor Job Bank descriptions. This change also connects well with the Pathways program used in all secondary education programs in the Family and Consumer Sciences area and will facilitate easier articulation with the secondary schools.
Provide curriculum for the current AND the new emphasis and indicate courses required for each concentration/emphasis:

**B.S. Family & Consumer Sciences - Individual & Family Management**

Name of Major

**CURRENT**

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If the above format does not fit your curriculum outline, please use this text box:

**Core Courses:**

- **FCS-100: Career Management in Family and Consumer Sciences** (1-2 hours)
- **FCS-203: Nutrition and Health** (3 hours)
- **FCS-230: Consumer Education and Personal Finance** (3 hours)
- **FCS-470: Professional and Social Skills** (3 hours)
- **FCS-480: Dynamics of Family Relationships** (3 hours)
- **FCS-572: Senior Seminar in Family and Consumer Sciences** (1 hour)
- **FCS-270: Practicum in Family and Consumer Sciences** (1 hour)
FCS-285: Lifespan Human Development (3 hours)
FCS-430: Family Resource Management (3 hours)
FCS-571: Directed Readings in Family and Consumer Sciences (1-3 hours)

Electives:
Any six courses in the Family and Consumer Sciences area as approved by your advisor (nine credit hours must be 300 or above) (18 hours)

Total: 40 – 43 cr.
Family & Consumer Sciences - Community and Family Services  
(Name of Concentration/Minor/Emphasis)

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- **FCS-270: Practicum in Family and Consumer Sciences ( )** (1 hours)
- **FCS-285: Lifespan Human Development** (3 hours)
- **FCS-430: Family Resource Management** (3 hours)
- **FCS-571: Directed Readings in Family and Consumer Sciences** (1-3 hours)

Electives:

Any six courses in the Family and Consumer Sciences area as approved by your advisor (nine credit hours must be 300 or above) (18 hours)

Total: 40 – 43 cr.
Department: History, Philosphy, and Social Sciences  College: Arts and Sciences

Date of Submission to the Department: Spring, 2012

Contact Person: Dr. Brad Cameron  ☑ Faculty member  ☐ Chair

Brief Description of Change: Add an additional required hour to the SWK major.

Type of Modification:
☐ Name  ☑ Credit Hour  ☐ Course content/objectives  ☐ Prerequisite Change  ☐ Other

Rationale for Change: Last spring SWK 222 was approved as a one-hour co-requisite to SWK 221, the memo asking approval to add the one hour required class to the SWK major did not get to the Faculty Senate. Responding to assessment results, the proposal was inititated because of input from our SWK Advisory Council or the people who hire our graduates. By removing the volunteer experience from SWK 221 and putting it into the required co-requisite SWK 222, faculty will have greater control and direction over the volunteer experience. With the assignment of a grade, students are expected to be more involved in and committed to the volunteer experience. Further, respondents in our survey of graduates have suggested that students be exposed to the variety of SWK careers and opportunities. The new SWK 222 class will require students to be exposed to four SWK areas during their 48 contact hours with rotations in such areas as Medical, Aging, Child and Family Welfare, People with Disabilities or Mental Health social work.

Information from Existing Major

Name of Existing Major: Social Work  Current CIP Number: 44.0701

Please provide the course information as it currently appears in the catalog:

☐ Major Requirements (60-63 hours)

The social work major consists of not less than 60 hours distributed as follows

☐ Pre-Admission Courses (6 hours)

☐ SWK-201: Introduction to Social Work (3 hours)

☐ SWK-221: Basic Helping Skills (3 hours)
Information for Proposed Modified Major

Please provide the course information as you wish it to appear in the catalog:

Name of Modified Major: Social Work  
CIP Number: 44.0701

Major Requirements (61-64 hours)
The social work major consists of not less than 61 hours distributed as follows:

Pre-Admission Courses (7 hours)
SWK-201: Introduction to Social Work (3 hours)
SWK-221: Basic Helping Skills (3 hours)/Co-requisite SWK 222
SWK 222: Basic Helping Skills Experience (1 hour)/Co-requisite SWK 221

The rest of the major remains the same.
Date first offered: Fall, 2013  
(Year)

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.):  
NA

Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?  ☒ Yes  ☐ No

If “yes,” please realize that it will need to gain approval of the President’s Council.

Rationale: While the extant volunteer requirement can involve travel costs, the need to go to multiple sites may result in a small increase for some students. Also, there will be costs associated with necessary background checks with the SWK faculty proposing that a one-time fee be added to tuition costs when students enroll in SWK 222. The faculty are exploring different mechanisms to charge students the costs associated with the background check.

Will this modification affect any education majors?  ☐ Yes  ☒ No

If “yes,” please realize that it will need to have the approval of the Teacher Education Council.

What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?  ☐ No

Will this revision impact any other department’s/college’s/unit’s curricula or programs?  ☐ Yes  ☒ No

If “yes,” have relevant discussion occurred:  ☐ Yes  ☒ No

Documentation of these discussions (e.g. copies of e-mails, memos, etc.) is required
PITTSGURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
Date 10/31/12 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 10/4/12 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 10/4/12 Signature, Dean

☐ Approved: Teacher Education Council (if applicable)
Date ______ Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 1/12/12 Signature, Undergraduate Curriculum Committee Chair

☐ Approved: Faculty Senate
Date ______ Signature, Recording Secretary, Faculty Senate

☐ Final approved packet forwarded to Provost’s office.
Date ______ Signature, Recording Secretary, Faculty Senate

Approval at Kansas Board of Regents level:

☐ COCAO:
Date: _____

The Provost’s Office will notify the department, college and Registrar of completion of the approval process

Originating Department(s): After completing this form, in its entirety, please upload it to the Zimbra Briefcase, “Undergraduate Curriculum Legislation” (within the appropriate College folder, “Preliminary Legislation”), to allow for review and questions. Any modifications should be saved “original file name.version2.docx” and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signature, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS FOR BOARD APPROVAL.
Please Note

This is at least a two-to-three month process from the time of first submission and is designed to eliminate concerns and questions at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process, before it is sent to the Kansas Board of Regents for approval, which may result in a delay in implementation.
January 4, 2007

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

620-235-4113 (Office of the Provost – PSU)
(TELEPHONE)

MAJOR:

Social Work: 44.0701
(Title and CIP)

☐ New

☒ Derived from Existing Program

9/10/12
(DATESubmitted)

(Signature of Vice-President/or Provost)
CHANGE TO AN EXISTING MAJOR

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Arts and Sciences

Division of: Office of the Provost - PSU

I. Give the name and describe the purpose of the existing major:

Current Name: Social Work

New Name (if applicable): _____

Description of Purpose/Rationale for Change: Responding to assessment results, the proposal was initiated because of input from our SWK Advisory Council or the people who hire our graduates. By removing the volunteer experience from SWK 221 and putting it into the required co-requisite SWK 222, faculty will have greater control and direction over the volunteer experience. With the assignment of a grade, students are expected to be more involved in and committed to the volunteer experience. Further, respondents in our survey of graduates have suggested that students be exposed to the variety of SWK careers and opportunities. The new SWK 222 class will require students to be exposed to four SWK areas during their 48 contact hours with rotations in such areas as Medical, Aging, Child and Family Welfare, People with Disabilities or Mental Health social work.
Provide curriculum for the current major AND indicate proposed course changes:

**Social Work**  
Name of Major

**CURRENT**

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If the above format does not fit your curriculum outline, please use this text box:

**Major Requirements (60-63 hours)**

The social work major consists of not less than 60 hours distributed as follows

- Pre-Admission Courses (6 hours)
- **SWK-201: Introduction to Social Work (3 hours)**
- **SWK-221: Basic Helping Skills (3 hours)**

**Post-Admission Courses**

- **SWK-340: Social Work with Families and Children (3 hours)**
SWK-344: Mental Health Theory and Practice (3 hours)
SWK-365: Social Process and Social Policy (3 hours)

SWK-375: Multiculturalism and Diversity in Social Work Practice (3 hours)
  OR SOC-443: Race and Ethnic Relations (3 hours)
  OR PSYCH-720: Multicultural Issues in Psychology and Counseling (3 hours)

SWK-385: Human Behavior Social Environment: Individual and Family Functioning (3 hours)
SWK-420: Advanced Social Work Practice I (3 hours)
SWK-465: Social Welfare Policy Analysis (3 hours)

SWK-383: Fundamentals of Research in Social Work (3 hours)
  OR SOSCI-387: Social Research Design (4 hours)
  OR PSYCH-389: Research Methods in Psychology I (3 hours) AND
  PSYCH-392: Research Methods in Psychology II (3 hours)

SWK-485: Human Behavior in the Social Environment: Groups and Communities (3 hours)
SWK-599: Social Work and the Law (3 hours)
SWK-620: Advanced Social Work Practice II (3 hours)
SWK-621: Practicum in Social Work (9 hours)
SWK-622: Integrative Seminar in Social Work (3 hours)

SWK 620 Advanced Social Work Practice II must be taken the semester prior to or concurrently with the Professional Semester.
SWK 621 Practicum in Social Work is part of the Professional Semester.
SWK 622 Integrative Seminar in Social Work is part of the Professional Semester.

Electives (9 hours)
Choose three courses from the following list
SWK-341: Social Work and the Aged (3 hours)
SWK-342: Health Care and Social Work (3 hours)
SWK-343: Social Work with Families Affected by Disability (3 hours)
SWK-345: Topics in Social Work (  ) (1-3 hours)
SOSCI-388: Social Research Analysis (4 hours)
SWK-399: Social Work and the Court Process (3 hours)
GEOG-401: Urban and Regional Planning (3 hours)
SOC-443: Race and Ethnic Relations (3 hours)
JUST-500: Criminal Law and Society (3 hours)
JUST-501: Criminal Procedure (3 hours)
SOC-527: Correctional Systems (3 hours)
SOC-548: Juvenile Delinquency (3 hours)
PSYCH-571: Abnormal Psychology (3 hours)
SWK-598: Chemical Abuse Treatment and Services (3 hours)
(Name of Major)

<table>
<thead>
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<th>Course Name &amp; Number</th>
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<td>Concentration/Emphasis:</td>
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</tbody>
</table>

If the above format does not fit your curriculum outline, please use this text box:

**Major Requirements (61-64 hours)**

The social work major consists of not less than 61 hours distributed as follows

- Pre-Admission Courses (7 hours)
- SWK-201: Introduction to Social Work (3 hours)
- SWK-221: Basic Helping Skills (3 hours)/Co-requisite SWK 222
- SWK-222: Basic Helping Skills Experience (1 hour)/Co-requisite SWK 221

**Post-Admission Courses**

- SWK-340: Social Work with Families and Children (3 hours)
- SWK-344: Mental Health Theory and Practice (3 hours)
- SWK-365: Social Process and Social Policy (3 hours)

- SWK-375: Multiculturalism and Diversity in Social Work Practice (3 hours)
- OR SOC-443: Race and Ethnic Relations (3 hours)
- OR PSYCH-720: Multicultural Issues in Psychology and Counseling (3 hours)

- SWK-385: Human Behavior Social Environment: Individual and Family Functioning (3 hours)
- SWK-420: Advanced Social Work Practice I (3 hours)
- SWK-465: Social Welfare Policy Analysis (3 hours)

- SWK-383: Fundamentals of Research in Social Work (3 hours)
- OR SOSC1-387: Social Research Design (4 hours)
- OR PSYCH-389: Research Methods in Psychology I (3 hours) AND PSYCH-392: Research Methods in Psychology II (3 hours)

- SWK-485: Human Behavior in the Social Environment: Groups and Communities (3 hours)
- SWK-599: Social Work and the Law (3 hours)
SWK-620: Advanced Social Work Practice II (3 hours)
SWK-621: Practicum in Social Work (9 hours)
SWK-622: Integrative Seminar in Social Work (3 hours)

SWK 620 Advanced Social Work Practice II must be taken the semester prior to or concurrently with the Professional Semester.
SWK 621 Practicum in Social Work is part of the Professional Semester.
SWK 622 Integrative Seminar in Social Work is part of the Professional Semester.

Electives (9 hours)
Choose three courses from the following list
- SWK-341: Social Work and the Aged (3 hours)
- SWK-342: Health Care and Social Work (3 hours)
- SWK-343: Social Work with Families Affected by Disability (3 hours)
- SWK-345: Topics in Social Work (____) (1-3 hours)
- SOSCI-388: Social Research Analysis (4 hours)
- SWK-399: Social Work and the Court Process (3 hours)
- GEOG-401: Urban and Regional Planning (3 hours)
- SOC-443: Race and Ethnic Relations (3 hours)
- JUST-500: Criminal Law and Society (3 hours)
- JUST-501: Criminal Procedure (3 hours)
- SOC-527: Correctional Systems (3 hours)
- SOC-548: Juvenile Delinquency (3 hours)
- PSYCH-571: Abnormal Psychology (3 hours)
- SWK-598: Chemical Abuse Treatment and Services (3 hours)
Department: GIT      College: College of Technology

Date of Submission to the Department: 09/04/2012

Contact Person: Chris Huitt  ☒ Faculty member ☐ Chair

Brief Description of Change: Adding GIT 350 Printing Technologies and GIT 580 Sales and Customer Service classes to the elective choices for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis area.

Type of Modification:
☐ Name ☐ Credit Hour ☐ Course content/objectives ☐ Prerequisite Change ☒ Other

Rationale for Change: These classes were inadvertently omitted as an elective course for this emphasis during the program revisions.

Information from Existing Major

Name of Existing Major: Graphic Communications: Graphic Design Emphasis area.     Current CIP Number: ___________

Please provide the course information as it currently appears in the catalog:

Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis

The Graphic Design emphasis area blends the art and creative side with the technical aspects of graphics production. Students will learn the fundamentals of art and design and apply those fundamentals in a production setting, following the design from initial concept through digital file development and end with the final output of the graphic product.

Basic Skills (12-14 hours)

COMM 207: Speech Communication ..................3
ENGL 101: English Composition .....................3
ENGL 190: Honors English Composition ............3
or ENGL 299: Introduction to Research Writing ...3

Mathematics (select one) (3-5 hours)

MATH 110: College Algebra with Review ..........5
MATH 113: College Algebra .........................3
MATH 133: Quantitative Reasoning ...............3
MATH 143: Elementary Statistics ..................3
General Education Electives (32-38 hours)

Sciences (8-9 hours)

**Natural Sciences (Select one)**
BIOL 111: General Biology .........................3
and BIOL 112: General Biology Laboratory ..........2
BIOL 113: Environmental Life Science .............4
BIOL 211: Principles of Biology I ..................4

**Physical Sciences (Select one)**
CHEM 105: Introductory Chemistry ................3
and CHEM 106: Introductory Chemistry Laboratory .........................................................1
PHYS 160: Physical Geology .......................3
and PHYS 165: Physical Geology Laboratory ......1
PHYS 162: Physical Oceanography ................3
and PHYS 163: Physical Oceanography Laboratory .........................................................1
PHYS 166: Meteorology ...............................3
and PHYS 167: Meteorology Laboratory ..........1
PHYS 171: Physical Science ........................3
and PHYS 172: Physical Science Laboratory ......1
PHYS 175: Descriptive Astronomy ................3
and PHYS 176: Astronomy Laboratory ..........1
PHYS 375: Solar System Astronomy ................3
and PHYS 176: Astronomy Laboratory ..........1

**Social Studies (Select one) (3 hours)**
SOC 100: Introduction to Sociology ...............3
WOMEN 200: Introduction to Women's Studies ...3

**Political Studies (3 hours)**
POLS 101: U.S. Politics ................................3

**Producing and Consuming (Select one from two of the following three categories) (5-6 hours)**

**Economy**
ECON 191: Issues in Today's Economy .............3
FCS 230: Consumer Education and Personal Finance ........................................................3

**Technology**
EET 247: Computer Programming for Electronic Systems ..................................................3
GT 190: Introduction to Technological Systems ....2
GT 350: Technology and Civilization .............3
EDTH 330: Technology for the Classroom ........3
TE 551: Integrated Technology for Educators ...........3
TM 350: Societal Influence of Technology ...........3

Business
ACCTG 201: Financial Accounting ................3
CIS 130: Computer Information Systems ...........3

Fine Arts and Aesthetic Studies (0 hours)
  • ART 233 Drawing I (0 hours)

(satisfied by Emphasis course)

Cultural Studies (Select one) (3-5 hours)
MLL 114: Chinese Language and Culture I ..........5
MLL 124: French Language and Culture I ..........5
MLL 154: Spanish Language and Culture I ..........5
MLL 184: Russian Language and Culture I ..........5
MLL 194: Korean Language and Culture I ..........5
GEOG 106: World Regional Geography .............3
GEOG 300: Elements of Geography .................3
GEOG 304: Human Geography ....................3
WOMEN 399: Global Women’s Issues ............3

Health and Well Being (4-6 hours)

Psychological
PSYCH 155: General Psychology ..................3

Physical (Select one)
FCS 203: Nutrition and Health .....................3
FCS 301: Nutrition ...............................3
HHP 150: Lifetime Fitness Concepts .............1

Human Heritage (Select one from two of the following three categories) (6 hours)

History
HIST 101: World History to 1500 ...................3
HIST 102: World History from 1500 .................3
HIST 201: American History to 1865 ...............3
HIST 202: American History from 1865 ..........3

Literature
ENGL 113: General Literature .....................3
ENGL 114: General Literature (Genre) ............3
ENGL 116: General Literature (Theme) .............3
ENGL 315: Mythology ...................................3
ENGL 320: Literature and Film .........................3

**Philosophy**
PHIL 103: Introduction to Philosophy ...............3
PHIL 105: Ethics ........................................3
PHIL 208: Logic and Critical Thinking ..............3
PHIL 231: World Religions ..............................3

**GIT Core Courses (22-23 hours)**
GIT 100: Introduction to Graphics Technologies ..3
GIT 141: Vector Based Graphics ......................3
GIT 142: Raster Graphics Software ..................3
GIT 230: Graphic Design ..............................3
GIT 240: Page Layout Software .......................3
GIT 301: Graphics Career Development ..............2
GIT 600: Graphics Internship ..........................3
GIT 650: Production Graphics ..........................3
or GIT 690: Senior Project ............................2

**Graphic Design Emphasis Courses (18 hours)**
GIT 221: Web Graphics Software ....................3
GIT 310: Photography .................................3
GIT 421: Interactive Media Design ...................3
GIT 342: Print File Preparation and Preflighting ..3
ART 100: Art Foundations I: 2D Visual Thinking .3
ART 233: Drawing I ....................................3

**Graphic Design Electives (11-12 hours)**
GIT 231: Audio/Video Software .......................3
GIT 311: Studio Product Photography ................3
GIT 322: Web Site Design ..............................3
GIT 323: Web and Motion Graphics ...................3
GIT 334: 3D Graphics .................................3
GIT 355: Specialty Graphics ..........................3
GIT 400: Investigations ................................1-4
GIT 401: Graphics Work Experience .................1-3
GIT 410: Commercial Photography ....................3
GIT 432: Digital Media Design .......................3
GIT 510: Portrait Photography ........................3
GIT 521: Mobile Media Development ..................3
GIT 523: Web Content Management Systems .......3
GIT 530: 3D Animation and Rendering ...............3
GIT 531: Publication Graphics ........................3
GIT 532: Packaging Graphics ..........................3
GIT 552: Digital and Variable Data Technologies .3
GIT 562: Graphics Cost Analysis and Estimating ........3
GIT 590: Special Topics (___) ...................... 1-3
GIT 601: Laboratory Practicum ..................... 1-4
GIT 640: Color Reproduction .........................3
GIT 680: Graphics Administration ....................3

Total Technical Courses (52 hours)

Support Courses (21 hours)
ENGL 301: Technical/Professional Writing ..........3
MGMKT 330: Basic Marketing ........................3
ART 205: Commercial Art ..........................3
ART 236: Drawing II ..................................3
ART 250: Art Foundations III: Color Theory and Application .............................................3
ART 689: Contemporary Issues in Art .............3

Choose one from the following
ART 220: Art of Photography I .....................3
ART 305: Commercial Art II ........................3
ART 320: Art of Photography II .....................3
ART 420: Art of Photography III ....................3
ART 433: Life Drawing ..............................3
ART 688: History of Modern Art ....................3

- Electives (by advisement) (0-7 hours)

Total hours for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis (124 hours)
Information for Proposed Modified Major

Please provide the course information as you wish it to appear in the catalog:

Name of Modified Major Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis

The Graphic Design emphasis area blends the art and creative side with the technical aspects of graphics production. Students will learn the fundamentals of art and design and apply those fundamentals in a production setting, following the design from initial concept through digital file development and end with the final output of the graphic product.

Basic Skills (12-14 hours)

COMM 207: Speech Communication ......................3
ENGL 101: English Composition ..........................3
ENGL 190: Honors English Composition ...............3
or ENGL 299: Introduction to Research Writing ..3

Mathematics (select one) (3-5 hours)

MATH 110: College Algebra with Review ..............5
MATH 113: College Algebra ............................3
MATH 133: Quantitative Reasoning ....................3
MATH 143: Elementary Statistics ......................3

General Education Electives (32-38 hours)

Sciences (8-9 hours)

Natural Sciences (Select one)

BIOL 111: General Biology .............................3
and BIOL 112: General Biology Laboratory ...........2
BIOL 113: Environmental Life Science ...............4
BIOL 211: Principles of Biology I .....................4

Physical Sciences (Select one)

CHEM 105: Introductory Chemistry ...................3
and CHEM 106: Introductory Chemistry Laboratory ......................................................1
PHYS 160: Physical Geology ..........................3
and PHYS 165: Physical Geology Laboratory .....1
PHYS 162: Physical Oceanography ....................3
and PHYS 163: Physical Oceanography Laboratory ......................................................1
PHYS 166: Meteorology ..................................3
and PHYS 167: Meteorology Laboratory ............1
PHYS 171: Physical Science ..........................3
and PHYS 172: Physical Science Laboratory ......1
PHYS 175: Descriptive Astronomy .................3
and PHYS 176: Astronomy Laboratory ...........1
PHYS 375: Solar System Astronomy .............3
and PHYS 176: Astronomy Laboratory ..........1

Social Studies (Select one) (3 hours)
SOC 100: Introduction to Sociology ............3
WOMEN 200: Introduction to Women's Studies ...3

Political Studies (3 hours)
POLS 101: U.S. Politics ..........................3

Producing and Consuming (Select one from two of the following three categories) (5-6 hours)

Economy
FCS 230: Consumer Education and Personal Finance .............................................................3

Technology
EET 247: Computer Programming for Electronic Systems ..........................................................3
GT 190: Introduction to Technological Systems ....2
GT 350: Technology and Civilization .............3
EDTH 330: Technology for the Classroom ........3
TE 551: Integrated Technology for Educators ....3
TM 350: Societal Influence of Technology .......3

Business
ACCTG 201: Financial Accounting ...............3
CIS 130: Computer Information Systems ........3

Fine Arts and Aesthetic Studies (0 hours)

- ART 233 Drawing I (0 hours)

(satisfied by Emphasis course)

Cultural Studies (Select one) (3-5 hours)
MLL 114: Chinese Language and Culture I ....5
MLL 124: French Language and Culture I .......5
MLL 154: Spanish Language and Culture I .......5
MLL 184: Russian Language and Culture I .......5
MLL 194: Korean Language and Culture I ........5
GEOG 106: World Regional Geography ..........3
GEOG 300: Elements of Geography ..............3
GEOG 304: Human Geography ....................3
Health and Well Being (4-6 hours)

Psychological
PSYCH 155: General Psychology ......................3

Physical (Select one)
FCS 203: Nutrition and Health ........................3
FCS 301: Nutrition .........................................3
HHP 150: Lifetime Fitness Concepts ...................1

Human Heritage (Select one from two of the following three categories) (6 hours)

History
HIST 101: World History to 1500 .......................3
HIST 102: World History from 1500 ....................3
HIST 201: American History to 1865 ..................3
HIST 202: American History from 1865 ................3

Literature
ENGL 113: General Literature ..........................3
ENGL 114: General Literature (Genre) ...............3
ENGL 116: General Literature (Theme) ...............3
ENGL 315: Mythology .....................................3
ENGL 320: Literature and Film ..........................3

Philosophy
PHIL 103: Introduction to Philosophy ................3
PHIL 105: Ethics .........................................3
PHIL 208: Logic and Critical Thinking ................3
PHIL 231: World Religions ..............................3

GIT Core Courses (22-23 hours)
GIT 100: Introduction to Graphics Technologies ...3
GIT 141: Vector Based Graphics .......................3
GIT 142: Raster Graphics Software ...................3
GIT 230: Graphic Design ...............................3
GIT 240: Page Layout Software .......................3
GIT 301: Graphics Career Development .............2
GIT 600: Graphics Internship ........................3
GIT 650: Production Graphics ........................3
or GIT 690: Senior Project ............................2
Graphic Design Emphasis Courses (18 hours)

GIT 221: Web Graphics Software ......................3
GIT 310: Photography ..................................3
GIT 421: Interactive Media Design ..................3
GIT 342: Print File Preparation and Preflighting ....3
ART 100: Art Foundations I: 2D Visual Thinking .3
ART 233: Drawing I .....................................3

Graphic Design Electives (11-12 hours)

GIT 231: Audio/Video Software .......................3
GIT 311: Studio Product Photography ................3
GIT 322: Web Site Design ................................3
GIT 323: Web and Motion Graphics ..................3
GIT 334: 3D Graphics ..................................3
GIT 350: Printing Technologies .......................3
GIT 355: Specialty Graphics .........................3
GIT 400: Investigations ................................4
GIT 401: Graphics Work Experience .................1-3
GIT 410: Commercial Photography ..................3
GIT 432: Digital Media Design .......................3
GIT 510: Portrait Photography .......................3
GIT 521: Mobile Media Development .................3
GIT 523: Web Content Management Systems ........3
GIT 530: 3D Animation and Rendering ..............3
GIT 531: Publication Graphics .......................3
GIT 532: Packaging Graphics .........................3
GIT 552: Digital and Variable Data Technologies .3
GIT 562: Graphics Cost Analysis and Estimating .3
GIT 580: Sales and Customer Service ...............3
GIT 590: Special Topics (_____) .....................1-3
GIT 601: Laboratory Practicum .......................1-4
GIT 640: Color Reproduction .........................3
GIT 680: Graphics Administration .....................3

Total Technical Courses (52 hours)

Support Courses (21 hours)

ENGL 301: Technical/Professional Writing ..........3
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ART 205: Commercial Art ................................3
ART 236: Drawing II ....................................3
ART 250: Art Foundations III: Color Theory and Application ..................................................3
ART 689: Contemporary Issues in Art ...............3

Choose one from the following

ART 220: Art of Photography I .......................3
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ART 320: Art of Photography II ......................3
ART 420: Art of Photography III ..................................3
ART 433: Life Drawing ............................................3
ART 688: History of Modern Art .................................3

- Electives (by advisement) (0-7 hours)

Total hours for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis (124 hours)

CIP Number: _____
Date first offered: Fall, 2013

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.): None

Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ☐ Yes ☒ No

   If “yes,” please realize that it will need to gain approval of the President’s Council.
   Rationale: ______

Will this modification affect any education majors? ☐ Yes ☒ No

   If “yes,” please realize that it will need to have the approval of the Teacher Education Council.

Will this modification affect any education majors? ☐ Yes ☒ No

   If “yes,” have relevant discussion occurred: ☐ Yes ☐ No

   Documentation of these discussions (e.g. copies of e-mails, memos, etc.) is required
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS

AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☐ Approved: Department Chairperson
Date 9-24-2012 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
Date 10.9.12 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
Date 10.9.12 Signature, Dean

☐ Approved: Teacher Education Council (if applicable)
Date ______ Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11.12.12 Signature, Undergraduate Curriculum Committee Chair

☐ Approved: Faculty Senate
Date ______ Signature, Recording Secretary, Faculty Senate

☐ Final approved packet forwarded to Provost’s office.
Date ______ Signature, Recording Secretary, Faculty Senate

Approval at Kansas Board of Regents level:

☐ COCAO: Date: ______

The Provost’s Office will notify the department, college and Registrar of completion of the approval process.

Originating Department(s): After completing this form, in its entirety, please upload it to the Zimbra Briefcase, “Undergraduate Curriculum Legislation” (within the appropriate College folder, “Preliminary Legislation”), to allow for review and questions. Any modifications should be saved “original file name.version2.docx” and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signature, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS FOR BOARD APPROVAL.
Please Note
This is at least a two-to-three month process from the time of first submission and is designed to eliminate concerns and questions at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process, before it is sent to the Kansas Board of Regents for approval, which may result in a delay in implementation.
January 4, 2007

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS  66762
(ADDRESS)

620-235-4113 (Office of the Provost – PSU)
(TELEPHONE)

MAJOR:

Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis
(Title and CIP)

☐ New
☒ Derived from Existing Program

09/04/2012
(DATE SUBMITTED)

__________________________
(Signature of Vice-President/or Provost)
CHANGE TO AN EXISTING
MAJOR

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Technology

Division of: Office of the Provost - PSU

I. Give the name and describe the purpose of the existing major:

Current Name: Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis

New Name (if applicable): N/A (No Change.)

Description of Purpose/Rationale for Change: Adding GIT 350 Printing Technologies and GIT 580 Sales and Customer Service classes in to the elective choices for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis area. These classes were inadvertently omitted as elective courses for this emphasis during the program revisions.
Provide curriculum for the current major AND indicate proposed course changes:

**Major in Graphic Communications: Graphic Design Emphasis Area**
Name of Major

**Current**

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<th>Credit Hours</th>
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| Electives:           |              |
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| Research:            |              |
|                      |              |
|                      |              |
|                      |              |

| Practica:            |              |
|                      |              |
|                      |              |
|                      |              |

Total: ___

If the above format does not fit your curriculum outline, please use this text box:

**Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis**

The Graphic Design emphasis area blends the art and creative side with the technical aspects of graphics production. Students will learn the fundamentals of art and design and apply those fundamentals in a production setting, following the design from initial concept through digital file development and end with the final output of the graphic product.
Basic Skills (12-14 hours)
COMM 207: Speech Communication ................................3
ENGL 101: English Composition ....................................3
ENGL 190: Honors English Composition ..........................3
or ENGL 299: Introduction to Research Writing ................3

Mathematics (select one) (3-5 hours)
MATH 110: College Algebra with Review ..........................5
MATH 113: College Algebra ...........................................3
MATH 133: Quantitative Reasoning .................................3
MATH 143: Elementary Statistics ....................................3

General Education Electives (32-38 hours)

Sciences (8-9 hours)

Natural Sciences (Select one)
BIOL 111: General Biology ............................................3
and BIOL 112: General Biology Laboratory ......................2
BIOL 113: Environmental Life Science ............................4
BIOL 211: Principles of Biology I ..................................4

Physical Sciences (Select one)
CHEM 105: Introductory Chemistry ................................3
and CHEM 106: Introductory Chemistry Laboratory ...........1
PHYS 160: Physical Geology ...........................................3
and PHYS 165: Physical Geology Laboratory ....................1
PHYS 162: Physical Oceanography .................................3
and PHYS 163: Physical Oceanography Laboratory ............1
PHYS 166: Meteorology ...............................................3
and PHYS 167: Meteorology Laboratory ..........................1
PHYS 171: Physical Science ...........................................3
and PHYS 172: Physical Science Laboratory ....................1
PHYS 175: Descriptive Astronomy ..................................3
and PHYS 176: Astronomy Laboratory ............................1
PHYS 375: Solar System Astronomy ...............................3
and PHYS 176: Astronomy Laboratory ............................1

Social Studies (Select one) (3 hours)
SOC 100: Introduction to Sociology ...............................3
WOMEN 200: Introduction to Women's Studies ...............3

Political Studies (3 hours)
POLS 101: U.S. Politics .................................................3
**Producing and Consuming (Select one from two of the following three categories) (5-6 hours)**

**Economy**
- ECON 191: Issues in Today's Economy ....................3
- FCS 230: Consumer Education and Personal Finance .................................................................3

**Technology**
- EET 247: Computer Programming for Electronic Systems ...............................................................3
- GT 190: Introduction to Technological Systems .......2
- GT 350: Technology and Civilization ..................3
- EDTH 330: Technology for the Classroom ..........3
- TE 551: Integrated Technology for Educators ..........3
- TM 350: Societal Influence of Technology ..........3

**Business**
- ACCTG 201: Financial Accounting .........................3
- CIS 130: Computer Information Systems ................3

**Fine Arts and Aesthetic Studies (0 hours)**
- **ART 233 Drawing I (0 hours)**

(satisfied by Emphasis course)

**Cultural Studies (Select one) (3-5 hours)**
- MLL 114: Chinese Language and Culture I ............5
- MLL 124: French Language and Culture I ............5
- MLL 154: Spanish Language and Culture I ............5
- MLL 184: Russian Language and Culture I ............5
- MLL 194: Korean Language and Culture I ............5
- GEOG 106: World Regional Geography ..................3
- GEOG 300: Elements of Geography ......................3
- GEOG 304: Human Geography .............................3
- WOMEN 399: Global Women's Issues ..................3

**Health and Well Being (4-6 hours)**

**Psychological**
- PSYCH 155: General Psychology ..........................3

**Physical (Select one)**
- FCS 203: Nutrition and Health ..........................3
- FCS 301: Nutrition ..........................................3
Human Heritage (Select one from two of the following three categories) (6 hours)

**History**
- HIST 101: World History to 1500 ................................3
- HIST 102: World History from 1500 ................................3
- HIST 201: American History to 1865 .................................3
- HIST 202: American History from 1865 .................................3

**Literature**
- ENGL 113: General Literature ...........................................3
- ENGL 114: General Literature (Genre) .................................3
- ENGL 116: General Literature (Theme) .................................3
- ENGL 315: Mythology .......................................................3
- ENGL 320: Literature and Film ...........................................3

**Philosophy**
- PHIL 103: Introduction to Philosophy ..................................3
- PHIL 105: Ethics ............................................................3
- PHIL 111: Ethics: Applied Emphasis (_____) .........................3
- PHIL 208: Logic and Critical Thinking ..................................3
- PHIL 231: World Religions .................................................3

**GIT Core Courses (22-23 hours)**
- GIT 100: Introduction to Graphics Technologies ..................3
- GIT 141: Vector Based Graphics .........................................3
- GIT 142: Raster Graphics Software ......................................3
- GIT 230: Graphic Design ..................................................3
- GIT 240: Page Layout Software ..........................................3
- GIT 301: Graphics Career Development ...............................2
- GIT 600: Graphics Internship .............................................3
- GIT 650: Production Graphics ...........................................3
  or GIT 690: Senior Project .............................................2

**Graphic Design Emphasis Courses (18 hours)**
- GIT 221: Web Graphics Software .......................................3
- GIT 310: Photography .....................................................3
- GIT 421: Interactive Media Design ......................................3
- GIT 342: Print File Preparation and Preflighting ..................3
- ART 100: Art Foundations I: 2D Visual Thinking ..................3
- ART 233: Drawing I .......................................................3

**Graphic Design Electives (11-12 hours)**
- GIT 231: Audio/Video Software .........................................3
- GIT 311: Studio Product Photography ..................................3
- GIT 322: Web Site Design ................................................3
GIT 323: Web and Motion Graphics ..........3
GIT 334: 3D Graphics ................................3
GIT 355: Specialty Graphics ..................3
GIT 400: Investigations ..........................1-4
GIT 401: Graphics Work Experience ..........1-3
GIT 410: Commercial Photography ..........3
GIT 432: Digital Media Design ................3
GIT 510: Portrait Photography ................3
GIT 521: Mobile Media Development ..........3
GIT 523: Web Content Management Systems ....3
GIT 530: 3D Animation and Rendering ..........3
GIT 531: Publication Graphics .................3
GIT 532: Packaging Graphics ..................3
GIT 552: Digital and Variable Data Technologies .3
GIT 562: Graphics Cost Analysis and Estimating ..3
GIT 590: Special Topics (____) ..................1-3
GIT 601: Laboratory Practicum ................1-4
GIT 640: Color Reproduction ..................3
GIT 680: Graphics Administration ..............3

Total Technical Courses (52 hours)

Support Courses (21 hours)
ENGL 301: Technical/Professional Writing ....3
MGMKT 330: Basic Marketing ..................3
ART 205: Commercial Art ......................3
ART 236: Drawing II ............................3
ART 250: Art Foundations III: Color Theory and Application ................................................3
ART 689: Contemporary Issues in Art ........3

Choose one from the following
ART 220: Art of Photography I ..................3
ART 305: Commercial Art II ....................3
ART 320: Art of Photography II .................3
ART 420: Art of Photography III .................3
ART 433: Life Drawing ..........................3
ART 688: History of Modern Art ...............3

- Electives (by advisement) (0-7 hours)

Total hours for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis (124 hours)
Major in Graphic Communications: Graphic Design Emphasis Area
(Name of Major)

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Concentration/Emphasis:</td>
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<td>Total:</td>
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If the above format does not fit your curriculum outline, please use this text box:

Bachelor of Science in Technology Degree with a Major in Graphic Communications:
Graphic Design Emphasis

The Graphic Design emphasis area blends the art and creative side with the technical aspects of graphics production. Students will learn the fundamentals of art and design and apply those fundamentals in a production setting, following the design from initial concept through digital file development and end with the final output of the graphic product.

Basic Skills (12-14 hours)

- COMM 207: Speech Communication ..................3
- ENGL 101: English Composition ......................3
- ENGL 190: Honors English Composition ..............3
- or ENGL 299: Introduction to Research Writing ..3

Mathematics (select one) (3-5 hours)

- MATH 110: College Algebra with Review ............5
- MATH 113: College Algebra ..........................3
- MATH 133: Quantitative Reasoning .................3
- MATH 143: Elementary Statistics ....................3

General Education Electives (32-38 hours)

Sciences (8-9 hours)
Natural Sciences (Select one)

BIOL 111: General Biology.........................3
and BIOL 112: General Biology Laboratory ......2
BIOL 113: Environmental Life Science ..........4
BIOL 211: Principles of Biology I .............4

Physical Sciences (Select one)

CHEM 105: Introductory Chemistry ................3
and CHEM 106: Introductory Chemistry Laboratory .................................................................1
PHYS 160: Physical Geology .......................3
and PHYS 165: Physical Geology Laboratory ......1
PHYS 162: Physical Oceanography ...............3
and PHYS 163: Physical Oceanography Laboratory .................................................................1
PHYS 166: Meteorology ................................3
and PHYS 167: Meteorology Laboratory ..........1
PHYS 171: Physical Science .......................3
and PHYS 172: Physical Science Laboratory ......1
PHYS 175: Descriptive Astronomy ...............3
and PHYS 176: Astronomy Laboratory ..........1
PHYS 375: Solar System Astronomy ...............3
and PHYS 176: Astronomy Laboratory ..........1

Social Studies (Select one) (3 hours)

SOC 100: Introduction to Sociology .............3
WOMEN 200: Introduction to Women's Studies ..3

Political Studies (3 hours)

POLS 101: U.S. Politics .............................3

Producing and Consuming (Select one from two of the following three categories) (5-6 hours)

Economy

FCS 230: Consumer Education and Personal Finance .................................................................3

Technology

EET 247: Computer Programming for Electronic Systems ..............................................................3
GT 190: Introduction to Technological Systems ..2
GT 350: Technology and Civilization ............3
EDTH 330: Technology for the Classroom ......3
TE 551: Integrated Technology for Educators ..3
TM 350: Societal Influence of Technology ......3

Business

ACCTG 201: Financial Accounting ...............3
CIS 130: Computer Information Systems ................3

**Fine Arts and Aesthetic Studies (0 hours)**

- ART 233 Drawing I (0 hours)

(satisfied by Emphasis course)

**Cultural Studies (Select one) (3-5 hours)**

MLL 114: Chinese Language and Culture I ...........5
MLL 124: French Language and Culture I ..........5
MLL 154: Spanish Language and Culture I ........5
MLL 184: Russian Language and Culture I ..........5
MLL 194: Korean Language and Culture I ..........5
GEOG 106: World Regional Geography .............3
GEOG 300: Elements of Geography ..................3
GEOG 304: Human Geography .......................3
WOMEN 399: Global Women's Issues ...............3

**Health and Well Being (4-6 hours)**

**Psychological**

PSYCH 155: General Psychology .....................3

**Physical (Select one)**

FCS 203: Nutrition and Health .....................3
FCS 301: Nutrition ..................................3
HHP 150: Lifetime Fitness Concepts ...............1

**Human Heritage (Select one from two of the following three categories) (6 hours)**

**History**

HIST 101: World History to 1500 ...................3
HIST 102: World History from 1500 .................3
HIST 201: American History to 1865 ...............3
HIST 202: American History from 1865 ..........3

**Literature**

ENGL 113: General Literature .....................3
ENGL 114: General Literature (Genre) ..............3
ENGL 116: General Literature (Theme) .............3
ENGL 315: Mythology ................................3
ENGL 320: Literature and Film .....................3
Philosophy
PHIL 103: Introduction to Philosophy .................3
PHIL 105: Ethics .................................................3
PHIL 111: Ethics: Applied Emphasis (___) ......3
PHIL 208: Logic and Critical Thinking ...............3
PHIL 231: World Religions .................................3

GIT Core Courses (22-23 hours)
GIT 100: Introduction to Graphics Technologies ...3
GIT 141: Vector Based Graphics ..........................3
GIT 142: Raster Graphics Software ......................3
GIT 230: Graphic Design ................................3
GIT 240: Page Layout Software ..........................3
GIT 301: Graphics Career Development ..............2
GIT 600: Graphics Internship .............................3
GIT 650: Production Graphics ............................3
or GIT 690: Senior Project ................................2

Graphic Design Emphasis Courses (18 hours)
GIT 221: Web Graphics Software .......................3
GIT 310: Photography ......................................3
GIT 421: Interactive Media Design .....................3
GIT 342: Print File Preparation and Preflighting ....3
ART 100: Art Foundations I: 2D Visual Thinking .3
ART 233: Drawing I .........................................3

Graphic Design Electives (11-12 hours)
GIT 231: Audio/Video Software ..........................3
GIT 311: Studio Product Photography ..................3
GIT 322: Web Site Design ..................................3
GIT 323: Web and Motion Graphics ....................3
GIT 334: 3D Graphics ....................................3
GIT 350: Printing Technologies ..........................3
GIT 355: Specialty Graphics .............................3
GIT 400: Investigations ................................1-4
GIT 401: Graphics Work Experience ....................1-3
GIT 410: Commercial Photography ....................3
GIT 432: Digital Media Design ..........................3
GIT 510: Portrait Photography ..........................3
GIT 521: Mobile Media Development .................3
GIT 523: Web Content Management Systems .......3
GIT 530: 3D Animation and Rendering ...............3
GIT 531: Publication Graphics ..........................3
GIT 532: Packaging Graphics ............................3
GIT 552: Digital and Variable Data Technologies .3
GIT 562: Graphics Cost Analysis and Estimating ....3
GIT 580: Sales and Customer Service ..................3
GIT 590: Special Topics (___) ............................1-3
GIT 601: Laboratory Practicum ................. 1-4
GIT 640: Color Reproduction .................... 3
GIT 680: Graphics Administration ............... 3

**Total Technical Courses (52 hours)**

**Support Courses (21 hours)**
ENGL 301: Technical/Professional Writing ........ 3
MGMKT 330: Basic Marketing ....................... 3
ART 205: Commercial Art ......................... 3
ART 236: Drawing II ................................ 3
ART 250: Art Foundations III: Color Theory and Application ........................................... 3
ART 689: Contemporary Issues in Art ............. 3

**Choose one from the following**
ART 220: Art of Photography I .................... 3
ART 305: Commercial Art II ....................... 3
ART 320: Art of Photography II ................... 3
ART 420: Art of Photography III .................. 3
ART 433: Life Drawing ............................. 3
ART 688: History of Modern Art ................. 3

- Electives (by advisement) (0-7 hours)

Total hours for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Graphic Design Emphasis (124 hours)
Department: GIT  College: College of Technology
Date of Submission to the Department: 09/04/2012
Contact Person: Chris Huitt  Faculty member  Chair

Brief Description of Change: Adding GIT 640 Color Reproduction class into the elective choices for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis area.

Type of Modification:
☐ Name  ☐ Credit Hour  ☐ Course content/objectives  ☐ Prerequisite Change  ☑ Other

Rationale for Change: This class was inadvertently omitted as an elective course for this emphasis during the program revisions.

Information from Existing Major
Name of Existing Major: Graphic Communications: Digital Media Emphasis area.  Current CIP Number:

Please provide the course information as it currently appears in the catalog:

Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis

The Digital Media emphasis area focuses on digital graphics, which includes digital photography, video and audio editing, special effects and 3D rendering and animation. Students will develop skills for creating and manipulating 2D and 3D graphics audio and video for use in television, digital signage and video games.

Basic Skills (12-14 hours)
COMM 207: Speech Communication ..................3
ENGL 101: English Composition .......................3
ENGL 190: Honors English Composition .............3
or ENGL 299: Introduction to Research Writing ..3

Mathematics (select one) (3-5 hours)
MATH 110: College Algebra with Review ............5
MATH 113: College Algebra .............................3
MATH 133: Quantitative Reasoning ..................3
MATH 143: Elementary Statistics ......................3

General Education Electives (35-41 hours)
Sciences (8-9 hours)

Natural Sciences (Select one) (4-5 hours)
BIOL 111: General Biology .........................................3
and BIOL 112: General Biology Laboratory ..............2
BIOL 113: Environmental Life Science ....................4
BIOL 211: Principles of Biology I ..............................4

Physical Sciences (Select one) (4 hours)
CHEM 105: Introductory Chemistry ..........................3
and CHEM 106: Introductory Chemistry Laboratory ..................................................1
PHYS 160: Physical Geology ....................................3
and PHYS 165: Physical Geology Laboratory ..........1
PHYS 162: Physical Oceanography ..........................3
and PHYS 163: Physical Oceanography Laboratory ..............1
PHYS 166: Meteorology ..........................................3
and PHYS 167: Meteorology Laboratory ..................1
PHYS 171: Physical Science ....................................3
and PHYS 172: Physical Science Laboratory ..........1
PHYS 175: Descriptive Astronomy ..........................3
and PHYS 176: Astronomy Laboratory .....................1
PHYS 375: Solar System Astronomy ........................3
and PHYS 176: Astronomy Laboratory .....................1

Social Studies (Select one) (3 hours)
SOC 100: Introduction to Sociology ........................3
WOMEN 200: Introduction to Women's Studies .......3

Political Studies (3 hours)
POLS 101: U.S. Politics ...........................................3

Producing and Consuming (Select one from two of the following three categories) (5-6 hours)

Economy
ECON 191: Issues in Today's Economy ....................3
FCS 230: Consumer Education and Personal Finance ..................................................3

Technology
EET 247: Computer Programming for Electronic Systems ..................................................3
GT 190: Introduction to Technological Systems .......2
GT 350: Technology and Civilization .....................3
EDTH 330: Technology for the Classroom .............3
TE 551: Integrated Technology for Educators ........3
TM 350: Societal Influence of Technology .............3
Business
ACCTG 201: Financial Accounting ..................3
CIS 130: Computer Information Systems ..............3
MGMKT 101: Introduction to Business ................3

Fine Arts and Aesthetic Studies (3 hours)
ART 178: Introduction to the Visual Arts ..............3

Cultural Studies (Select one) (3-5 hours)
MLL 114: Chinese Language and Culture I ............5
MLL 124: French Language and Culture I .............5
MLL 154: Spanish Language and Culture I ............5
MLL 184: Russian Language and Culture I ............5
MLL 194: Korean Language and Culture I .............5
GEOG 106: World Regional Geography ................3
GEOG 300: Elements of Geography ....................3
GEOG 304: Human Geography ..........................3
WOMEN 399: Global Women's Issues ..................3

Health and Well Being (4-6 hours)

Psychological
PSYCH 155: General Psychology ......................3

Physical (Select one)
FCS 203: Nutrition and Health .......................3
FCS 301: Nutrition ..................................3
HHP 150: Lifetime Fitness Concepts ..................1

Human Heritage (Select one from two of the following three categories) (6 hours)

History
HIST 101: World History to 1500 .....................3
HIST 102: World History from 1500 ...................3
HIST 201: American History to 1865 ..................3
HIST 202: American History from 1865 ...............3

Literature
ENGL 113: General Literature .......................3
ENGL 114: General Literature (Genre) ...............3
ENGL 116: General Literature (Theme) ...............3
ENGL 315: Mythology ................................3
ENGL 320: Literature and Film .......................3

Philosophy
PHIL 103: Introduction to Philosophy ................3
PHIL 105: Ethics .............................................. 3
PHIL 208: Logic and Critical Thinking .......... 3
PHIL 231: World Religions .............................................. 3

**GIT Core Courses (22-23 hours)**

GIT 100: Introduction to Graphics Technologies ... 3
GIT 141: Vector Based Graphics ............................. 3
GIT 142: Raster Graphics Software ...................... 3
GIT 230: Graphic Design .............................................. 3
GIT 240: Page Layout Software .............................. 3
GIT 301: Graphics Career Development .............. 2
GIT 600: Graphics Internship .............................................. 3
GIT 650: Production Graphics .............................................. 3
or GIT 690: Senior Project .......................... 2

**Digital Media Emphasis Courses (24 hours)**

GIT 231: Audio/Video Software .............................. 3
GIT 310: Photography .............................................. 3
GIT 311: Studio Product Photography .................. 3
GIT 334: 3D Graphics .............................................. 3
GIT 410: Commercial Photography .......................... 3
GIT 432: Digital Media Design ......................... 3
GIT 510: Portrait Photography ............................. 3
GIT 530: 3D Animation and Rendering ...................... 3

**Digital Media Electives (10-11 hours)**

GIT 221: Web Graphics Software .............................. 3
GIT 322: Web Site Design .............................................. 3
GIT 323: Web and Motion Graphics ....................... 3
GIT 342: Print File Preparation and Prelighting ........ 3
GIT 350: Printing Technologies .............................................. 3
GIT 355: Specialty Graphics .............................................. 3
GIT 400: Investigations .............................................. 1-4
GIT 401: Graphics Work Experience ................... 1-3
GIT 421: Interactive Media Design ...................... 3
GIT 521: Mobile Media Development ..................... 3
GIT 523: Web Content Management Systems .......... 3
GIT 531: Publication Graphics ............................. 3
GIT 532: Packaging Graphics .............................................. 3
GIT 552: Digital and Variable Data Technologies . 3
GIT 562: Graphics Cost Analysis and Estimating ........ . 3
GIT 580: Sales and Customer Service .................. 3
GIT 590: Special Topics (___) .............................................. 1-3
GIT 601: Laboratory Practicum .......................... 1-4
GIT 680: Graphics Administration .............................. 3
Total Technical Courses (57 hours)

Support Courses (12 hours)
ENGL 301: Technical/Professional Writing ..........3
MGMKT 330: Basic Marketing ................................3
COMM 200: Introduction to Mass Communication 3
COMM 274: Introduction to Audio and Video Production .................................................................3

- Electives (by advisement) (0-8 hours)

Total hours for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis (124 hours)
Information for Proposed Modified Major

Please provide the course information as you wish it to appear in the catalog:

Name of Modified Major:

Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis

The Digital Media emphasis area focuses on digital graphics, which includes digital photography, video and audio editing, special effects and 3D rendering and animation. Students will develop skills for creating and manipulating 2D and 3D graphics audio and video for use in television, digital signage and video games.

Basic Skills (12-14 hours)
COMM 207: Speech Communication ..................3
ENGL 101: English Composition ......................3
ENGL 190: Honors English Composition ..............3
or ENGL 299: Introduction to Research Writing ......3

Mathematics (select one) (3-5 hours)
MATH 110: College Algebra with Review ...........5
MATH 113: College Algebra ................................3
MATH 133: Quantitative Reasoning ..................3
MATH 143: Elementary Statistics ......................3

General Education Electives (35-41 hours)

Sciences (8-9 hours)

Natural Sciences (Select one) (4-5 hours)
BIOL 111: General Biology ............................3
and BIOL 112: General Biology Laboratory ..........2
BIOL 113: Environmental Life Science ................4
BIOL 211: Principles of Biology I .....................4

Physical Sciences (Select one) (4 hours)
CHEM 105: Introductory Chemistry ..................3
and CHEM 106: Introductory Chemistry Laboratory ..........................................................1
PHYS 160: Physical Geology ..........................3
and PHYS 165: Physical Geology Laboratory .......1
PHYS 162: Physical Oceanography ....................3
and PHYS 163: Physical Oceanography Laboratory ..........................................................1
PHYS 166: Meteorology ..................................3
and PHYS 167: Meteorology Laboratory .............1
PHYS 171: Physical Science ............................3
and PHYS 172: Physical Science Laboratory .......1
PHYS 175: Descriptive Astronomy ....................3
and PHYS 176: Astronomy Laboratory ...............1

Revision to Major

Last Revision: Fall, 2012
PHYS 375: Solar System Astronomy ..................3
and PHYS 176: Astronomy Laboratory ..............1

Social Studies (Select one) (3 hours)
SOC 100: Introduction to Sociology ..................3
WOMEN 200: Introduction to Women's Studies ...3

Political Studies (3 hours)
POLS 101: U.S. Politics ....................................3

Producing and Consuming (Select one from two of the following three categories) (5-6 hours)

Economy
ECON 191: Issues in Today's Economy ..............3
FCS 230: Consumer Education and Personal Finance .........................................................3

Technology
EET 247: Computer Programming for Electronic Systems .....................................................3
GT 190: Introduction to Technological Systems ....2
GT 350: Technology and Civilization ...............3
EDTH 330: Technology for the Classroom ..........3
TE 551: Integrated Technology for Educators ......3
TM 350: Societal Influence of Technology ..........3

Business
ACCTG 201: Financial Accounting .................3
CIS 130: Computer Information Systems ..........3
MGMKT 101: Introduction to Business .............3

Fine Arts and Aesthetic Studies (3 hours)
ART 178: Introduction to the Visual Arts ..........3

Cultural Studies (Select one) (3-5 hours)
MLL 114: Chinese Language and Culture I ..........5
MLL 124: French Language and Culture I ..........5
MLL 154: Spanish Language and Culture I ..........5
MLL 184: Russian Language and Culture I ..........5
MLL 194: Korean Language and Culture I ..........5
GEOG 106: World Regional Geography .............3
GEOG 300: Elements of Geography .................3
GEOG 304: Human Geography .......................3
WOMEN 399: Global Women's Issues ..............3

Health and Well Being (4-6 hours)
Psychological
PSYCH 155: General Psychology ..........................3

Physical (Select one)
FCS 203: Nutrition and Health ..........................3
FCS 301: Nutrition ...........................................3
HHP 150: Lifetime Fitness Concepts .....................1

Human Heritage (Select one from two of the following three categories) (6 hours)

History
HIST 101: World History to 1500 ..........................3
HIST 102: World History from 1500 .........................3
HIST 201: American History to 1865 ......................3
HIST 202: American History from 1865 ....................3

Literature
ENGL 113: General Literature ............................3
ENGL 114: General Literature (Genre) .....................3
ENGL 116: General Literature (Theme) .....................3
ENGL 315: Mythology .......................................3
ENGL 320: Literature and Film ............................3

Philosophy
PHIL 103: Introduction to Philosophy ....................3
PHIL 105: Ethics ..............................................3
PHIL 111: Ethics: Applied Emphasis (___) ................3
PHIL 208: Logic and Critical Thinking ....................3
PHIL 231: World Religions ................................3

GIT Core Courses (22-23 hours)
GIT 100: Introduction to Graphics Technologies ....3
GIT 141: Vector Based Graphics ..........................3
GIT 142: Raster Graphics Software .......................3
GIT 230: Graphic Design ..................................3
GIT 240: Page Layout Software ............................3
GIT 301: Graphics Career Development .................2
GIT 600: Graphics Internship .............................3
GIT 650: Production Graphics ............................3
or GIT 690: Senior Project ...............................2

Digital Media Emphasis Courses (24 hours)
GIT 231: Audio/Video Software ..........................3
GIT 310: Photography ......................................3
GIT 311: Studio Product Photography ....................3
GIT 334: 3D Graphics ......................................3
GIT 410: Commercial Photography .......................3
Digital Media Electives (10-11 hours)

GIT 221: Web Graphics Software ...............3
GIT 322: Web Site Design .......................3
GIT 323: Web and Motion Graphics .............3
GIT 342: Print File Preparation and Preflighting ...3
GIT 350: Printing Technologies ..................3
GIT 355: Specialty Graphics .....................3
GIT 400: Investigations ........................1-4
GIT 401: Graphics Work Experience ............1-3
GIT 421: Interactive Media Design ............3
GIT 521: Mobile Media Development ..........3
GIT 523: Web Content Management Systems ....3
GIT 531: Publication Graphics .................3
GIT 532: Packaging Graphics ...................3
GIT 552: Digital and Variable Data Technologies .3
GIT 562: Graphics Cost Analysis and Estimating ..3
GIT 580: Sales and Customer Service ..........3
GIT 590: Special Topics (____) ...............1-3
GIT 601: Laboratory Practicum ................1-4
GIT 640: Color Reproduction ..................3
GIT 680: Graphics Administration .............3

Total Technical Courses (57 hours)

Support Courses (12 hours)

ENGL 301: Technical/Professional Writing ....3
MGMKT 330: Basic Marketing ...................3
COMM 200: Introduction to Mass Communication 3
COMM 274: Introduction to Audio and Video Production ......................................................3

• Electives (by advisement) (0-8 hours)

Total hours for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis (124 hours)
Date first offered: Fall, 2013
(Year)

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.): None

Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ☐ Yes ☒ No

If “yes,” please realize that it will need to gain approval of the President’s Council.

Rationale: ______

Will this modification affect any education majors? ☐ Yes ☒ No

If “yes,” please realize that it will need to have the approval of the Teacher Education Council.

What additional costs will be required for this modification (e.g. staffing, equipment, etc.)? No

Will this revision impact any other department’s/college’s/unit’s curricula or programs? ☐ Yes ☒ No

If “yes,” have relevant discussion occurred: ☐ Yes ☐ No

Documentation of these discussions (e.g. copies of e-mails, memos, etc.) is required
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☐ Approved: Department Chairperson
Date 9-24-2012  Signature, Department Chairperson

☒ Approved: College Curriculum Committee
Date 10.9.12  Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
Date 10.9.12  Signature, Dean

☐ Approved: Teacher Education Council (if applicable)
Date ______ Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11.17.12  Signature, Undergraduate Curriculum Committee Chair

☐ Approved: Faculty Senate
Date ______ Signature, Recording Secretary, Faculty Senate

☐ Final approved packet forwarded to Provost’s office.
Date ______ Signature, Recording Secretary, Faculty Senate

Approval at Kansas Board of Regents level:

☐ COCAO: Date: _____

The Provost’s Office will notify the department, college and Registrar of completion of the approval process.

Originating Department[s]: After completing this form, in its entirety, please upload it to the Zimbra Briefcase, “Undergraduate Curriculum Legislation” (within the appropriate College folder, “Preliminary Legislation”), to allow for review and questions. Any modifications should be saved “original file name.version2.docx” and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signature, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS FOR BOARD APPROVAL.
Please Note

This is at least a two-to-three month process from the time of first submission and is designed to eliminate concerns and questions at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process, before it is sent to the Kansas Board of Regents for approval, which may result in a delay in implementation.
January 4, 2007

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

620-235-4113 (Office of the Provost – PSU)
(TELEPHONE)

MAJOR:

Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis
(Title and CIP)

☐ New

☒ Derived from Existing Program

09/04/2012
(DATE SUBMITTED)

(Signature of Vice-President/or Provost)
CHANGE TO AN EXISTING
MAJOR

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Technology

Division of: Office of the Provost - PSU

I. Give the name and describe the purpose of the existing major:

Current Name: Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis

New Name (if applicable): N/A (No Change)

Description of Purpose/Rationale for Change: Adding GIT 640 Color Reproduction class in to the elective choices for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis area. This class was inadvertently omitted as an elective course for this emphasis during the program revisions.
Provide curriculum for the current major AND indicate proposed course changes:

**Major in Graphic Communications: Digital Media Emphasis Area**

*Name of Major*

**CURRENT**

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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<tr>
<td>Core Courses:</td>
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If the above format does not fit your curriculum outline, please use this text box:

**Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis**

The Digital Media emphasis area focuses on digital graphics, which includes digital photography, video and audio editing, special effects and 3D rendering and animation. Students will develop skills for creating and manipulating 2D and 3D graphics audio and video for use in television, digital signage and video games.
Basic Skills (12-14 hours)
COMM 207: Speech Communication ..................3
ENGL 101: English Composition ....................3
ENGL 190: Honors English Composition ............3
or ENGL 299: Introduction to Research Writing ..3

Mathematics (select one) (3-5 hours)
MATH 110: College Algebra with Review ..........5
MATH 113: College Algebra ........................3
MATH 133: Quantitative Reasoning ...............3
MATH 143: Elementary Statistics ..................3

General Education Electives (35-41 hours)

Sciences (8-9 hours)

Natural Sciences (Select one) (4-5 hours)
BIOL 111: General Biology .........................3
and BIOL 112: General Biology Laboratory ......2
BIOL 113: Environmental Life Science ............4
BIOL 211: Principles of Biology I .................4

Physical Sciences (Select one) (4 hours)
CHEM 105: Introductory Chemistry ...............3
and CHEM 106: Introductory Chemistry Laboratory .........................................................1
PHYS 160: Physical Geology .......................3
and PHYS 165: Physical Geology Laboratory .....1
PHYS 162: Physical Oceanography ...............3
and PHYS 163: Physical Oceanography Laboratory .........................................................1
PHYS 166: Meteorology ............................3
and PHYS 167: Meteorology Laboratory ..........1
PHYS 171: Physical Science ........................3
and PHYS 172: Physical Science Laboratory .....1
PHYS 175: Descriptive Astronomy ...............3
and PHYS 176: Astronomy Laboratory ..........1
PHYS 375: Solar System Astronomy ...............3
and PHYS 176: Astronomy Laboratory ..........1

Social Studies (Select one) (3 hours)
SOC 100: Introduction to Sociology ..............3
WOMEN 200: Introduction to Women's Studies ...3

Political Studies (3 hours)
POLS 101: U.S. Politics ..............................3
Producing and Consuming (Select one from two of the following three categories) (5-6 hours)

Economy
ECON 191: Issues in Today's Economy ..................................3
FCS 230: Consumer Education and Personal Finance .................................................................3

Technology
EET 247: Computer Programming for Electronic Systems ..........................................................3
GT 190: Introduction to Technological Systems ..........2
GT 350: Technology and Civilization .....................3
EDTH 330: Technology for the Classroom ..........3
TE 551: Integrated Technology for Educators ..........3
TM 350: Societal Influence of Technology ............3

Business
ACCTG 201: Financial Accounting .................................3
CIS 130: Computer Information Systems .................3
MGMT 101: Introduction to Business .....................3

Fine Arts and Aesthetic Studies (3 hours)
ART 178: Introduction to the Visual Arts ..................3

Cultural Studies (Select one) (3-5 hours)
MLL 114: Chinese Language and Culture I .............5
MLL 124: French Language and Culture I .............5
MLL 154: Spanish Language and Culture I .............5
MLL 184: Russian Language and Culture I .............5
MLL 194: Korean Language and Culture I .............5
GEOG 106: World Regional Geography ..................3
GEOG 300: Elements of Geography ......................3
GEOG 304: Human Geography ...............................3
WOMEN 399: Global Women's Issues ..................3

Health and Well Being (4-6 hours)

Psychological
PSYCH 155: General Psychology ..............................3

Physical (Select one)
FCS 203: Nutrition and Health ..................................3
FCS 301: Nutrition ................................................3
HHP 150: Lifetime Fitness Concepts .......................1
Human Heritage (Select one from two of the following three categories) (6 hours)

History
HIST 101: World History to 1500 .....................3
HIST 102: World History from 1500 .....................3
HIST 201: American History to 1865 .....................3
HIST 202: American History from 1865 .....................3

Literature
ENGL 113: General Literature ..........................3
ENGL 114: General Literature (Genre) ..................3
ENGL 116: General Literature (Theme) .................3
ENGL 315: Mythology .....................................3
ENGL 320: Literature and Film ..........................3

Philosophy
PHIL 103: Introduction to Philosophy ..................3
PHIL 105: Ethics ........................................3
PHIL 111: Ethics: Applied Emphasis (____) .............3
PHIL 208: Logic and Critical Thinking ..................3
PHIL 231: World Religions ...............................3

GIT Core Courses (22-23 hours)
GIT 100: Introduction to Graphics Technologies ...3
GIT 141: Vector Based Graphics ........................3
GIT 142: Raster Graphics Software ....................3
GIT 230: Graphic Design ................................3
GIT 240: Page Layout Software ........................3
GIT 301: Graphics Career Development .................2
GIT 600: Graphics Internship ..........................3
GIT 650: Production Graphics ..........................3
or GIT 690: Senior Project ..............................2

Digital Media Emphasis Courses (24 hours)
GIT 231: Audio/Video Software .........................3
GIT 310: Photography ..................................3
GIT 311: Studio Product Photography ..................3
GIT 334: 3D Graphics ..................................3
GIT 410: Commercial Photography ......................3
GIT 432: Digital Media Design ........................3
GIT 510: Portrait Photography ........................3
GIT 530: 3D Animation and Rendering ................3

Digital Media Electives (10-11 hours)
GIT 221: Web Graphics Software ......................3
GIT 322: Web Site Design ................................3
GIT 323: Web and Motion Graphics ....................3
GIT 342: Print File Preparation and Preflighting ...3
GIT 350: Printing Technologies .........................3
GIT 355: Specialty Graphics ............................3
GIT 400: Investigations .................................1-4
GIT 401: Graphics Work Experience ...................1-3
GIT 421: Interactive Media Design ......................3
GIT 521: Mobile Media Development ....................3
GIT 523: Web Content Management Systems ..........3
GIT 531: Publication Graphics ..........................3
GIT 532: Packaging Graphics ...........................3
GIT 552: Digital and Variable Data Technologies .3
GIT 562: Graphics Cost Analysis and Estimating ....3
GIT 580: Sales and Customer Service ..................3
GIT 590: Special Topics (___) ..........................1-3
GIT 601: Laboratory Practicum .........................1-4
GIT 680: Graphics Administration ......................3

Total Technical Courses (57 hours)

Support Courses (12 hours)

ENGL 301: Technical/Professional Writing ...........3
MGMKT 330: Basic Marketing .............................3
COMM 200: Introduction to Mass Communication 3
COMM 274: Introduction to Audio and Video Production .......................................................3

- Electives (by advisement) (0-8 hours)

Total hours for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis (124 hours)
PROPOSED

Major in Graphic Communications: Digital Media Emphasis Area
(Name of Major)

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GIT 600: Graphics Internship ....................................... 3  
GIT 650: Production Graphics ....................................... 3  
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GIT 410: Commercial Photography ................................... 3  
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Total hours for Bachelor of Science in Technology Degree with a Major in Graphic Communications: Digital Media Emphasis (124 hours)
Request for Revision to Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: CIT  College: College of Technology

Date of Submission to the Department: 09/04/2012

Contact Person: Chris Huitt  Faculty member [ ] Chair

Title of Course: Audio/Video Software

Course Number: 231

Revision Effective: Spring 2013  Offered: [ ] Fall  [ ] Spring  [ ] Summer
(Semester/Year) (check all that apply)

Credit Hours: [ ] Hegis Number: [ ]

Type of Modification:
[ ] Course Title  [ ] Course Number  [ ] Course Description  [ ] Course content/objectives
[ ] Credit Hour  [ ] Prerequisite Change  [ ] Other

Current listing: Audio and visual composition techniques and procedures utilizing audio and video software.
Prerequisite: CIT 100 Introduction to Graphics Technologies.

Modification (as it will appear in the next catalog): Audio and visual composition techniques and procedures utilizing audio and video software.

Please highlight the change in the proposed listing.

Purpose/Justification for Revision of Course: No revision to course, only removal of prerequisite course.

Is this course approved for General Education? [ ] Yes  [ ] No

If "yes," please indicate the University’s General Education Goals met by this course AND the assessment data that will be collected to measure these goals:

Please realize that it will need to gain approval of the General Education Committee.

Is this course required of any education majors? [ ] Yes  [ ] No

If "yes," please realize that it will need to have the approval of the Teacher Education Council.

What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)? [ ] No

Will this revision impact any other department’s/college’s/unit’s curricula or programs? [ ] Yes  [ ] No
If "yes," have relevant discussion occurred: □ Yes □ No

Documentation of these discussions (e.g. copies of e-mails, memos, etc.) is required.

Originating Department: Please complete this form and upload to the Zimbra Briefcase, "Undergraduate Curriculum Legislation" (within the appropriate College folder, "Preliminary Legislation"), to allow for review and questions. Any modifications should be saved as "original file name.version2.docx" (e.g. MATH 343.version 2.docx) and uploaded as well.

Please print the final version of this form, apply the appropriate signature, and forward to the Office of the Registrar.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
  Date 10.9.12 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
  Date 10.9.12 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
  Date 10.9.12 Signature, Dean

☐ Approved: General Education Committee (if applicable)
  Date ______ Signature, General Education Committee Chair

☐ Approved: Teacher Education Council (if applicable)
  Date ______ Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 11/12 Signature, Undergraduate Curriculum Committee Chair

☐ Approved: Faculty Senate
  Date ______ Signature, Recording Secretary, Faculty Senate

Please Note:
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Request for Revision to Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: GIT          College: College of Technology

Date of Submission to the Department: 09/04/2012

Contact Person: Chris Huitt  ☑ Faculty member ☐ Chair

Title of Course: 3D Graphics
Credit Hours: 3

Course Number: 334
Hegis Number: _____

Revision Effective: Spring 2013  Offered: ☑ Fall  ☑ Spring  ☐ Summer
(Semester/Year)  (check all that apply)

Type of Modification:
☐ Course Title  ☐ Course Number  ☐ Course Description  ☐ Course content/objectives
☐ Credit Hour  ☑ Prerequisite Change  ☐ Other

Current listing: GIT 334 3D Graphics Introduction to 3D modeling and scanning. Prerequisite: GIT 100
Introduction to Graphics Technologies.

Modification (as it will appear in the next catalog): GIT 334 3D Graphics Introduction to 3D modeling and
scanning.

Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: No revision to course, only removal of prerequisite course.

Is this course approved for General Education? ☑ Yes  ☐ No

If “yes,” please indicate the University’s General Education Goals met by this course AND the
assessment data that will be collected to measure these goals:

☐

Please realize that it will need to gain approval of the General Education Committee.

Is this course required of any education majors? ☐ Yes  ☑ No

If “yes,” please realize that it will need to have the approval of the Teacher Education Council.

What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)? No

Will this revision impact any other department’s/college’s/unit’s curricula or programs? ☐ Yes  ☑ No
If “yes,” have relevant discussion occurred: □ Yes □ No

Documentation of these discussions (e.g. copies of e-mails, memos, etc.) is required.

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PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
   Date 9-7-20  Signature, Department Chairperson

☑ Approved: College Curriculum Committee
   Date 10.9.12  Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
   Date 10.9.12  Signature, Dean

☐ Approved: General Education Committee (if applicable)
   Date ______ Signature, General Education Committee Chair

☐ Approved: Teacher Education Council (if applicable)
   Date ______ Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 11/12/12 Signature, Undergraduate Curriculum Committee Chair

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Request for Revision to Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: GIT | College: College of Technology

Date of Submission to the Department: 09/04/2012

Contact Person: Chris Huitt | Faculty member | Chair

Title of Course: Printing Technologies | Credit Hours: 3

Course Number: 350 | Hegis Number: ______

Revision Effective: Spring 2013 | Offered: ☐ Fall | ☒ Spring | ☐ Summer
(Semester/Year) | (check all that apply)

Type of Modification:
☐ Course Title | ☐ Course Number | ☐ Course Description | ☐ Course content/objectives
☐ Credit Hour | ☒ Prerequisite Change | ☐ Other

Current listing: GIT 350 Fundamental characteristics, uses and operational procedures of traditional and digital printing technologies and equipment including image conversion and press layout techniques. Print quality control and troubleshooting. Prerequisite: GIT 100 Introduction to Graphics Technologies.

Modification (as it will appear in the next catalog): GIT 350 Fundamental characteristics, uses and operational procedures of traditional and digital printing technologies and equipment including image conversion and press layout techniques. Print quality control and troubleshooting. Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: No revision to course, only removal of prerequisite course.

Is this course approved for General Education? ☐ Yes | ☒ No

If “yes,” please indicate the University’s General Education Goals met by this course AND the assessment data that will be collected to measure these goals:


Please realize that it will need to gain approval of the General Education Committee.

Is this course required of any education majors? ☐ Yes | ☐ No

If “yes,” please realize that it will need to have the approval of the Teacher Education Council.

What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)? ☐ Yes | ☐ No
Will this revision impact any other department's/college's/unit's curricula or programs? □ Yes  □ No

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☑ Approved: Department Chairperson
  Date 9.7.12  Signature, Department Chairperson

☑ Approved: College Curriculum Committee
  Date 10.9.12  Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
  Date 10.9.12  Signature, Dean

☐ Approved: General Education Committee (if applicable)
  Date ______  Signature, General Education Committee Chair

☐ Approved: Teacher Education Council (if applicable)
  Date ______  Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 11.12.12  Signature, Undergraduate Curriculum Committee Chair

☐ Approved: Faculty Senate
  Date ______  Signature, Recording Secretary, Faculty Senate

Please Note

This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: Honors College  College: N/A

Date of Submission to the Department: August 29, 2012

Contact Person: Dr. Craig Fuchs  ☑ Faculty member  ☐ Chair

Title of Course: Senior Honors Project 1  Credit Hours: 3

Course Number: Honor 600  Hegis Number: _____

Date first offered: Fall 2013
(Semester/Year)

To be Offered: ☑ Fall  ☐ Spring  ☐ Summer  Estimated Enrollment: 10
(check all that apply)

Prerequisite(s): none

This course is: ☐ Required  ☑ Elective

If this course is "required," which major(s) will require it? ______

Course Description: The Senior Honors Project is an optional way to earn Departmental Academic Honors for students who are members of the Honors College. The course is a two semester sequence where the student undertakes a year-long research project or creative endeavor under the guidance of a faculty member to expand their knowledge in an area integral to their academic growth and development. The Senior Honors Project 1 is the first course in the sequence and will focus on the fundamental development of the project and preliminary scope of work to be completed. Students will receive a grade of A, B, IP (in progress) or NC (no credit) for each enrollment of the Senior Honors Project. A grade of NC voids the process and the student must then complete their Departmental Academic Honors in the traditional way, (as it will appear in the catalog)

Purpose/Justification for Course: Currently, students take three courses as Departmental Academic Honors with a course project in each of the three courses, with no real connection between the projects. The Senior Honors Project is a very common practice amongst Honors Programs around the country and offers the student the opportunity to work closely with a faculty mentor to undertake a year-long research project or creative endeavor that will delve more deeply into a subject area, rather than just skimming the surface of multiple areas. This will also serve the students well as they apply for employment or apply to professional and graduate programs.

Objectives/Student Learning Outcomes: The students who choose to participate in the Senior Honors Project option will be able to develop and refine much needed research skills, develop their writing skills, expand their creative energies, and participate in a public presentation of their work, thus expanding their expertise and experience in public speaking.
Assessment Strategies (e.g. exams, projects, university rubrics, etc.): The result of the Senior Honors Project will be a public presentation of their research or creative endeavor which will be assessed by the faculty mentor.

PLEASE ATTACH SYLLABUS

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.): none

Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? □ Yes  □ No

If "yes," please realize that it will need to gain approval of the President's Council.

Rationale: _____
Is this course to be considered for General Education? □ Yes ☒ No

If "yes," please indicate the University’s General Education Goals met by this course AND the assessment data that will be collected to measure these goals:

Please realize that it will need to gain approval of the General Education Committee.

Will this course be required of any education majors? □ Yes ☒ No

If "yes," please realize that it will need to have the approval of the Teacher Education Council.

Will this course be submitted for Departmental Academic Honors? ☒ Yes □ No

If "yes," please realize that it will need to have the approval of the Faculty Senate Departmental Academic Honors Committee.

What additional costs will be required for this course (e.g. staffing, equipment, etc.)? none

Will this course impact any other department/college/unit’s curricula or programs? □ Yes ☒ No

If "yes," have relevant discussions occurred? □ Yes □ No

Documentation of these discussions (e.g. copies of e-mails, memos, etc.) is required to be attached.

Originating Department: Please complete this form and upload, with syllabus, to the Zimbra Briefcase, "Undergraduate Curriculum Legislation" (within the appropriate College folder, "Preliminary Legislation"), to allow for review and questions. Any modifications should be saved as "original file name.version2.docx" (e.g. MATH 343.version 2.docx) and uploaded as well.

Please print the final version of this form, apply the appropriate signature, and forward to the Office of the Registrar.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
  Date 10/4/11 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
  Date 10/27/12 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
  Date 10/27/12 Signature, Dean

☐ Approved: General Education Committee (if applicable)
  Date ______ Signature, General Education Committee Chair

☐ Approved: Teacher Education Council (if applicable)
  Date ______ Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 11/1/11 Signature, Undergraduate Curriculum Committee Chair

☐ Approved: Faculty Senate
  Date ______ Signature, Recording Secretary, Faculty Senate

Please Note
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate Undergraduate Curriculum Committee may result in an additional month added to the process.
Honors College  
Pittsburg State University  
Honor 600: Senior Honors Project 1  
Fall 2013

Course Coordinator  
Professor Craig Fuchs  
Office: 212 Russ Hall  
Phone: 620-235-4716  
Email: cfuchs@psu.edu  
Course Method: Independent Study with Faculty Mentorship

Office Hours:  
Dr. Fuchs by appointment and via email scheduling  
Faculty Mentor-as established by the Faculty Mentor each term

Course Objectives  
The Senior Honors Project is an optional way to earn Departmental Academic Honors for students who are members of the Honors College. The course is a two semester sequence where the student undertakes a year-long research project or creative endeavor under the guidance of a faculty mentor to expand their knowledge in an area integral to their academic growth and development. The Senior Honors Project 1 is the first course in the sequence and will focus on the fundamental development of the project and preliminary scope of work to be completed.

Learner Outcomes  
Since this is a general syllabus, the specific learner outcomes will be determined by the Faculty Mentor working with the student as they pertain to the specific project being undertaken.

Assessment of Student Learning  
Since this is a general syllabus, the specific assessment of student learning will be determined by the Faculty Mentor working with the student as they pertain to the specific project being undertaken.

Schedule  
Students should contact their faculty mentor during the first week of classes to develop a schedule of expected activities for the fall term. Future face-to-face meetings throughout the term will then be at the discretion of the faculty mentor.

Suggested Timeline  
1. Your written proposal is due by the end of the first week of October. You should follow the guidelines for writing your proposal listed later in this syllabus.
2. Your completed project, up to the level as determined by your faculty mentor, should be submitted by the week of Thanksgiving Break.
3. Any modifications or revisions requested by the faculty mentor should be completed and the project resubmitted by the end of Dead Week

Grading  
Students will receive a grade of A, B, IP (in progress) or NC (no credit) for their enrollment of the Senior Honors Project 1. A grade of NC voids the process and the student must then complete Departmental Academic Honors requirements in the traditional way. The Faculty Mentor will have autonomy to set the grading standards and develop grading rubrics as they desire.

Academic Honesty and Integrity Policy
http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot
Project Proposal
Your written project proposal should include the following items:
a) Title Page - Project title, Faculty Mentor, semester, and year.
b) Abstract - One-paragraph summary of what the project is about.
c) Table of Contents - List and page numbers of the different sections.
d) List of Figures - Figure numbers, figure captions, and page numbers.
e) Introduction – An overview of the proposed project and an explanation of its importance.
f) Background – A summary of the previous work on the subject.
g) Proposed Project – Expected procedures, experiments, goals, and technical details of your approach.
h) Budget - Funds needed to perform the studies.
i) Timeline – Your best estimate of when you will complete the major tasks for the project.
j) List of References - Numbered list of references that must include for each reference authors, title, name of the source (e.g. conference, journal, etc.), and date of the publication. You should use the citation format that is standard for the primary journals in your specific field of research.
### Table of Contents

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**Appendices**

- A: Prospectus Approval Form
- B: General Timeline
- C: Examples of Senior Honors Projects from other Institutions
What is the Senior Honors Project?

The Senior Honors Project is your opportunity to contribute to and advance knowledge in your discipline in a meaningful way. It is an opportunity to engage with professors, nationally recognized in their fields and specifically interested and committed to working with honors students as Senior Honors Project faculty mentors. Completing a Senior Honors Project can be the most rewarding experience of an undergraduate career. The project provides opportunity for you to explore areas of academic interest with greater intensity than is possible in a single course. You will earn six credit hours for directed research, performance or artistic production of original work conceived in conjunction with your faculty mentor.

Students who work closely with faculty mentors though the Senior Honors Project process have unique advantages in demonstrating their scholarly commitment. Graduate schools frequently require writing or research samples as part of the application process and this criterion is often weighed heavily in evaluating your skills and preparation for succeeding in their programs. The Senior Honors Project can also be beneficial to those entering the job market. This work can provide tangible evidence to prospective employers of your research, writing and creative skills. Senior Honors Projects demonstrate experience with design, execution, analysis, and presentation in your field of study.

The Senior Honors Project should be on a topic about which you are passionate. Each department may set its own standards for methodology (i.e., empirical, comparative, or descriptive), thesis/creative project length, etc.

You and your faculty mentor will create the goals and parameters for your specific topic. Some general guidelines include:

- The Senior Honors Project is an endeavor that will span over two semesters.
- You will receive six upper division honors credits for your project that will apply to your Departmental Academic Honors requirements.

The Senior Honors Project is an original piece of work developed by you and your faculty mentor.

The Faculty Mentor

Once you have narrowed your ideas to several topics, you can begin to identify the specific faculty member who does research in the field in which you are interested and might serve as your faculty mentor. Be certain to review each faculty member’s scholarly body of work to determine if your interests align with his or her area of expertise. The choice of a faculty mentor is extremely important as he or she will be responsible for providing guidance throughout the entire project process.
Finding a Faculty Mentor

- Contact the Chair in the discipline related to your topic to discuss faculty who might share your interests in a topic. Think of professors with whom you have developed a working relationship by taking their classes.

Meeting with potential Mentors

After you have made a list of faculty you want to approach, schedule a meeting with each of them.

- Come prepared to discuss your ideas and hear theirs. Be prepared to discuss how your ideas are related to the faculty member’s research interests.
- Make sure you discuss the professor’s availability, communication style, and any other points that are important to you and your project.
- If a professor with whom you have met is not a match, ask him or her for recommendations of other professors who may be a good fit for working with you on your project.

Selecting Your Topic

Because the Senior Honors Project is the culmination of your undergraduate studies, begin thinking about a topic as early as your second or sophomore year. The experiences you have in your classes, internships, research opportunities, study abroad, and conversations with faculty will help define your interests and develop ideas for your topic. You should choose a topic that genuinely interests you. Conversations with professors will help you determine viable topics in your areas of interest.

You will probably base your project on an aspect of your coursework, internship or research that piqued your interest. A topic often emerges from a solid background in a specific subject, such as one from your academic major. Every academic experience has the potential to introduce you to ideas that could grow into your project. You should be alert to the possibilities. If something in a class excites your interest, take the time to discuss with the professor how this topic might lend itself to a project. If you are proposing a project that involves statistical analysis, it will be beneficial to take a statistics course prior to beginning your project. One key to your success is to be in conversation with faculty as your ideas emerge. The project is a joint effort between you and your faculty mentor.

Once you have identified a few ideas for your project, you need to narrow your topic. This should be done under the guidance of a faculty mentor. You should develop a topic that is broad enough to be researchable but specific enough in scope that you can thoroughly dissect and discuss it. The following is a list of tips and resources available to you as you begin the process of selecting a topic:
- Reflect on past experience to determine what interests you. Consider academic papers, courses, internships, creative projects, research, professors and personal experiences that you found meaningful.
- Talk to faculty about topics interesting to you and relevant to your coursework, major or career interests. Topics of interest may also stem from ongoing faculty research.
- Read widely in the field that interests you by making a habit of browsing professional journals to familiarize yourself with current research and creative work in the field.

**Enrollment and Grading**

All students must enroll in Honor 600 and Honor 601. Students are responsible for enrolling in these courses during normal registration periods.

**Grading the Senior Honors Project Course**

In Honor 600: Senior Honors Project 1, students will receive a grade of A, B, IP (in progress) or NC (no credit) for their enrollment. A grade of NC voids the process and the student must then complete Departmental Academic Honors requirements in the traditional way.

In Honor 601: Senior Honors Project 2, students must earn a grade of A or B to receive credit for this course. Failure to complete the course with a grade of A or B will void the this option and students will have to satisfy their Departmental Academic Honors requirement in the traditional way. There will be no IP or INC grades for this course. Projects must be done by the end of the spring term to count towards Departmental Academic Honors requirements.

**Prospectus**

Every Senior Honors Project is officially launched with a prospectus, which indicates that you are formalizing the beginning of your project. The prospectus form includes your name, current working title, the name of your faculty mentor and signatures from the faculty mentor, the Chair of the Department, and the Director of the Honors College (see Appendix A).

The completed prospectus is submitted to the Director of the Honors College the semester before you enroll in Honor 600 to start your project.

The prospectus also includes a 2-3 page summary of your work that serves as an action plan for the Senior Honors Project and provides a definitive list of goals and procedures, developed with your faculty mentor. Include expectations for the project and overall timeline of progress and internal deadlines for your work. The summary should be professional, clear, and grammatically correct. The prospectus will be kept on file in the Honors College Office to serve as confirmation of your Senior Honors Project.

Use the following questions as an outline when writing your summary.

a. From what field of study is your topic derived? What is the compelling question or idea?
• What interests you about this topic?
• What are the main goals/aims of your Senior Honors Project?

b. How will you conduct your research and prepare for your Senior Honors Project?

• What are your resources?
• How many sources do you expect you to analyze and cite?

c. What are the expectations of meeting frequency with your faculty mentor?

• When, where, and how many times each semester will you meet?
• What are your goals for the meetings? What should each of you prepare in advance?

d. Describe your two semester timeline with Senior Honors Project goals and due dates.

• What will you do on a regular basis for your Senior Honors Project during Honor 600?
• What will you do on a regular basis for your Senior Honors Project during Honor 601?
• When will you begin drafts of your final project?

Public Presentation Requirements

The result of the Senior Honors Project must be presented in a public forum as appropriate. Options include the Undergraduate Research Colloquium, Departmental forums, or the Honors College Senior Honors Project Display. Presentations at state, regional, or national conferences are highly encouraged. Submissions are in poster or digital media format and members of the entire PSU community are welcome at these presentations.

Choosing a topic

• Describe and define your area of interest
• Develop a list of keywords associated with your area of interest—do internet search
• Meet with library staff to explore specific databases for your topic area
• Define the purpose of your project
• Define your organizational strategy for the project
• Meet with your faculty mentor to finalize the topic of your project

Format Options

You have two options: a formal paper or a creative or applied project.

The formal paper should be substantial in length and should reflect independent research conducted under the supervision of a faculty mentor. It should make some contribution to your field of
study. The nature of this contribution will, of course, vary greatly depending upon your area of interest. You might, for example, provide a novel interpretation of a literary text, investigate an event or idea that has received little attention, or design and execute an experiment. Generally, formal papers written in the humanities are argumentative. They present the reader with a disputable thesis and supply arguments in support of this thesis.

The **creative or applied project** should be the result of independent critical inquiry in the arts), the applied arts, the applied sciences, business, or teacher education. The project should reflect independent or creative work conducted under a faculty mentor who will help you determine the scope, length, and style of the work. Undertaking an extensive independent project allows you to apply what you’ve learned and to create a product/project that reflects your very best work. It can help you to learn what kind of creative work you enjoy as well as help you develop your artistic and organizational abilities.

**How long does the project have to be?**
Everyone asks this and there is no categorical answer. The answer depends on the expectations of your major field, on the particular topic that you address, and on the way in which you present your completed project. In the humanities and social sciences, projects will range between 40 and 80 pages (think of this as two or three chapters in addition to an introduction and conclusion). Applied projects written by business majors may be shorter, possibly 30-40 pages, but also denser. Students who do a creative project will need to include a short explanatory paper (perhaps 10-15 pages) in addition to the creative exercise itself. You may also include a CD or DVD as part of your project. Another way of thinking about a project and its length is to keep in mind that you are getting five or six units of credit for it over two semesters. You enroll in Honors 600 and 601 for three credit hours each. Your work should reflect that.

**Checklist**

- Thoroughly review the *Senior Honors Project Handbook* and reference it throughout your project. Be aware of the deadlines and expectations of the project.
- Brainstorm ideas for your topic. Think of subjects that you have a passion for and that may assist you with future academic and career goals.
- Create a list of questions and topic ideas to discuss with a potential faculty mentor.
- Schedule a meeting with a potential faculty mentor.
- Once you have a confirmed faculty mentor, register for Honor 600: Senior Honors Project 1.
- Write your prospectus, have it reviewed and signed by the required signatures.
- Submit your prospectus to the Honors College Office.
- Confirm that your faculty mentor submits a grade for the completed Senior Honors Project courses.

**Writing Tips**

Organize your approach
1. Keep a binder with separate tabs for each part of the Senior Honors Project.
2. Keep a check list in the front of the binder to make sure you have completed all steps and to give you a sense of your progress.
3. Organize your computer files rationally and consistently in an area dedicated only to the project.
4. Keep each section as a separate file and label consistently. Date each of the revisions. For example: Intro 1Sept 25, Intro 2 Oct 10, etc.

Work a little at a time

1. Do not attempt to complete all of your writing at once, since this method invites disaster and writer’s block. One hour twice a week is far better than twelve hours once a month.
2. Divide the project into manageable sections and complete each section individually.
3. Submit each individual section to your faculty mentor before going on to the next section
4. Keep all the sections filed in their dedicated place in your binder.
5. Complete the “simpler” tasks during times when you come to a standstill in your work.

Dedicate adequate time

1. Consider how much work you regularly put into two challenging courses and assume that you will need to spend adequate time on the Senior Honors Project that receives just as much credit.
2. Pace yourself. Courses pace you automatically with their due dates, exams and papers. Independent study work requires maturity and an ability to think and work for yourself.

Use writer’s block wisely

1. Writer’s block means that you have an as yet unrecognized or unresolved problem which may include actually starting the project.
2. This can be a profitable time if you remember that it is an essential part of writing and often leads to better writing.
3. Use the time to work on something that does not require a high level of conceptual skill, such as writing your acknowledgments, working on your bibliography, completing graphs, illustrations.
4. Begin somewhere in the middle, rather than at the beginning. You will go back and revise later, but this is a good method for circumventing writer’s block.

Advice from Students

- Choose a topic that you can discuss in graduate school or job interviews.
- Do research, a little at a time, throughout the semester. Don’t put it off until the end.
- Meet with your faculty mentor often.
- Plan ahead and develop a timeline of deadlines.
- Expect your faculty mentor to request many revisions.
Appendix A: THE SENIOR HONORS PROJECT PROSPECTUS

Please type the information requested on this form and attach it to your 2-3pp. prospectus

Student’s Name: ___________________________ ID: ____________

Email Address: _____________________________________________

Telephone#: _______________________________________________

Title of Thesis: _____________________________________________

________________________________________________________________

Semester in which work is to be started: __________________________

Semester in which work is to be completed: ______________________

When do you plan to graduate? _________________________________

Faculty Mentor Name: _______________________________________

Department: ____________________________ Phone: ______________

E-Mail: ____________________________________________________

________________________________________________________________/

Student Signature/Date

Prospectus approved by: ______________________________________

____________________________________/____________________

Faculty Mentor/ Date

____________________________________/____________________

Chair of the Department/Date

____________________________________/____________________

Director of Honors College/Date

Date Prospectus submitted: ________________________________
Appendix B: General Timeline

**Spring junior year:**
Define your topic, find your thesis advisor.

Submit your Senior Honors Project Prospectus with all signatures to the Honors College.

Enroll in Honor 600 during enrollment period.

Before you leave for the summer, know what you need to do to begin your research. Set yourself goals and deadlines, and keep them.

**Fall senior year:**
Meet with your thesis advisor during the first week of classes, if possible.

Set up a specific timeline for submissions to occur.

Keep those dates.

Meet regularly with your thesis advisor.

Enroll in Honor 601 during enrollment period.

The timeline should enable you to have a draft or outline of your completed project by the end of the semester.

**Spring senior year:**
Meet with your thesis advisor regularly.

Revisions to your draft.

Be sure to know your college deadlines and follow them carefully if they apply.

Submit your completed thesis by the date specified.

**NOTE:** For those students who will student teach or be off-campus during the second semester of their senior year, this timeline would be moved back one term to allow for a two semester window to complete the requirements.
Appendix C: Examples of Senior Honors Projects from other Institutions

Ball State University
http://cms.bsu.edu/Academics/CollegesandDepartments/HonorsCollege/AcademicsandAdmissions/SeniorThesisProjectGuidelines/PastSeniorProjects.aspx

Black Hills State University

Kenyon College
http://www.kenyon.edu/x690.xml
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: Honors College  College: N/A
Date of Submission to the Department: August 29, 2012
Contact Person: Dr. Craig Fuchs  Faculty member  Chair

Title of Course: Senior Honors Project 2  Credit Hours: 3
Course Number: Honor 601  Hegis Number: ___

Date first offered: Spring 2014
(Semester/Year)

To be Offered:  Fall  Spring  Summer  Estimated Enrollment: 10
(check all that apply)

Prerequisite(s): Honor 600: Senior Honors Project 1

This course is:  Required  Elective

If this course is “required,” which major(s) will require it? ___

Course Description: The Senior Honors Project is an optional way to earn Departmental Academic Honors for students who are members of the Honors College. The course is a two semester sequence where the student undertakes a year-long research project or creative endeavor under the guidance of a faculty member to expand their knowledge in an area integral to their academic growth and development. The Senior Honors Project 2 is the culmination of the project started in Senior Honors Project 1 and will result in a public presentation of the work. Students must earn a grade of A or B to receive credit for this course. Failure to complete the course with a grade of A or B will void the this option and students will have to satisfy their Departmental Academic Honors requirement in the traditional way. There will be no IP or INC grades for this course. Projects must be done by the end of the spring term to count towards Departmental Academic Honors requirements.
(as it will appear in the catalog)

Purpose/Justification for Course: Currently, students take three courses as Departmental Academic Honors with a course project in each of the three courses, with no real connection between the projects. The Senior Honors Project is a very common practice amongst Honors Programs around the country and offers the student the opportunity to work closely with a faculty mentor to undertake a year-long research project or creative endeavor that will delve more deeply into a subject area, rather than just skimming the surface of multiple areas. This will also serve the students well as they apply for employment or apply to professional and graduate programs.

Objectives/Student Learning Outcomes:
The students who choose to participate in the Senior Honors Project option will be able to develop and refine much needed research skills, develop their writing skills, expand their creative energies, and
participate in a public presentation of their work, thus expanding their expertise and experience in public speaking.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
The result of the Senior Honors Project will be a public presentation of their research or creative endeavor which will be assessed by the faculty mentor.

PLEASE ATTACH SYLLABUS

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.):
none

Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ☐ Yes ☒ No
If “yes,” please realize that it will need to gain approval of the President’s Council.

Rationale: ______
Is this course to be considered for General Education? □ Yes ☒ No

If “yes,” please indicate the University’s General Education Goals met by this course AND the assessment data that will be collected to measure these goals:

Please realize that it will need to gain approval of the General Education Committee.

Will this course be required of any education majors? □ Yes ☒ No

If “yes,” please realize that it will need to have the approval of the Teacher Education Council.

Will this course be submitted for Departmental Academic Honors? ☒ Yes □ No

If “yes,” please realize that it will need to have the approval of the Faculty Senate Departmental Academic Honors Committee.

What additional costs will be required for this course (e.g. staffing, equipment, etc.)? none

Will this course impact any other department/college/unit’s curricula or programs? □ Yes ☒ No

If “yes,” have relevant discussions occurred? □ Yes □ No

Documentation of these discussions (e.g. copies of e-mails, memos, etc.) is required to be attached.

Originating Department: Please complete this form and upload, with syllabus, to the Zimbra Briefcase, “Undergraduate Curriculum Legislation” (within the appropriate College folder, “Preliminary Legislation”), to allow for review and questions. Any modifications should be saved as “original file name.version2.docx” (e.g. MATH 343.version 2.docx) and uploaded as well.

Please print the final version of this form, apply the appropriate signature, and forward to the Office of the Registrar.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☐ Approved: Department Chairperson
  Date 1/29/12 Signature, Department Chairperson

☐ Approved: College Curriculum Committee
  Date 10/2/12 Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
  Date 1/9/12 Signature, Dean

☐ Approved: General Education Committee (if applicable)
  Date ______ Signature, General Education Committee Chair

☐ Approved: Teacher Education Council (if applicable)
  Date ______ Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 11/19/12 Signature, Undergraduate Curriculum Committee Chair

☐ Approved: Faculty Senate
  Date ______ Signature, Recording Secretary, Faculty Senate

Please Note
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate Undergraduate Curriculum Committee may result in an additional month added to the process.
Honors College
Pittsburgh State University
Honor 601: Senior Honors Project 2
Spring 2014

Course Coordinator
Professor Craig Fuchs
Office: 212 Russ Hall
Phone: 620-235-4716
Email: cfuchs@pittstate.edu
Course Method: Independent Study with Faculty Mentorship
Office Hours: Dr. Fuchs by appointment and via email scheduling
Faculty Mentor—as established by the Faculty Mentor each term

Course Objectives
The Senior Honors Project is an optional way to earn Departmental Academic Honors for students who are members of the Honors College. The course is a two semester sequence where the student undertakes a year-long research project or creative endeavor under the guidance of a faculty member to expand their knowledge in an area integral to their academic growth and development. The Senior Honors Project 2 is the culmination of the project started in Senior Honors Project 1 and will result in a public presentation of the work.

Schedule
Students should contact their faculty mentor during the first week of classes to develop a schedule of expected activities for the spring term. Future face-to-face meetings throughout the term will then be at the discretion of the faculty mentor.

Learner Outcomes
Since this is a general syllabus, the specific learner outcomes will be determined by the Faculty Mentor working with the student as they pertain to the specific project being undertaken.

Assessment of Student Learning
Since this is a general syllabus, the specific assessment of student learning will be determined by the Faculty Mentor working with the student as they pertain to the specific project being undertaken.

Suggested Timeline
1. Your completed project should be submitted by the first week of April.
2. Any modifications or revisions requested by the faculty mentor should be completed and the project resubmitted by 15th of April
3. All public presentations must be completed on or before May 1st

Public Presentation
The end result of your Senior Honors Project must include a public presentation. This can be done in a variety of venues, to include Senior Capstone courses within your academic department, in an official student organization meeting associated with your major, or the annual Undergraduate Research Colloquium held each spring. Presentations at State, Regional, or National Conferences are strongly encouraged. Your faculty mentor is responsible for making sure that your public presentation falls within an appropriate professional venue.

Grading
Students must earn a grade of A or B to receive credit for this course. Failure to complete the course with a grade of A or B will void the this option and students will have to satisfy their Departmental Academic Honors requirement in the traditional way. There will be no IP or INC grades for this course. Projects must be done by the end of the spring term to count towards Departmental Academic Honors requirements. The Faculty Mentor will have autonomy as far as creating the gradic rubric to be used and with regard to the assignment of the final grade.

**Academic Honesty and Integrity Policy**
http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot
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## Appendices

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What is the Senior Honors Project?

The Senior Honors Project is your opportunity to contribute to and advance knowledge in your discipline in a meaningful way. It is an opportunity to engage with professors, nationally recognized in their fields and specifically interested and committed to working with honors students as Senior Honors Project faculty mentors. Completing a Senior Honors Project can be the most rewarding experience of an undergraduate career. The project provides opportunity for you to explore areas of academic interest with greater intensity than is possible in a single course. You will earn six credit hours for directed research, performance or artistic production of original work conceived in conjunction with your faculty mentor.

Students who work closely with faculty mentors though the Senior Honors Project process have unique advantages in demonstrating their scholarly commitment. Graduate schools frequently require writing or research samples as part of the application process and this criterion is often weighed heavily in evaluating your skills and preparation for succeeding in their programs. The Senior Honors Project can also be beneficial to those entering the job market. This work can provide tangible evidence to prospective employers of your research, writing and creative skills. Senior Honors Projects demonstrate experience with design, execution, analysis, and presentation in your field of study.

The Senior Honors Project should be on a topic about which you are passionate. Each department may set its own standards for methodology (i.e., empirical, comparative, or descriptive), thesis/creative project length, etc.

You and your faculty mentor will create the goals and parameters for your specific topic. Some general guidelines include:

- The Senior Honors Project is an endeavor that will span over two semesters.
- You will receive six upper division honors credits for your project that will apply to your Departmental Academic Honors requirements.

The Senior Honors Project is an original piece of work developed by you and your faculty mentor.

The Faculty Mentor

Once you have narrowed your ideas to several topics, you can begin to identify the specific faculty member who does research in the field in which you are interested and might serve as your faculty mentor. Be certain to review each faculty member’s scholarly body of work to determine if your interests align with his or her area of expertise. The choice of a faculty mentor is extremely important as he or she will be responsible for providing guidance throughout the entire project process.
Finding a Faculty Mentor

- Contact the Chair in the discipline related to your topic to discuss faculty who might share your interests in a topic. Think of professors with whom you have developed a working relationship by taking their classes.

Meeting with potential Mentors

After you have made a list of faculty you want to approach, schedule a meeting with each of them.

- Come prepared to discuss your ideas and hear theirs. Be prepared to discuss how your ideas are related to the faculty member’s research interests.
- Make sure you discuss the professor’s availability, communication style, and any other points that are important to you and your project.
- If a professor with whom you have met is not a match, ask him or her for recommendations of other professors who may be a good fit for working with you on your project.

Selecting Your Topic

Because the Senior Honors Project is the culmination of your undergraduate studies, begin thinking about a topic as early as your second or sophomore year. The experiences you have in your classes, internships, research opportunities, study abroad, and conversations with faculty will help define your interests and develop ideas for your topic. You should choose a topic that genuinely interests you. Conversations with professors will help you determine viable topics in your areas of interest.

You will probably base your project on an aspect of your coursework, internship or research that piqued your interest. A topic often emerges from a solid background in a specific subject, such as one from your academic major. Every academic experience has the potential to introduce you to ideas that could grow into your project. You should be alert to the possibilities. If something in a class excites your interest, take the time to discuss with the professor how this topic might lend itself to a project. If you are proposing a project that involves statistical analysis, it will be beneficial to take a statistics course prior to beginning your project. One key to your success is to be in conversation with faculty as your ideas emerge. The project is a joint effort between you and your faculty mentor.

Once you have identified a few ideas for your project, you need to narrow your topic. This should be done under the guidance of a faculty mentor. You should develop a topic that is broad enough to be researchable but specific enough in scope that you can thoroughly dissect and discuss it. The following is a list of tips and resources available to you as you begin the process of selecting a topic:
- Reflect on past experience to determine what interests you. Consider academic papers, courses, internships, creative projects, research, professors and personal experiences that you found meaningful.
- Talk to faculty about topics interesting to you and relevant to your coursework, major or career interests. Topics of interest may also stem from ongoing faculty research.
- Read widely in the field that interests you by making a habit of browsing professional journals to familiarize yourself with current research and creative work in the field.

**Enrollment and Grading**

All students must enroll in Honor 600 and Honor 601. Students are responsible for enrolling in these courses during normal registration periods.

**Grading the Senior Honors Project Course**

In Honor 600: Senior Honors Project 1, students will receive a grade of A, B, IP (in progress) or NC (no credit) for their enrollment. A grade of NC voids the process and the student must then complete Departmental Academic Honors requirements in the traditional way.

In Honor 601: Senior Honors Project 2, students must earn a grade of A or B to receive credit for this course. Failure to complete the course with a grade of A or B will void the this option and students will have to satisfy their Departmental Academic Honors requirement in the traditional way. There will be no IP or INC grades for this course. Projects must be done by the end of the spring term to count towards Departmental Academic Honors requirements.

**Prospectus**

Every Senior Honors Project is officially launched with a prospectus, which indicates that you are formalizing the beginning of your project. The prospectus form includes your name, current working title, the name of your faculty mentor and signatures from the faculty mentor, the Chair of the Department, and the Director of the Honors College (see Appendix A).

The completed prospectus is submitted to the Director of the Honors College the semester before you enroll in Honor 600 to start your project.

The prospectus also includes a 2-3 page summary of your work that serves as an action plan for the Senior Honors Project and provides a definitive list of goals and procedures, developed with your faculty mentor. Include expectations for the project and overall timeline of progress and internal deadlines for your work. The summary should be professional, clear, and grammatically correct. The prospectus will be kept on file in the Honors College Office to serve as confirmation of your Senior Honors Project.

Use the following questions as an outline when writing your summary.

a. From what field of study is your topic derived? What is the compelling question or idea?
- What interests you about this topic?
- What are the main goals/aims of your Senior Honors Project?

b. How will you conduct your research and prepare for your Senior Honors Project?

- What are your resources?
- How many sources do expect you to analyze and cite?

c. What are the expectations of meeting frequency with your faculty mentor?

- When, where, and how many times each semester will you meet?
- What are your goals for the meetings? What should each of you prepare in advance?

d. Describe your two semester timeline with Senior Honors Project goals and due dates.

- What will you do on a regular basis for your Senior Honors Project during Honor 600?
- What will you do on a regular basis for your Senior Honors Project during Honor 601?
- When will you begin drafts of your final project?

Public Presentation Requirements

The result of the Senior Honors Project must be presented in a public forum as appropriate. Options include the Undergraduate Research Colloquium, Departmental forums, or the Honors College Senior Honors Project Display. Presentations at state, regional, or national conferences are highly encouraged. Submissions are in poster or digital media format and members of the entire PSU community are welcome at these presentations.

Choosing a topic

- Describe and define your area of interest
- Develop a list of keywords associated with your area of interest-do internet search
- Meet with library staff to explore specific databases for your topic area
- Define the purpose of your project
- Define your organizational strategy for the project
- Meet with your faculty mentor to finalize the topic of your project

Format Options

You have two options: a formal paper or a creative or applied project.

The formal paper should be substantial in length and should reflect independent research conducted under the supervision of a faculty mentor. It should make some contribution to your field of
study. The nature of this contribution will, of course, vary greatly depending upon your area of interest. You might, for example, provide a novel interpretation of a literary text, investigate an event or idea that has received little attention, or design and execute an experiment. Generally, formal papers written in the humanities are argumentative. They present the reader with a disputable thesis and supply arguments in support of this thesis.

The **creative or applied project** should be the result of independent critical inquiry in the arts, the applied arts, the applied sciences, business, or teacher education. The project should reflect independent or creative work conducted under a faculty mentor who will help you determine the scope, length, and style of the work. Undertaking an extensive independent project allows you to apply what you’ve learned and to create a product/project that reflects your very best work. It can help you to learn what kind of creative work you enjoy as well as help you develop your artistic and organizational abilities.

**How long does the project have to be?**

Everyone asks this and there is no categorical answer. The answer depends on the expectations of your major field, on the particular topic that you address, and on the way in which you present your completed project. In the humanities and social sciences, projects will range between 40 and 80 pages (think of this as two or three chapters in addition to an introduction and conclusion). Applied projects written by business majors may be this length or they may be shorter, particularly if much of the data is presented in tabular form. In the sciences and mathematics, projects are typically shorter, perhaps 25-40 pages, but also denser. Students who do a creative project will need to include a short explanatory paper (perhaps 10-15 pages) in addition to the creative exercise itself. You may also include a CD or DVD as part of your project. Another way of thinking about a project and its length is to keep in mind that you are getting five or six units of credit for it over two semesters. You enroll in Honors 600 and 601 for three credit hours each. Your work should reflect that.

**Checklist**

- Thoroughly review the *Senior Honors Project Handbook* and reference it throughout your project. Be aware of the deadlines and expectations of the project.
- Brainstorm ideas for your topic. Think of subjects that you have a passion for and that may assist you with future academic and career goals.
- Create a list of questions and topic ideas to discuss with a potential faculty mentor.
- Schedule a meeting with a potential faculty mentor.
- Once you have a confirmed faculty mentor, register for Honor 600: Senior Honors Project 1.
- Write your prospectus, have it reviewed and signed by the required signatures.
- Submit your prospectus to the Honors College Office.
- Confirm that your faculty mentor submits a grade for the completed Senior Honors Project courses.

**Writing Tips**

Organize your approach
1. Keep a binder with separate tabs for each part of the Senior Honors Project.
2. Keep a check list in the front of the binder to make sure you have completed all steps and to give you a sense of your progress.
3. Organize your computer files rationally and consistently in an area dedicated only to the project.
4. Keep each section as a separate file and label consistently. Date each of the revisions.
   For example: Intro 1 Sept 25, Intro 2 Oct 10, etc.

**Work a little at a time**

1. Do not attempt to complete all of your writing at once, since this method invites disaster and writer's block. One hour twice a week is far better than twelve hours once a month.
2. Divide the project into manageable sections and complete each section individually.
3. Submit each individual section to your faculty mentor before going on to the next section.
4. Keep all the sections filed in their dedicated place in your binder.
5. Complete the "simpler" tasks during times when you come to a standstill in your work.

**Dedicate adequate time**

1. Consider how much work you regularly put into two challenging courses and assume that you will need to spend adequate time on the Senior Honors Project that receives just as much credit.
2. Pace yourself. Courses pace you automatically with their due dates, exams and papers. Independent study work requires maturity and an ability to think and work for yourself.

**Use writer’s block wisely**

1. Writer’s block means that you have an as yet unrecognized or unresolved problem which may include actually starting the project.
2. This can be a profitable time if you remember that it is an essential part of writing and often leads to better writing.
3. Use the time to work on something that does not require a high level of conceptual skill, such as writing your acknowledgments, working on your bibliography, completing graphs, illustrations.
4. Begin somewhere in the middle, rather than at the beginning. You will go back and revise later, but this is a good method for circumventing writer's block.

**Advice from Students**

- Choose a topic that you can discuss in graduate school or job interviews.
- Do research, a little at a time, throughout the semester. Don’t put it off until the end.
- Meet with your faculty mentor often.
- Plan ahead and develop a timeline of deadlines.
- Expect your faculty mentor to request many revisions.
Appendix A: THE SENIOR HONORS PROJECT PROSPECTUS

Please type the information requested on this form and attach it to your 2-3pp. prospectus

Student’s Name: __________________________ ID: __________________________

Email Address: _________________________________________________________

Telephone#: ___________________________________________________________

Title of Thesis: __________________________________________________________

_____________________________________________________________________

Semester in which work is to be started: __________________________________

Semester in which work is to be completed: _________________________________

When do you plan to graduate? __________________________________________

Faculty Mentor Name: __________________________________________________

Department: __________________________ Phone: _____________________________

E-Mail: ________________________________

_________________________ / _________________________________
Student Signature/Date

Prospectus approved by: ___________________________________________ / 

_________________________ / _________________________________
Faculty Mentor/ Date

_________________________ / _________________________________
Chair of the Department/Date

_________________________ / _________________________________
Director of Honors College/Date

Date Prospectus submitted: _____________________________________________
Appendix B: General Timeline

**Spring junior year:**
Define your topic, find your thesis advisor.
Submit your Senior Honors Project Prospectus with all signatures to the Honors College.
Enroll in Honor 600 during enrollment period.
Before you leave for the summer, know what you need to do to begin your research. Set yourself goals and deadlines, and keep them.

**Fall senior year:**
Meet with your thesis advisor during the first week of classes, if possible.
Set up a specific timeline for submissions to occur.
Keep those dates.
Meet regularly with your thesis advisor.
Enroll in Honor 601 during enrollment period.
The timeline should enable you to have a draft or outline of your completed project by the end of the semester.

**Spring senior year:**
Meet with your thesis advisor regularly.
Revisions to your draft.
Be sure to know your college deadlines and follow them carefully if they apply.
Submit your completed thesis by the date specified.

**NOTE:** For those students who will student teach or be off-campus during the second semester of their senior year, this timeline would be moved back one term to allow for a two semester window to complete the requirements.
Appendix C: Examples of Senior Honors Projects from other Institutions

Ball State University

http://cms.bsu.edu/Academics/CollegesandDepartments/HonorsCollege/AcademicsandAdmissions/SeniorThesisProjectGuidelines/PastSeniorProjects.aspx

Black Hills State University


Kenyon College

http://www.kenyon.edu/x690.xml