FACULTY SENATE MINUTES
January 30, 2012

The Pittsburg State University Faculty Senate met 3:00 p.m. Monday, January 30, 2012 in room 102 Yates Hall with Dr. Hazel Coltharp, President, presiding.

Past Minutes
The minutes for December 12, 2011 were approved.

Announcements
Dr. Coltharp reminded senators to sign the membership list at each meeting.

Provost and Vice President of Academic Affairs – Dr. Lynette Olson
Dr. Olson is seeking input from faculty on the often talked about assessment. She stressed the value of assessment and everyone’s participation. At the moment needing input on General Education and those teaching Gen Ed courses will be asked to provide input on assessing learning outcomes in his/her class. This information gathering will benefit the HLC review. The state system is also looking for ways to assess learner outcomes. At COCAO in March there will be more discussion on the topic, please watch for a MrBulke seeking input on Essential Learning Outcomes which provides talking points on how to measure these outcomes at PSU. She encourages the discussion to continue at faculty meetings across campus. Dr. Olson would appreciate a response to the planned MrBulke by March 1, 2012. (see related link for month of January)

PSU/KNEA – Dr. Kenny McDougle
Dr. McDougle advised that there would be an executive meeting on Thursday at 3:30 and the outcome would be shared.

Student Senate – Lara Ismert
Ms. Ismert advised the April ballot would include an initiative on a Tobacco Free Campus Policy which would need 10% of students to vote. Other items shared included SGA representatives will be going to Topeka and SGA would like to encourage faculty to utilize Canvas. Dr. Julie Samuels added that she is testing Canvas this semester and appreciates the added functions to communicate with students and ability to do audio and visual messaging.

Unclassified Senate – B.B. Stotts
No report.

Classified Senate – Not Present
No report.

University Police – Mike McCracken
Director of University Police and Parking Services Mike McCracken was asked to review the PSU policy regarding protests, outside speakers and event activities as noted in the Student Rights and Responsibility Code – Bill of Rights which allows free speech. The interest was called to the forefront because of the recent UC Davis pepper spray usage by campus police. Mr. McCracken advised safety is always the first consideration. Current policy requires prior permission be granted to a speaker or outside activity and there are restrictions that would prohibit obscenity, racial slurring or oversized banners. Dr. Darren Botello-Samson asked what if the protest does interfere to which Mr. McCracken responded when they are here without prior registration through Dr. Erwin’s office they will be asked to desist. University Police officers do not have pepper spray. Mr. McCracken asked that if anyone knew of a policy that PSU should consider, he would welcome an opportunity to discuss the policy further.

Dr. Mark Johnson asked when training would be offered for faculty on safety concerns to which Mr. McCracken responded hopefully in the spring. Dr. Johnson proposed that continual training was needed to include new hires. Mr. McCracken proposed the creation of team leaders as first responders in buildings and behavioral training options. For those who were not aware, a Conceal and Carry Bill is being discussed in the Kansas legislature again this year.
Faculty Senate President – Dr. Hazel Coltharp

Dr. Coltharp advised that the BOR approved 45 hours of gen ed courses as part of the continued planning for the transfer portal. Transfer group recently met with representatives from the University of Arizona to learn more about the state’s one-stop website http://www.aztransfer.com/TransferBasics for students to investigate transfer credit options throughout Arizona.

Dr. Coltharp shared a flyer created by BOR on the values of higher education. (see attached)

There was no meeting in Topeka for the month of January for FS presidents.

Committee Reports

Undergraduate Curriculum – Peter Chung, Chair

Dr. Chung was not available and a summary of the committee approved items (see attached) was presented by Dr. Alex Konopelk. There were no issues presented by the committee and the motion was made to approve in entirety. Motion was approved.

Academic Affairs – Julie Samuels, Chair

Dr. Samuels advised that she is collecting syllabi from across campus and generalizing to place examples on the Faculty Senate webpage. She reiterated that she does not want anyone to believe there is only one choice of format for the syllabus and that these were to be considered examples. There were no questions presented when asked.

Honors College – John Franklin, Chair

Dr. Franklin presented a summary of the work conducted by this subcommittee thus far this semester. (see attached).

Faculty Affairs – Mark Johnson, Chair

Committee has received requests totally $57,238 and approved $49,289 with remaining requested funds either for conferences later in the year or waiting on additional information. $2,600 of the requests is Priority 2. Dr. Johnson recommended those considering a sabbatical request need to start the process. Dr. Johnson met with Dr. Olson and was given other suggestions on tasks for the remainder of the year for the committee.

General Education – Mark Johnson, Chair

Dr. Johnson advised committee would be meeting on Wednesday and Dr. Bill Ivy is part of the agenda.

Unfinished Business

None

New Business

None

Open Forum

Need volunteer for Student Health Fee Council and two volunteers to serve on outstanding senior committee.

Upcoming events included Campus Legislative Update on February 6, Pittsburg Area Day on the Hill on February 15, the next Pecha Kucha night, February 22 and the first sabbatical presentation on February 6th. Dates in March included March 2 Band Festival and Faculty Association Brown Bag on curriculum redesign on March 7th. Everyone was also encouraged to check out the exhibits in Porter Hall.

A suggestion was made that all training and informative type sessions held in the Center for Teaching, Learning and Technology be recorded. Dr. Olson advised that with the presenter’s permission and provided it did not lower the attendance it was worth pursuing.

Meeting Adjourned

Motion to adjourn approved 4:06

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*Grant Moss substituted for Bert Patrick Sept. meeting. Morgan McCune substituted for Susan Schreiner Oct. meeting.
January 30, 2012

TO: Faculty Senate

FR: Lynette Olson

Continued discussions are being held by the Council of Chief Academic Officers for the Kansas Board of Regents regarding common learning outcomes. These discussions are in response to the Regents Foresight 2020 Goals to “identify a set of foundational skills critical to the success of higher education graduates in their personal and professional lives” and “measure and report on student achievement of these foundational skills”.

I am asking for your thoughts and response regarding learning outcomes that extend across the entire university curriculum primarily at the undergraduate level. Please review the linked paper and accompanying chart. The Essential Learning Outcomes are being used as a reference point for discussion within the Kansas Board of Regents’ system Council of Chief Academic Officers. Over the past two years, I have shared this document with academic administrators for their review and thoughts. Current discussions are again underway in Provost’s Leadership Council. Please contribute your thoughts to this current dialogue.


As you will note, our efforts to assess outcomes in the Core of General Education fit well within The Essential Learning Outcomes categories of “Knowledge of Human Cultures and the Physical and Natural World” and “Intellectual and Practical Skills”. Beyond this, we currently do not have a systematic plan for assessment across colleges and departments. Individual course or program assessment may be taking place in all four areas.

I am asking for your response to three questions:

1. Do you have knowledge of assessment already taking place around these outcomes? If so, please describe.
2. What are your thoughts and insights concerning The Essential Learning Outcomes framework?
3. Are there any gaps in this model? If so, what additional or specific outcomes do you believe should be considered?

Submit your responses to me at lolson@pittstate.edu by March 1, 2012. Thank you!
A fundamental belief is that America is the land of opportunity. One of the keys to sustaining that belief is the availability of a high-quality public higher education system that prepares citizens for success in work and in life. Kansas benefits though a more prepared workforce, higher levels of citizen engagement, a reduction in dependence on social programs, and a higher quality of living for families. The 32 Kansas public higher education institutions are key to our economic success.

### Engines of Economic Development

- Counties with higher education institutions experience higher levels of growth in private employment (8.5%) compared to counties with no higher education institution (-0.9%).
- For every $1 of state support invested in higher education, the Kansas economy receives $11.94 in return.
- In 2010, over $7 billion in economic impacts were generated by the public higher education system and 95,327 jobs were created.
- University researchers are conducting ground-breaking research and development which contribute to the economy through new medical treatments, commercialization of products and ideas, and increased research funding.
- Community and Technical Colleges ensure Kansas businesses and communities have access to customized education that meets local needs, improves employee efficiency, and advances global competitiveness.

### Pathways to Career Development

- By 2018, 64% of Kansas jobs will require some level of postsecondary attainment. The public higher education system is the largest producer of individuals with the skills and credentials necessary to fuel the Kansas economy and meet the projected workforce demands.
- Educational opportunities offered through the 32 public institutions enable students to earn an entry-level credential and engage in life-long learning that affords greater earning power through additional skill and credential attainment.
- Kansas public higher education institutions awarded more than 35,000 certificates and degrees in 2010.
- More than 180,000 students enrolled in a Kansas public university, community college or technical college in the fall of 2011.

### Building Kansas Communities

- Students educated at Kansas institutions are more likely to remain in Kansas after graduation. Overall, Kansas retains graduates at a higher rate than many neighboring states (52.7% compared to just 44% in Nebraska).
- More than 50% of university graduates stay in Kansas after graduation. More than 90% of community and technical college graduates stay in Kansas after graduation.
- Keeping graduates in Kansas contributed almost $295 million to the Kansas economy in 2009.
- Higher education graduates provide vital community services from healthcare to public safety.
- Higher education institutions create enrichment opportunities for communities ranging from arts and cultural experiences and continuing education programs to service programs. The higher quality of life means communities are less likely to suffer sustained population decline.
Student Financial Assistance
Putting money into the hands of students who cannot afford to attend, but have the talent to succeed and grow the state’s workforce.

Comprehensive Grant Program
- Restore federal cuts. Funding is awarded to private and public institutions for need-based distribution to students.

KUMC Medical Student Scholarship Program
- Maintain the ability to provide 120 loans per year to medical students at the University of Kansas Medical Center.

Research & Program Enhancements
Targeted funding for improvements, expansion and enhancements across the higher education system in programs and research.

Kansas Academy of Math & Science (KAMS)
- Increase participants at the Academy housed at Fort Hays State University. Program attracts the best and brightest Kansas high school students.

Veterinary Medicine Expansion
- Improve the College of Veterinary Medicine at Kansas State University by expanding research and instructional capacity, adding faculty, upgrading facilities, and adding resources for graduate students.

Elite Professors at the University of Kansas
- Attract and hire professors that will play a foundational role in helping the university achieve its strategic plan and assist in maintaining status as a Association of American Universities member.

Polymer Science Program
- Expand graduate and undergraduate programs in the Polymer Science Program at Pittsburg State University.

Career Technical Education
- New tiered approach for career technical education funding. The approach funds career technical education programs at the state’s 19 community colleges, 6 technical colleges and the Washburn Institute of Technology.
- Funding to pay for tuition of high school students taking career technical education courses on a part-time basis with the intent of earning a professional certificate.
- Incentive payments to high schools for each student who graduates with a technical certification in a high-demand occupation.

Deferred Maintenance
Funding to address critical maintenance and repair issues on university, community and technical college campuses, which ensures campuses remain safe learning environments for students.

State University Building Rehabilitation and Repair
- Funding for projects on state university campuses to mitigate further deterioration of campus infrastructure and state property.

Deferred Maintenance Tax Credit
- Amend tax credit statutes: 1) extend sunset to 2015, 2) reduce total state university credits, 3) raise amount of taxpayer credit for all institution types, 4) allow community and technical colleges to pool unused credits. Proposed changes enable taxpayers to help address deferred maintenance on public higher education campuses.

For More Information
Kansas Board of Regents
1000 SW Jackson, Suite 520 • Topeka, KS 66612
www.kansasregents.org

Mary Jane Stankiewicz
Director, Government Relations & Communications
Tel 785.296.1486 • Cell 785.260.5086
mjstankiewicz@ksbor.org
January 30, 2012

The Undergraduate Curriculum Committee approved the following items:

1) Communication
   a. Changes to the previous 3 hours of career-based core courses, from a 1 hour 100 level/2 hour 600 level configuration to a 1 hour 100 level/1 hour 300 level/1 hour 600 level configuration in order to prepare students for internships and job searches at an earlier point in the program. As a result, COMM 399 created, and 1 hour removed from COMM 699.
   b. Core curriculum for BS and BSE expanded to include additional skills/technology course to meet changing career demands in the discipline.

2) English
   a. Changes in existing course ENGL 480, title change from Techniques Laboratory to Internship; to provide more pre-professional field experience for BSE majors as recommended by NCATE and CAEP

3) Nursing
   a. New course proposal NURS 370- Women’s Health Issues, 2 hour credit course open to all majors to satisfy upper division nursing elective as well as elective on important issues on health concerns for women.

4) Psychology
   a. Changes to existing course PSYCH 696 by the addition of “May be repeated” to better reflect state licensing requirements for substance abuse. Students will need to complete 6 credit hours instead of 3 credit hours currently required.
   b. Changes to existing Psychology major, Substance Abuse Services emphasis to better reflect state licensing requirements for substance abuse, primarily overall emphasis credit hours changed from 25 to 30 credit hours.

5) Teaching and Leadership
   a. Code changes for the Department of Teaching and Leadership, formerly the Departments of Curriculum and Instruction and Special Services and Leadership Studies
   b. New course proposals: SPED 512, Characteristics of Students in Inclusive Settings; SPED 513, Instructional Approaches for the Inclusive Classroom; SPED 514, Professional Collaboration in Inclusive Settings; SPED 515, Positive Behavior Support in Inclusive Settings; courses required and designed to develop students pursuing an undergraduate Inclusive Education Minor.
   c. And finally, the proposal to create an Inclusive Education minor for students seeking a BS in Education degree to begin Fall of 2012, consisting of 6 UG courses for a total of 18 credit hours (4 new courses)
Monday, January 30, 2012  Honors College Subcommittee Report to the Faculty Senate

It is a pleasure to report that this Subcommittee took the following actions this past semester:

1. Revised the Honors College Policy Manual

2. Resolved to enhance Study Abroad opportunities for Honors College students by more actively collaborating with PSU’s International Programs and Services as well as the PSU chapter of Phi Kappa Phi

3. Accepted the following suggestions to improve the Honors College experience for students:
   a. Replace the two-course Departmental Honors College requirement with a Senior Research/Creative Project, thus standardizing the experience across campus while strengthening undergraduate research
   b. Create a more timely probation/expulsion system for incoming freshmen
   c. Develop more concrete guidelines for noncurricular activities
   d. Link student representative membership on the Honors College Subcommittee directly to the Honors College Association

Presently the HCS is regarding student applications to PSU’s Honors College: we are reviewing 74 applications totaling more than three-quarters of a thousand digital pages. We will interview applicants February 12.

Presented by John Franklin, Chair
Pittsburg State University
Faculty Senate Agenda

Date: Monday, January 30, 2012
Time: 3:00 p.m.
Location: 102, Yates Hall

AGENDA

I. Call to order

II. Approval of Minutes from December 12, 2011 meeting (posted on Faculty Senate web page)

III. Announcements
A. Provost and Vice President of Academic Affairs – Dr. Lynette Olson
B. PSU/KNEA Remarks – Dr. Kenny McDougle
C. Student Senate Remarks – Mr. Eric Jones
D. Unclassified Senate Remarks – Ms. B.B. Stotts
E. Classified Senate Remarks – Ms. Donna Jacobs
F. Faculty Senate Report – Hazel Coltharp
   - Report on Campus policy and procedure with regard to protests – Dr. Steve Erwin; Director, University Police and Parking Services, Mike McCracken

IV. Committee Reports (Reports from committees will begin with Undergraduate Curriculum Committee followed by Academic Affairs)
A. Academic Affairs Committee – Chair, Julie Samuels, Recorder, Justin Honey.
   1. Undergraduate Curriculum Subcommittee – Chair, Peter Chung.
   2. Library Services Subcommittee – Chair, Morgan McCune, no report
   3. Information Systems Subcommittee – Chair, Michelle Hudiburg, no report
   4. Continuing Studies Subcommittee – Chair, Alex Konopelko, no report
   5. Departmental Academic Honors Subcommittee – Chair, Robert Schwindt, no report
   6. Honors College Subcommittee – Chair, John Franklin, update
   7. Writing Across the Curriculum Subcommittee – Chair, Ann George, no report
   8. Diversity and Multicultural Affairs Subcommittee – Chair, Browyn Conrad, no report
B. Student Faculty Committee – Chair, David Oldham; Recorder, Debbie Greve, no report
C. All University Committee –Chair, Maev Cummings, no report
D. Faculty Affairs Committee – Chair, Mark Johnson, report on faculty awards
E. Constitution Committee – Chair, Darren Botello-Samson, no report
F. General Education Committee – Chair, Mark Johnson, no report
G. Budget Committee – Chair, Gil Gooper, no report
All University Committees or Other Appointments

V. Unfinished Business

VI. New Business

VII. Open Forum

- Request for Volunteers (need 1) to serve on Student Health Fee Council – see me afterwards

VIII. Adjournment – Next Meeting – February 26 at 3:00 p.m. at Yates Hall, 102
NEW COURSE PROPOSAL: COMM 399

Title: Communication Career Development  
Course No. COMM 399  
Credit Hours: 1.0

Hegis No. 1506  
Contact Hours: 1 hr per week

Prerequisites Sophomore standing in the Communication department or permission of instructor

Course description (as it will appear in the catalog): Development and application of skills needed to research and acquire communication career opportunities through internship and experiential learning experiences.

Why is this course being offered? Created per department unit plan and feedback from student advisory council, this course will provide career development information during the sophomore year in preparation for internship and experiential learning opportunities during the junior and senior year. This course breaks out the previous COMM199(1 credit hr)/COMM699(2 credit hr) into three components (COMM 199/COMM399/COMM699) in order to present career development at an appropriate time in the student’s program of study.

CHANGE IN EXISTING COURSE

Existing

Title  
COMM 699 Comm. Careers in Society  
Credit Hours  
2.0

Prerequisites

Senior standing in Communication or permission of instructor

Proposal

Effective Date: Fall 2012

Title  
COMM 699 Comm. Careers in Society  
Credit Hours  
1.0

Prerequisites

Senior standing in Communication or permission of instructor

Course description (as it will appear in the catalog): Assessment of senior communication majors for preparation to enter the communication fields. Examination of ethical, technological and social implications for the communication professional environment. Submission of an assessment portfolio is required. Prerequisite: senior standing in Communication or permission of instructor.

Why is this course being changed? One hour of credit removed from senior capstone course and moved to intermediate COMM399 (new course) in order to provide training and guidance on internships and experiential learning at earlier stage of program.
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:

B. S. COMMUNICATION (MAJOR) 90101

(Title and CIP)

___ New

___X___ Derived from Existing Program

(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: Communication

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

Current Name: Communication

New Name (if applicable): n/a

Description of Purpose/Rationale for Change: The revised core curriculum in Communication has been expanded by 3 hours (from 15-18) which requires all Communication majors to take an additional skills/technology course in order to meet changing career demands in the discipline. In addition, the previous 3 hours of career-based core courses have been broken out from a 1 hour 100 level/2 hr 600 level configuration to a 1 hour 100 level/1 hour 300 level/1 hr 600 level configuration in order to prepare students for internships and job searches at an earlier point in the program. Finally, the elective categories of “Communication and Management” and “Communication and Society” have been combined in order to provide students with greater flexibility in selecting electives in any given semester as well as reinforcing upper-division course requirements, which eliminated the additional need for more free electives. The emphasis area course requirements are NOT changing as part of this modification nor are any emphasis areas being added or dropped. These modifications will increase the degree program requirements from 45 credit hours to 48 credit hours.
III. Provide curriculum for the current AND the new emphasis and indicate courses required for each concentration/emphasis:

**B.S. Communication**
Name of Major

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses:</td>
<td>I. Core Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 199 Intro to Comm Careers</td>
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<td></td>
<td>COMM 200 Intro to Mass Comm</td>
<td>3.0</td>
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<td></td>
<td>COMM 699 Comm Careers in Society</td>
<td>2.0</td>
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<td></td>
<td>COMM 730 Interpersonal Comm</td>
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<tr>
<td>Electives</td>
<td>III. Applied Communication (select 6 credit hrs)</td>
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<tr>
<td></td>
<td>UNCHANGED</td>
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<td></td>
<td>IV. Communication Management (select 3 credit hrs)</td>
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<td></td>
<td>COMM 450 Small Group Communication</td>
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<td></td>
<td>COMM 479 Techniques of Teaching Speech</td>
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<td></td>
<td>COMM 511 School Publications</td>
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<td>COMM 544 Stage Direction</td>
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<td></td>
<td>COMM 625 Advanced Performance</td>
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<td>COMM 626 Law of Mass Communication</td>
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<td>COMM 674 Media Buying and Selling</td>
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<td>COMM 702 Mass Media Management</td>
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<td>COMM 715 Documentary Filmmaking</td>
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<td>COMM 717 Research Procedures in Comm</td>
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<td>COMM 724 Editorial Writing</td>
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<td>COMM 731 Advertising Campaigns</td>
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<td>COMM 755 Organizational Communication</td>
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<td>COMM 765 Strategic Planning for Comm Campaigns</td>
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<td></td>
<td>V. Communication and Society (select 3 credit hrs)</td>
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<tr>
<td></td>
<td>COMM 295 Theatre History (___)</td>
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<tr>
<td></td>
<td>COMM 367 Oral Interpretation of Literature</td>
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</tr>
</tbody>
</table>
COMM 405 Drama Studies (___)
COMM 590 Sports Programming
COMM 601 Intercultural Communication
COMM 623 History of Mass Communication
COMM 721 Phil & Ethics of Mass Comm
COMM 726 Media Analysis and Criticism
COMM 730 Interpersonal Communication
COMM 775 Case Studies in Public Relations
COMM 785 International Communication
COMM 795 Issues in Communication (___)

VI. Communication Practices (select 3 credit hours)
COMM 340 Publications Practice
COMM 410 Activity (___)
COMM 440 Topics in Theatre (___)
COMM 441/640/740 Topics in Communication (___)
COMM 460/660 Project in Theatre (___)
COMM 690 Internship in Applied Communication
One course in Communication Management or Communication
and Society

VII. Free Elective in Communication (3 credit hours)
One course in the Department of Communication numbered 300 or
above

TOTAL 18.0

PROGRAM TOTAL 45.0

PROPOSED

B.S. Communication
Name of Major

Course Name & Number Credit Hours

Core Courses:

I. Core Requirements
COMM 199 Intro to Comm Careers 1.0
COMM 200 Intro to Mass Comm 3.0
COMM 399 Comm. Career Development 1.0
COMM 699 Comm Careers in Society 1.0
COMM 629 Theories of Human Comm 3.0
Select 2 of the following 3:
COMM 307 Advanced Speech 3.0
COMM 450 Small Group Comm 3.0
COMM 730 Interpersonal Comm 3.0
Select 1 of the following 5:
COMM 274 Introduction to Audio/Visual Prod. 3.0
COMM 276 Photojournalism I 3.0
COMM 537 Integrated Electronic Communication 3.0
GIT 221 Web-based Software 3.0
GIT 240 Page Layout Software 3.0

TOTAL 18.0

Emphasis Area(s)

II. Professional Career Emphasis
UNCHANGED

TOTAL 12.0

Electives

III. Applied Communication (select 6 credit hrs)
UNCHANGED

IV. Communication in Society and Management (select 9 credit hours with 6 of them in courses numbered 300 and above)
COMM 295 Theatre History (____)
COMM 367 Oral Interpretation of Literature
COMM 405 Drama Studies (____)
COMM 450 Small Group Communication
COMM 479 Techniques of Teaching Speech
COMM 480 Explorations in Communication (____)
COMM 511 School Publications
COMM 544 Stage Direction
COMM 590 Sports Programming
COMM 601 Intercultural Communication
COMM 623 History of Mass Communication
COMM 625 Advanced Performance
COMM 626 Law of Mass Communication
COMM 674 Media Buying and Selling
COMM 702 Mass Media Management
COMM 715 Documentary Filmmaking
COMM 717 Research Procedures in Comm
COMM 721 Phil & Ethics in Mass Comm
COMM 724 Editorial Writing
COMM 726 Media Analysis and Criticism
COMM 730 Interpersonal Communication
COMM 731 Advertising Campaigns
COMM 755 Organizational Communication
COMM 765 Strategic Planning for Comm Campaigns
COMM 775 Case Studies in Public Relations
COMM 785 International Communication
COMM 795 Issues in Communication (____)
V. Communication Practices (select 3 credit hours)
COMM 340 Publications Practice
COMM 410 Activity (___)
COMM 440 Topics in Theatre (___)
COMM 441/640/740 Topics in Communication (___)
COMM 460/660 Project in Theatre (___)
COMM 690 Internship in Applied Communication
One COMM course numbered 300 or above

TOTAL  18.0

PROGRAM TOTAL  48.0
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:

B. S. E. COMMUNICATION (MAJOR) 131399

(Title and CIP)

___ New

__X__ Derived from Existing Program

(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: Communication

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

Current Name: Communication

New Name (if applicable): n/a

Description of Purpose/Rationale for Change: The revised core curriculum in Communication breaks out the previous 3 hours of career-based core courses from a 1 hour 100-level / 2 hr 600-level configuration to a 1 hour 100-level / 1 hour 300-level / 1 hr 600-level configuration in order to prepare students for professional experiences, such as internships and job searches, at an earlier point in the program.

III. Provide curriculum for the current AND the new emphasis and indicate courses required for each concentration/emphasis:

B.S.E. Communication
Name of Major

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>Course Name &amp; Number</th>
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</tr>
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<tbody>
<tr>
<td>Core Courses:</td>
<td>Communication: Teaching (grades 6-12)</td>
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</tr>
<tr>
<td></td>
<td>I. Communication Core Requirements (43 hours)</td>
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<tr>
<td></td>
<td>COMM 199 Intro to Comm Careers</td>
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<td>COMM 200 Intro to Mass Comm</td>
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<td></td>
<td>COMM 205 Performance Studies</td>
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<td>COMM 254 Acting Studies</td>
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<td></td>
<td>COMM 274 Intro to Audio/Visual Production</td>
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<td></td>
<td>COMM 295 Theatre History (_)</td>
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<tr>
<td></td>
<td>COMM 307 Advanced Speech Comm</td>
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<tr>
<td></td>
<td>COMM 309 Forensic Practices (_)</td>
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<tr>
<td>Course Name &amp; Number</td>
<td>Credit Hours</td>
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<tr>
<td>COMM 363 Technical Production I</td>
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<td>COMM 367 Oral Interpretation of Literature</td>
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<td></td>
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<tr>
<td>COMM 730 Interpersonal Communication</td>
<td>3.0</td>
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</tr>
</tbody>
</table>

Note: COMM 309 Forensic Practices is split between Debate Theory (2 hrs) and Field Experience (2 hrs.)

**TOTAL** 43.0

**PROPOSED**

**B.S.E. Communication**

**Name of Major**

<table>
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</table>

Note: COMM 309 Forensic Practices is split between Debate Theory (2 hrs) and Field Experience (2 hrs.)

**TOTAL** 43.0
**CHANGE IN EXISTING COURSE**

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposal</th>
</tr>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>ENGL 480 Techniques Laboratory</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Concurrent enrollment in ENGL 478 Literature for Middle and Secondary Schools or ENGL 479 Techniques for Teaching English in Middle and Secondary Schools.</td>
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</tbody>
</table>

Course description (as it will appear in the catalog):
Field experience in the secondary classroom to complement competencies addressed in departmental methods courses. Concurrent enrollment in ENGL 478 Literature for Middle and Secondary Schools or 479 Techniques for Teaching English in Middle and Secondary Schools is required. Must be taken immediately prior to ENGL 579 Supervised Student Teaching and Follow-Up of Teachers.

Why is this course being changed?
To provide more pre-professional field experience for BSE majors as recommended by the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP).

**NURSING**

**NEW COURSE PROPOSAL, NURS 370**

<table>
<thead>
<tr>
<th>Title</th>
<th>Women’s Health Issues</th>
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<tbody>
<tr>
<td>Office No.</td>
<td>370</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>2</td>
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</table>

Course description (as it will appear in the catalog) Overview of health care needs and common health concerns of women throughout the life cycle. Emphasis will be placed on preventative measures and use of available community resources.

Why is this course being offered? This course will satisfy the upper division nursing elective. It will also be open to all majors as an elective on important issues on health concerns for women.

**PSYCHOLOGY**

**CHANGE IN EXISTING COURSE**

<table>
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<tr>
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<tr>
<td><strong>Title</strong></td>
<td>PSYCH 696 Career Counseling</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
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</tr>
</tbody>
</table>
| **Prerequisites** | See course description for pre-req | | add "May be repeated."

Course description (as it will appear in the catalog) Supervised field placement for psychology majors in the substance abuse services emphasis. Prerequisites: PSYCH 515 Introduction to Group Processes, PSYCH 711 Ethics in Human Services, PSYCH 711 Addictions 1, PSYCH 775 Individual Counseling in Addictions, PSYCH 776 Addictions Services Coordination, acceptance into the Substance Abuse Services program, and permission of instructor. Formal application must be made the semester before enrollment in PSYCH 696. May be repeated.

Why is this course being changed? Change reflects state licensing requirements for substance abuse. Students need to complete 400 site hours compared to 200 site hours under previous standards. Students will need to complete 8 credit hours instead of 3 credit hours currently required.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Degree: Bachelor of Science

Major: Psychology

New Minor or Emphasis: Substance Abuse Services Emphasis (existing emphasis)

Department(s): Psychology and Counseling

College(s): Education

Proposed Effective Date (Semester): Spring 2012

Submitted by the Department(s) of: Psychology and Counseling

Existing name of major/minor/emphasis:
B.S. Psychology (Substance Abuse Services emphasis)
as per the attached information and documentation submitted on the required KBOR forms, if applicable, has been approved and is recommended as follows (please sign and forward to next level for approval):

Department Chair

Date

Chair, College Curriculum Committee

Date

Council for Teacher Education (if applicable)

Date

Chair, University Undergraduate Curriculum Committee

Date

(Not applicable if Graduate level, skip this committee and forward onto Graduate Council)

Faculty Senate or Graduate Council

Date

SUBMIT SIGN-OFF SHEET AND COMPLETE PACKAGE TO OFFICE OF THE PROVOST
(220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS
FOR BOARD APPROVAL
(MUST BE ENTERED INTO KBOR PI/CIP SYSTEM AT TIME OF SUBMISSION TO KBOR).

Approvals at Kansas Board of Regents levels:

COCAGO (First Reading): Date: ____________________

COCAGO (Second Reading) Date: ____________________

COPS Date: ____________________

KBOR Date: ____________________

Provost Office will notify department, college and Registrar of completion of the approval process
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:

B.S. Psychology (Emphasis in Substance Abuse Services)
(Title and CIP)

___ New

X Derived from Existing Program

November 21, 2011
(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 Education

Division of: Office of the Provost - PSU

I. Indicate major in which concentration is located:
   Bachelor of Science in Psychology

II. Give the name and describe the purpose of the existing concentration/minor/emphasis:
   Current Name: B.S. Psychology (Emphasis in Substance Abuse Services)

   New Name (if applicable): 

   Description of Purpose/Rationale for Change: Changes reflect state licensing requirements for substance abuse.

   PSYCH 696 Fieldwork in Psychology for Substance Abuse Services—from 3 to 6 hours required as students need to complete 400 site hours compared to 200 site hours under previous standards

   PSYCH 712 Medical Risk Issues in Substance Abuse – remove

   PSYCH 727 Pharmacology and Substance Abuse – change from 1 to 3 credit hours

   PSYCH 774 Family and Addictions – change from 2 to 3 credit hours

   Overall emphasis credit hours changed from 25 to 30 credit hours
III. Provide curriculum for the current AND the new emphasis and indicate courses required for each concentration/emphasis:

**B.S. Psychology (Emphasis in Substance Abuse Services)**

**Name of Major**

<table>
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<tr>
<th>CURRENT</th>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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<td>PSYCH 263 Developmental Psychology</td>
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<td></td>
<td>PSYCH 389 Research Methods in Psychology I</td>
<td>3</td>
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<tr>
<td></td>
<td>PSYCH 392 Research Methods in Psychology II</td>
<td>3</td>
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<td>PSYCH 394 Psychology of Learning</td>
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<td></td>
<td>PSYCH 463 Cognitive Psychology</td>
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<td>PSYCH 571 Abnormal Psychology</td>
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<tr>
<td></td>
<td>PSYCH 665 Psychology as a Profession II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSYCH 724 Physiological Psychology or</td>
<td>3</td>
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<tr>
<td></td>
<td>PSYCH 698 Sensation and Perception</td>
<td></td>
</tr>
<tr>
<td>Degree Core:</td>
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**Area of Concentration (Replaces Requirements for a Minor)**

| PSYCH 616 Introduction to Group Processes | 3 |
| PSYCH 696 Field Work in Psychology for Substance Abuse Service | 3 |
| PSYCH 701 Ethics in Human Services | 3 |
| PSYCH 711 Addictions I | 3 |
| **PSYCH 712 Medical Risk Issues in Substance Abuse** | 1 |
| PSYCH 720 Multicultural Issues in Psychology and Counseling | 3 |
| **PSYCH 727 Pharmacology and Substance Abuse** | 1 |
| **PSYCH 774 Family and Addictions** | 2 |
| PSYCH 775 Individual Counseling in Addictions | 3 |
| PSYCH 776 Addiction Services Coordination | 3 |
| **Total:** | **25** |
B.S. Psychology (Emphasis in Substance Abuse Services)
(Name of Concentration/Minor/Emphasis)

Area of Concentration (Replaces Requirements for a Minor)

- **PSYCH 616 Introduction to Group Processes** 3
- **PSYCH 696 Field Work in Psychology for Substance Abuse Service** 6
- **PSYCH 701 Ethics in Human Services** 3
- **PSYCH 711 Addictions I** 3
- **PSYCH 720 Multicultural Issues in Psychology and Counseling** 3
- **PSYCH 727 Pharmacology and Substance Abuse** 3
- **PSYCH 774 Family and Addictions** 3
- **PSYCH 775 Individual Counseling in Addictions** 3
- **PSYCH 776 Addiction Services Coordination** 3

Total: 30

Bold reflects changes being made
TCHLS (Teaching and Leadership)

PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Degree ____________________________________________________________

Major: ____________________________________________________________

New Minor or Emphasis: _____________________________________________

Department(s): Teaching and Leadership

College(s): College of Education

Proposed Effective Date (Semester): Spring 2012

Submitted by the Department(s) of: Teaching and Leadership

Existing name of major/minor/emphasis: Course codes are changing due to department merge.

as per the attached information and documentation submitted on the required KBOR forms, if applicable, has been approved and is recommended as follows (please sign and forward to next level for approval):

__________________________  11-29-11
Department Chair

__________________________  12-6-11
Chair, College Curriculum Committee

__________________________  12-7-11
Council for Teacher Education (if applicable)

__________________________  1/23/12
Chair, University Undergraduate Curriculum Committee

(Not applicable if Graduate level, skip this committee and forward onto Graduate Council)

__________________________
Faculty Senate or Graduate Council

SUBMIT SIGN-OFF SHEET AND COMPLETE PACKAGE TO OFFICE OF THE PROVOST
(220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS
FOR BOARD APPROVAL
(MUST BE ENTERED INTO KBOR PI/CIP SYSTEM AT TIME OF SUBMISSION TO KBOR).

Approvals at Kansas Board of Regents levels:

COCAO (First Reading): Date: ________________________________

COCAO (Second Reading) Date: ________________________________

COPS Date: ________________________________________________

KBOR Date: ________________________________________________

Provost Office will notify department, college and Registrar of completion of the approval process.
Memo

To: Debbie Greve, Registrar
From: Alice C. Sagehorn, PhD
Date: November 29, 2011
RE: Department Code Changes

Attached you will find the Code Changes for the Department of Teaching and Leadership (TCHLS), formerly the Departments of Curriculum and Instruction and Special Services and Leadership Studies.

As per the direction of the Office of Provost and Academic Vice President, the newly merged department codes were changed.
Code Changes for Teaching and Leadership Courses  
(formerly CURIN and SSLS)

LDSP – Leadership

EDTH – Educational Technology

SPED – Special Education (Graduate and Undergraduate)

EDUC – Education (Early/Late Childhood and ECU)

TCHL – Teaching and Leadership (Undergraduate and Graduate)

READ – Master of Science in Reading (Graduate)

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CURIN 551  EDUC 551 Diversity in the Classroom
CURIN 552  EDUC 552 Culture and Language Acquisition for English Language Learners
CURIN 553  EDUC 553 Assessment and the English Language Learner
CURIN 554  EDUC 554 Methods and Instructional Materials for English Language Learners
CURIN 555  EDUC 555 Practicum with English Language Learners
SSLS 560  SPED 560 Assessment of Young Children
CURIN 579  EDUC 579 Supervised Student Teaching and Follow-Up of Teachers
SSLS 600  LDSP 600 Foundations of Leadership
SSLS 601  LDSP 601 Service Learning Seminar
SSLS 602  LDSP 602 Leadership Seminar
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CURIN 720  READ 720 Content Literacy for Middle and Secondary Teachers
SSLS 731  EDTO 731 Digital Portfolio
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SSLS 733  EDTO 733 Professional Development
SSLS 734  EDTO 734 Infrastructure Networking
SSLS 735  EDTO 735 Information Retrieval and Transfer
SSLS 737  EDTO 737 Cataloging and Classification
SSLS 738  SPED 738 Characteristics of Students with Adaptive Learning Needs
CURIN 741    TCHL 741 Seminar
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SSLS 744    SPED 744 Special Education Technology
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SSLS 746    SPED 746 Teaching Young Children with Disabilities in Inclusive Settings
SSLS 747    SPED 747 KISN Training Series
SSLS 748    SPED 748 Autism Spectrum Disorder Workshop
SSLS 750    SPED 750 Assessment in Special Education
SSLS 761    SPED 761 Practicum I
SSLS 762    SPED 762 Practicum II
SSLS 769    SPED 769 Children and Youth with Language Disabilities
SSLS 779    SPED 779 Teaching Elementary Students Adaptive Learning Needs
SSLS 780    SPED 780 Teaching Secondary Students with Adaptive Learning Needs
SSLS 800    LDSP 800 Educational Leadership I
SSLS 801    LDSP 801 Educational Leadership II
SSLS 805    EDTH 805 Design and Production of Instructional Materials
CURIN 806    TCHL 806 Special Investigations
SSLS 806    LDSP 809 Legal Foundations of Public Education
SSLS 810    TCHL 810 Readings in Education
SSLS 812    SPED 812 Introduction to Autism Spectrum Disorders
SSLS 814    SPED 814 Teaching Students with ASD: Strategies for School and Community
SSLS 815    SPED 815 Individuals with Exceptionalities
SSLS 816    TCHL 816 The Community College
SSLS 817    EDTH 817 Technology Integration Specialist
SSLS 818    EDTH 818 Trends and Issues in Educational Technology
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SSL 847  LDSP 847 The Principalship
CURIN 848  READ 848 Advanced Language Arts
SSL 848  SPED 848 Curriculum Based Assessment
SSL 849  SPED 849 Partnerships with Families of Exceptional Children and Youth
CURIN 849  TCHL 849 The Professional Semester Teacher – Culminating Experience
CURIN 850  TCHL 850 Current Teaching Practices
CURIN 851  TCHL 851 Multicultural Approaches to Diversity in the Classroom
SSL 852  SPED 852 Characteristics of Students with Functional Learning Needs
CURIN 852  TCHL 852 Advanced Culture and Language Acquisition for English Language Learners
SSL 853  SPED 853 Teaching Students with Functional Learning Needs
CURIN 853  TCHL 853 Advanced Assessment and the English Language Learner
CURIN 854  TCHL 854 Advanced Methods and Instructional Materials for English Language Learners
SSL 854  LDSP 854 Organizational Theory and Planning
CURIN 855  TCHL 855 Advanced Practicum with English Language Learners
SSL 855  LDSP 855 Administration and Supervision of Special Education
SSL 858  SPED 858 Gifted and Talented Children and Youth
SSL 859  LDSP 859 Change Processes and Professional Development
SSL 860  SPED 860 Practicum: Functional Learning Needs
CURIN 860  TCHL 860 Foundations of Early Childhood Education
CURIN 861  TCHL 861 Laboratory Experience in Early Childhood Education
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SSLS 890 TCHL 890 Research and Thesis

CURIN 891 and
SSLS 891 TCHL 891 Methods of Research

SSLS 893 LDSP 893 Practicum in Educational Leadership I
SSLS 894 LDSP 894 Practicum in Educational Leadership II
SSLS 895 LDSP 895 Practicum in Educational Leadership

SSLS 901 LDSP 901 Educational Systems Leadership I
SSLS 902 LDSP 902 Educational Systems Leadership II
SSLS 903 LDSP 903 Educational Systems Leadership III

CURIN 906 and
SSLS 906 TCHL 906 Special Investigations

SSLS 907 TCHL 907 Practicum in Higher Ed
SSLS 910 TCHL 910 Readings in Education

SSLS 912 SPED 912 Characteristics of Students with Autism Spectrum Disorder

SSLS 914 SPED 914 Teaching Students with ASD: Research Strategies for School and Community

SSLS 930 TCHL 930 Seminar in Research Skills

CURIN 940 and
SSLS 940 TCHL 940 Seminar
SSLS 941 LDSP 941 District Leadership Internship I
SSLS 942 LDSP 942 District Leadership Internship II
SSLS 990 TCHL 990 Special Research Project

SSLS 991 TCHL 991 Research and Specialist Thesis

SSLS 993 TCHL 993 Critical Issues in Education

SSLS 996 LDSP 996 Internship

SSLS 997 LDSP 997 Practicum: Educational Systems Leadership I

SSLS 998 LDSP 998 Practicum: Educational Systems Leadership II
NEW COURSE PROPOSAL

Characteristics of Students
Title _in Inclusive Settings_ Course No. SPED 512 Credit Hours 3
Hegis No. Contact Hours

Prerequisites

Course description (as it will appear in the catalog) This course is an introduction to inclusive educational settings, designed to provide an investigation of the characteristics of students with learning challenges in the areas of emotional disturbance, learning disabilities, intellectual disabilities, language disabilities and autism. The etiologies of these disabilities, the learning and behavioral characteristics of students, and relevant learning theory will be addressed. This course supports the development of: independent thinking, effective communication, making relevant judgments, professional collaboration, effective participation in the educational system, discrimination of values in the educational arena and professional ethics.

Why is this course being offered? This course is required for students pursuing an undergraduate Inclusive Education Minor. The purpose of this course is to provide pre-service teachers basic knowledge about the characteristics of students with learning challenges along with strategies and interventions to enhance the professional-student relationship creating an environment in which the individual student's needs will be met in inclusive educational settings.

NEW COURSE PROPOSAL

Instructional Approaches
Title _for the Inclusive Classroom_ Course No. SPED 513 Credit Hours 3
Hegis No. Contact Hours

Prerequisites

Course description (as it will appear in the catalog) SPED 513 Instructional Approaches for Inclusive Classrooms is required for the undergraduate education major seeking an Inclusive Education minor. Course content focuses on methods for effectively teaching heterogeneously grouped students in K-12 general education settings. The course addresses evidenced-based methods for designing, delivering, and adapting instruction for students across a broad range of abilities. Fundamental aspects of literacy learning, including explicit instructional strategies relevant to specific content areas, are a major focus of the course.

Why is this course being offered? This course supports the PSU College of Education (COE) goal of preparing competent, committed, and caring education professionals. The purpose of this course is to prepare culturally responsive teachers who can prepare and implement instruction that meets the needs of all learners in the general education classroom.
NEW COURSE PROPOSAL

Professional Collaboration in Inclusive Settings

Title

Course No. SPED 514

Credit Hours 3

Hegis No.

Contact Hours

Prerequisites

Course description (as it will appear in the catalog) Professional Collaboration in Inclusive Settings is a course designed to develop the knowledge, skills and abilities of pre-service teachers to collaborate with professionals, implement inclusive practices and instruct students with diverse learning needs. Course content includes theory and research related to inclusion, professional collaboration, Individuals with Disability Education Act (IDEA), implementation of instructional strategies, multi-tiered system of support, and a 30 hour clinical experience.

Why is this course being offered? The purpose of this course is to provide pre-service teachers the skills, strategies and abilities to successfully collaborate, implement inclusive practices and provide instruction to students with varied needs and abilities in an inclusive setting.

NEW COURSE PROPOSAL

Positive Behavior Support in Inclusive Settings

Title

Course No. SPED 515

Credit Hours 3

Hegis No.

Contact Hours

Prerequisites

Course description (as it will appear in the catalog) Positive Behavior Support in the Inclusive Classroom is a course designed to prepare pre-service teachers to effectively instruct and support students who display behavioral and emotional needs. Course content includes characteristics of students with challenging behaviors, theory and research related to various behaviors, an overview of positive behavior support programs, multi-tiered system of support for promoting social competence and inclusive strategies and interventions.

Why is this course being offered? This course is designed to provide pre-service teachers knowledge and skills for managing and supporting student behavior, facilitating problem-solving skills, developing social skills, and promoting self-advocacy of students with behavioral and emotional needs.
Department of Teaching & Leadership
Online Course

Course Number: SPED 512
Title: Characteristics of Students in Inclusive Settings
Credit Hours: 3
Instructor:

Course Time Schedule:
Office:

Office Hours:

E-mail:

Office Phone:

Course Description

This course is an introduction to inclusive educational settings, designed to provide an investigation of the characteristics of students with learning challenges in the areas of emotional disturbance, learning disabilities, intellectual disabilities, language disabilities and autism. The etiologies of these disabilities, the learning and behavioral characteristics of students, and relevant learning theory will be addressed. This course supports the development of: independent thinking, effective communication, making relevant judgments, professional collaboration, effective participation in the educational system, discrimination of values in the educational arena and professional ethics.

This course is first in the Inclusive Education Minor sequence. The teacher candidate will learn:

- Characteristics of students with learning challenges in inclusive educational settings at the preschool, elementary school, middle school, and high school levels including students with:
  - Learning disabilities
  - Intellectual disabilities
- Autism
- Communication disorders
- Emotional disturbance
- Sensory impairments

- Assessment of students with learning challenges in inclusive educational settings
  - Curriculum-based measurement
  - Classroom observation of academic and social behaviors
  - Assessment of students with learning challenges as part of day to day assignments
  - State assessments and students with learning challenges

Purpose of the Course

This course is required for students pursuing an undergraduate Inclusive Education Minor. The purpose of this course is to provide pre-service teachers basic knowledge about the characteristics of students with learning challenges along with strategies and interventions to enhance the professional-student relationship creating an environment in which the individual student's needs will be met in inclusive educational settings.

Course Objectives

The following indicators from the Initial Professional Knowledge Base will be addressed in this course:

PITTSBURG STATE UNIVERSITY
COLLEGE OF EDUCATION
PROFESSIONAL KNOWLEDGE BASE

PROFESSIONAL CHARACTERISTICS

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which illustrate a commitment to a dependable and professional demeanor, an underlying belief system that all students can learn and specific efforts that foster collaborative/caring relationships.

3. Believes that all students can learn and teachers can make a significant contribution to learning.
4. Understands and respects a diverse student/parent population and helps all children learn respect for the traditions and cultures of others.
5. Promotes a classroom environment that is caring and supportive to all students.
6. Complies with confidentiality laws and policies regarding students, parents, and personnel.
11. Seeks to implement the recommendations from evaluations of professional performance.
13. Maintains ethical behavior with all students and colleagues.

**RELATIONSHIPS WITH STUDENTS**

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which portray a caring relationship with students, a positive rapport developed through enthusiasm and high student expectation.

14. Conveys high expectations that all students will succeed and learn.
15. Models an enthusiastic behavior and a caring attitude towards all students.
16. Demonstrates positive rapport with a diverse student population.
17. Listens carefully to all students then responds in a professional manner.

**INSTRUCTIONAL PLANNING**

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which denote a strong knowledge base, an understanding of learning theory, an approach to outcomes-based instructional planning, an integrated lesson design, and a variety of instructional strategies to provide opportunities for all students to learn.

18. Develops clear short and long-term instruction plans (e.g. lesson plans, units, and/or modules) which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.
20. Has an up-to-date knowledge of the subject matter and attempts to incorporate diverse and practical illustrations, examples and applications in lesson material and activities.
21. Selects materials and activities consistent with the objectives of the lesson and students’ diverse abilities resulting in appropriate adaptations and modifications.
22. Has knowledge of and plans developmentally appropriate instruction.

**INSTRUCTION**

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which provide active student-centered instruction characterized by clarity, variety, and flexibility.

33. Incorporates differentiated instruction to meet the academic needs of all students.

**CLASSROOM MANAGEMENT**

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which promote an orderly, safe classroom environment conducive to learning by providing clear rules and procedures which are taught, monitored and consistently reinforced.

46. Establishes, teaches, and reinforces classroom expectations, rules, routines, and procedures fairly.
47. Teaches tolerance by example and by design, striving to develop a classroom atmosphere which recognizes the value of all people regardless of their uniqueness.

EVALUATION

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which establish fair expectations, provide for multiple assessment opportunities, monitor progress in a timely fashion, provide feedback through multiple means, and collaborate with others to meet the needs of all students.

53. Develops and communicates to students and parents a fair evaluation system which respects the legal rights of all involved.
56. Consults a variety of sources (e.g., student records, counselors, resource specialists, parent conferences, test results, and other diagnostic tools) to determine the learning needs and capabilities of individual students.
57. Uses multiple methods of assessing and evaluating student knowledge and performance.
58. Makes changes in instruction based on feedback from multiple classroom assessment sources.
60. Has knowledge of the referral and intervention process and can use specialized services as student needs arise.

Instructional Resources


While there will be other reading assignments, this book is designed to be a reference tool for course assignments.

*The Kansas Special Education Process Handbook* is a document that all persons who work with young people who have disabilities, whether school administrators, general or special educators, or other service providers, should understand as it provides current state and federal laws and regulations. The handbook is easily accessible at [http://www.kansped.org/ksde/ph01/process01.html](http://www.kansped.org/ksde/ph01/process01.html) and will be used as supplemental text for this course.

Certain assignments will be assisted by using the professional journals available online via the Axe Library databases. To use these services, go to the Axe Library homepage at [http://library.pittstate.edu](http://library.pittstate.edu) and choose the Library Databases section.

Throughout this course, computer technology will be used to support learning experiences. Students need access to a computer with the following capabilities:
- Internet connection
- Firefox or equivalent browser
- Microsoft Word
- Microsoft PowerPoint
Students also need an active e-mail pittstate email address. All ANGEL correspondence will be sent to your GUS email account. Support for ANGEL users is provided through the Gorilla Geeks at http://www.pittstate.edu/geeks.

Teaching Strategies

Course objectives will be delivered through reading, writing and on-line class discussion boards utilizing ANGEL. Completed assignments will be uploaded to ANGEL drop boxes and student will be able to access instructor grades and comments in the same fashion.

Written Communication Skills

All text submitted should represent the writer’s best writing skills. Spelling, punctuation, grammar, and sentence structure will be evaluated in each assignment and graded accordingly.

Course Content

SPED 512 will include the following modules:
- Module 1 Intellectual Disabilities
- Module 2 Learning Disabilities
- Module 3 Communication Disorders
- Module 4 Emotional Disturbance
- Module 5 Autism Spectrum Disorders (ASD)
- Module 6 Sensory Disorders

Course Requirements

Grades in this course will be based upon the following:
- Discussion board participation
- Weekly assignments and activities
- Quizzes and tests
- Projects

Course Evaluation

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Incompletes are discouraged. Students who do request an Incomplete cannot be eligible for an A as a final grade. Taking an Incomplete will also require the student to submit a plan of completion that provides a timeline for completion of course requirements.

**Submitting Assignments**

Submit your assignments using this protocol, lastnameassignment.doc-example yorksurvey.doc. Your name must be on all documents.

**Academic Dishonesty**

Students are remindex to be familiar with the "Dishonesty in Academic Work" policy in the 2005-07 University Catalog. Students are expected to demonstrate academic integrity at all times. Violations will be handled as indicated in the written policy.

**Respect for the Academic Process**

The rights and responsibilities that accompany academic freedom are at the heart of the intellectual purposes of the university. Our conduct as community members should protect and promote the university’s pursuit of its academic mission. We are all, therefore, expected to conduct ourselves with integrity in our learning, teaching and research, and in ways in which we support those endeavors. Please refer to the catalog for the university policy on academic dishonesty. You are expected to do and submit your work and not that of others.

**Discussion Board Decorum**

The ANGEL discussion board is an important course component that allows students to discuss issues related to class topics and to develop a community of learners. Posted comments should always be professional, respectful and appropriate.
Course Number: SPED 513
Title: Instructional Approaches for Inclusive Classrooms
Credit Hours: 3
Instructor:
Course Time Schedule:
Office:
Office Hours:
E-mail:
Office Phone:

Course Description

SPED 513 Instructional Approaches for Inclusive Classrooms is required for the undergraduate education major seeking an Inclusive Education minor. Course content focuses on methods for effectively teaching heterogeneously grouped students in K-12 general education settings. The course addresses evidenced-based methods for designing, delivering, and adapting instruction for students across a broad range of abilities. Fundamental aspects of literacy learning, including explicit instructional strategies relevant to specific content areas, are a major focus of the course.

Purpose of the Course

This course supports the PSU College of Education (COE) goal of preparing competent, committed, and caring education professionals. The purpose of this course is to prepare culturally responsive teachers who can prepare and implement instruction that meets the needs of all learners in the general education classroom.
Course Objectives

PSU-COE Teacher Education Professional Knowledge Base

Professional Characteristics  The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which illustrate a commitment to a dependable and professional demeanor, an underlying belief system that all students can learn and specific efforts that foster collaborative/caring relationships.
3. Believes that all students can learn and teachers can make a significant contribution to learning.
5. Promotes a classroom environment that is caring and supportive to all students.

Relationships with Students  The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which portray a caring relationship with students, a positive rapport developed through enthusiasm and high student expectation.
14. Conveys high expectations that all students will succeed and learn.

Instructional Planning  The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which denote a strong knowledge base, an understanding of learning theory, an approach to outcomes-based instructional planning, an integrated lesson design, and a variety of instructional strategies to provide opportunities for all students to learn.
18. Develops clear short and long-term instruction plans (e.g., lesson plans, units, and/or modules) which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.
20. Has an up-to-date knowledge of the subject matter and attempts to incorporate diverse and practical illustrations, examples and applications in lesson material and activities.
21. Selects materials and activities consistent with the objectives of the lesson and students’ diverse abilities resulting in appropriate adaptations and modifications.
22. Has knowledge of and plans developmentally appropriate instruction.
23. Uses available technologies for planning and integration with other disciplines.
24. Structures lesson planning to allow for interventions, such as individualization, reteaching, and alternative assessment, so all students can meet the objectives.
25. Creates lessons that encourage students to think creatively and critically, to solve problems, and to develop skills needed in a global society.

Evaluation  The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which establish fair expectations, provide for multiple assessment opportunities, monitor progress in a timely fashion, provide feedback through multiple means, and collaborate with others to meet the needs of all students.
55. Maintains clear and reasonable work standards and due dates.
56. Consults a variety of sources (e.g., student records, counselors, resource specialists, parent conferences, test results, and other diagnostic tools) to determine the learning needs and capabilities of individual students.
57. Uses multiple methods of assessing and evaluating student knowledge and performance.
58. Makes changes in instruction based on feedback from multiple classroom assessment sources.
59. Gives timely and specific oral and/or written feedback on all assignments and provides corrective action so all students can succeed.
60. Has knowledge of the referral and intervention process and can use specialized services as student needs arise.
Instructional Resources

Required Text

Supplemental online resources
Alliance for Excellent Education. (2004). *Reading Next: A Vision for Action and Research in Middle and High School Literacy.*
Download free at: [http://www.all4ed.org/files/ReadingNext.pdf](http://www.all4ed.org/files/ReadingNext.pdf)
Download free at: [www.all4ed.org/files/WritingNext.pdf](http://www.all4ed.org/files/WritingNext.pdf)

Technology
This course utilizes Angel for instruction, document access, discussion, assignments, attendance, and grades. All assignments and projects are submitted to the instructor via Angel, uploaded to drop boxes under the Lessons section of Angel. Students access Internet Explorer, Microsoft Word, and PowerPoint with frequency. Angel tutorials and the course instructor are available to assist those unfamiliar with using it.

The instructor sends individual and group email to students through Angel. Students are responsible for assuring their e-mail address matches the preferred e-mail address on Angel. In the past, students sending email to the instructor from Yahoo and Hotmail accounts have experienced multiple obstacles and are advised to avoid using them in contacting the instructor.

Honoring student time is a goal of the instructor. If the instructor does not respond to a question from a student email within 24 hours (weekdays) or 48 hours (weekends), then she has not received the message. Students are then urged to either stop by the instructor’s office or leave a message with the SSLS office staff (201 Hughes Hall) or at 620.235.4484 or 4487. Students who send email announcing their absence from class usually do not receive a response from the instructor, though the email are archived in a folder.

Other Resources
The College of Education at Pitt State offers other resources useful for education majors: The Teacher Education Computer Lab, B-22 Hughes Hall; The Instructional Resource Center (IRC), B6 Hughes Hall; and the professional library in the Special Education Conference Room.

Strong writing skills are needed by all public school professionals. Since this course prepares students for the teaching profession, the instructor requires students to demonstrate effective writing skills for all assignments and correspondence. Students who struggle with writing are encouraged to utilize the free campus writing center located in Axe Library where they can receive tutoring in writing skills.
Axe Library also provides many useful resources for students taking this course. There are several databases useful to education majors and can be accessed http://library.pittstate.edu.

Teaching Strategies

Course objectives are delivered via lecture, Angel, demonstration, open-ended discussion, discussion boards, handouts, videos, student presentations, reading and writing assignments, guest presentations, electronic resources, team collaboration, and projects.

Course Content

SPED 513 will include the following modules:

- Module 1: Preparing for Differentiating Instruction/Defining Learning Goals
- Module 2: The Culturally Responsive Educator/Diagnosing Student Needs
- Module 3: Fundamental Aspects of Literacy Learning/Factors Affecting Literacy Development
- Module 4: Inclusive Strategies and Interventions: Reading/Writing/Speaking/Listening
- Module 5: Inclusive Strategies and Interventions: Content Area Literacy (mathematics, science, social science, etc.)

Course Requirements

Requirements for SPED 513 are carefully selected with the goal of providing the foundational tools necessary for preservice and early career teachers’ classroom success. Two key traits of effective teachers, professionalism and reflective thought, are taught, practiced, and reinforced throughout the semester, especially through lectures and the following major course requirements.

Attendance

A sign-in sheet is used to record attendance. Each student is responsible for signing in when entering the classroom. Attendance points are deducted from students who arrive late or leave early. Falsifying a signature is considered academic dishonesty (see Professionalism, Section IX, below). The final grade for attendance is posted to the Angel grade book after the last regular class day and prior to the final exam. Additional information regarding attendance is covered below.

Readings

A reading schedule for the semester is posted on Angel under Lessons. Students accountable to the schedule are those who desire to gain the most from the class and who will hold greater understanding of topics. Reading selections are carefully selected and will assist students in class discussion, course exams, assignments, and projects. Most
importantly, the readings (and other sections of the text) are useful for students as they spend more time in actual field settings and in their future classrooms.

**General Class Assignments**
Several in-class and homework assignments will be completed throughout the semester.

**Lesson/Unit Planning**
A series of lesson/unit plans will be created and evaluated during Modules 4 through 6.

**Examinations/Assessments**
Exams will be given with adequate notification. Class is intense and the best preparation for the exams is attendance, active participation, reading assignments, and other activities. Exam 1 covers Modules 1 and 2. Exam 2 focuses on content learned in Module 3. Exam 3 is the final exam for the course.

**Course Evaluation**

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<td>Assignments</td>
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<td>Lesson/Unit Plans</td>
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<td>Exams</td>
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Incompletes are discouraged. Students who do request an Incomplete cannot be eligible for an A as a final grade. Taking an Incomplete will also require the student to submit a plan of completion that provides a timeline for completion of course requirements.

**Professionalism**

This course provides opportunities for students to practice and become better prepared for their professional responsibilities as teachers. The instructor holds high expectations of each student to demonstrate professional demeanor. The following cover important issues of professional responsibility. Others will be discussed during the semester.

**Attendance**
Effective teachers understand the importance of class attendance. Each of you must expect excellent attendance of your students, so your students will have opportunities to reach their full potential. Please keep this in mind as you work your way through this class. **Attendance always counts.** All lectures, assignments, and activities are carefully created to help students be better prepared for and successful with their teaching careers. Additionally, the instructor honors students' schedules. Class will promptly begin and end according to the university schedule. Students who enter class late will miss important information and opportunity.
A sign-in sheet is used to record attendance. Each student is responsible for signing in when entering the classroom. Attendance points are deducted from students who arrive late or sign in and leave early. The instructor may drop students from class who have excessive absences, usually three class hours. Student athletes and students who must miss class for academic activities (i.e. technology students who go to the elementary schools for presentations), will provide the instructor with information about such events in advance via their coaches or instructors.

There are times when illness or family responsibilities force a missed class period. Though these are recorded as absences, they rarely occur and typically only minimally lower attendance scores (except for night classes). If long-term illness or other issues arise, students will be encouraged to take the class another semester as they will be missing too much valuable information necessary for their success in the classroom. Many students feel comforted in notifying the instructor of an absence. Please only do this via email and not before, during, or after class. These messages are stored in a folder and are usually not replied to by the instructor. The instructor is unable to share what is missed in class via email. Impressive students are those who make an office appointment to meet with the instructor upon missing any class.

Due to the nature of this course, only enrolled PSU students are allowed to attend class. Students should not bring friends, children, or other family members to class.

If the university closes campus due to inclement weather, class will be held on Angel.

**Academic Dishonesty**
Students are expected to complete and submit their work and not that of others. Assignments completed for other classes may not be resubmitted to fulfill requirements for this class. The instructor archives all student submissions. Please review the university catalog for the policy on academic dishonesty.

**Late Assignments**
Even if a student misses class, s/he will be expected to turn in due assignments prior to the absence. Late assignments will be accepted only if previous arrangements are made with the instructor via e-mail prior to the due date. The instructor reserves discretion regarding late assignment grades. Most often, points are deducted for missing deadlines.

**Electronic Devices and Other Distractions**
All students, guest speakers, and the instructor have the right to receive or present instruction without distraction. Courtesy is to be exercised when material (whether by instructor, student, guest, or video) is being presented. Cell phones must be turned off or set on vibrate and should not be visible. Students who text during class demonstrate disinterest in the teaching profession. The instructor is unable to recommend students who text during class for student teaching, scholarships, or jobs.

At times, the instructor will encourage laptops in class for certain class activities. The
instructor for this course encourages and utilizes appropriate technology and will frequently share websites especially useful to early career teachers and undergraduate students. Students who truly use laptops to take notes during PowerPoint lectures may do so, but must sit in either the first or second row of the classroom.

**Accommodations**

Students seeking assistance with academic programs at PSU because of disabilities (physical, emotional, mental, multiple disabilities) should contact the Director of Equal Opportunity, 218 Russ Hall. Students who are seeking assistance due to learning disabilities should contact Dr. Jamie Wood, Coordinator of Learning Disabilities, 207F Whitesitt Hall. These offices will provide guidance in reaching academic potential. Students with disabilities should notify the course instructor of their need for reasonable accommodations as early in the semester as possible. A typical time frame for arranging reasonable accommodations for students is approximately one to two weeks. Further information on assistance to students with disabilities is located in the university catalog.

**Student Concern Form**

At any time during the semester a student presents concerning behavior, the instructor will submit a Student Concern form to the Department of Teacher Education. Students who fail to demonstrate professionalism (attendance, texting, dishonesty; outlined in Section IX, above) are especially at risk. Additionally, students who make inappropriate comments, sleep during class, demonstrate poor writing skills, or repeatedly turn in late assignments are also candidates for receiving a Student Concern notice. A form will also be submitted on any student whose diversity project supervising teacher notifies the course instructor of any concerns.

**Changes to the Syllabus**

As educators become acquainted with the backgrounds, needs, and knowledge of their students, decisions are made in how to best teach the class. The instructor of this course will make changes to the syllabus as needed during the semester. All changes will be communicated to the students either through Angel, university email, or during class.
College of Education
Department of Teaching & Leadership

Course Number: SPED 514

Title: Professional Collaboration in Inclusive Settings

Credit Hours: 3

Instructor:

Course Time Schedule:
Office:

Office Hours:

E-mail:

Office Phone:

Course Description

Professional Collaboration in Inclusive Settings is a course designed to develop the knowledge, skills and abilities of pre-service teachers to collaborate with professionals, implement inclusive practices and instruct students with diverse learning needs. Course content includes theory and research related to inclusion, professional collaboration, Individuals with Disability Education Act (IDEA), implementation of instructional strategies, multi-tiered system of support, and a 30 hour clinical experience.

Purpose of the Course

The purpose of this course is to provide pre-service teachers the skills, strategies and abilities to successfully collaborate, implement inclusive practices and provide instruction to students with varied needs and abilities in an inclusive setting.

Course College of Education Objectives

The goal of the Teacher Education program at Pittsburg State University is to prepare competent, committed, caring professionals. To accomplish this goal, each teacher candidate should display competency in the following 60 indicators known as the
Professional Knowledge Base. This knowledge base will be referenced throughout the Teacher Education program and each teacher candidate will also be evaluated using these indicators multiple times during the course of their program. Every teacher candidate will be required to display an understanding and belief in the Professional Knowledge Base by the end of their training program.

PROFESSIONAL CHARACTERISTICS

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which illustrate a commitment to a dependable and professional demeanor, an underlying belief system that all students can learn and specific efforts that foster collaborative/caring relationships.

1. Is dependable, flexible, and punctual.
2. Maintains a consistently positive and professional demeanor.
3. Believes that all students can learn and teachers can make a significant contribution to learning.
4. Understands and respects a diverse student/parent population and helps all children learn respect for the traditions and cultures of others.
5. Promotes a classroom environment that is caring and supportive to all students.
6. Complies with confidentiality laws and policies regarding students, parents, and personnel.
7. Knows and follows school policies and shares in the general responsibilities and duties associated with teaching (e.g., attendance, discipline, hall duty).
8. Establishes two-way communication with colleagues and students.
9. Communicates fluently using appropriate and grammatically correct oral and written language.
10. Sets goals or demonstrates a desire to continually acquire knowledge and skills especially in emerging educational technologies.
11. Seeks to implement the recommendations from evaluations of professional performance.
13. Maintains ethical behavior with all students and colleagues.

RELATIONSHIPS WITH STUDENTS

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which portray a caring relationship with students, a positive rapport developed through enthusiasm and high student expectation.

14. Conveys high expectations that all students will succeed and learn.
15. Models an enthusiastic behavior and a caring attitude towards all students.
16. Demonstrates positive rapport with a diverse student population.
17. Listens carefully to all students then responds in a professional manner.

INSTRUCTIONAL PLANNING
The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which denote a strong knowledge base, an understanding of learning theory, an approach to outcomes-based instructional planning, an integrated lesson design, and a variety of instructional strategies to provide opportunities for all students to learn.

18. Understands the appropriate scope and sequence of objectives for teaching the curriculum (national, state, and/or local standards).
19. Develops clear short and long-term instruction plans (e.g. lesson plans, units, and/or modules) which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.
20. Has an up-to-date knowledge of the subject matter and attempts to incorporate diverse and practical illustrations, examples and applications in lesson material and activities.
21. Selects materials and activities consistent with the objectives of the lesson and students' diverse abilities resulting in appropriate adaptations and modifications.
22. Has knowledge of and plans developmentally appropriate instruction.
23. Uses available technologies for planning and integration with other disciplines.
24. Structures lesson planning to allow for interventions, such as individualization, re-teaching, and alternative assessment, so all students can meet the objectives.
25. Creates lessons that encourage students to think creatively and critically, to solve problems, and to develop skills needed in a global society.

**INSTRUCTION**

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which provide active student-centered instruction characterized by clarity, variety, and flexibility.

26. Conducts class with poise, confidence, and enthusiasm.
27. Presents lessons in a clear, logical, and sequential manner.
28. Insures that lesson materials and information are professionally displayed and accessible to all students.
29. Communicates clearly to all students the objective and purpose of each lesson.
30. Reviews or provides an anticipatory set in an effort to gain the interest of the student.
31. Provides a real world context for lesson content.
32. Utilizes various instructional strategies appropriate for the objectives of the lesson.
33. Incorporates differentiated instruction to meet the academic needs of all students.
34. Uses available educational technologies for effective instruction.
35. Encourages participation from all students through effective questioning strategies (e.g., equal distribution, level variation, adequate wait time, probing and clue giving, and appropriate correctives and feedback).
36. Responds to student questions in a concerned and effective manner.
37. Provides opportunities for all students to successfully apply or practice knowledge and skills learned.
38. Facilitates instructional strategies which provide opportunities to work individually and collaboratively in groups.
39. Conducts lessons at an appropriate pace and maximizes time on task.
40. Provides focus on important points and checks for understanding.
41. Accomplishes smooth and orderly transitions between parts of the lesson.
42. Gives clear directions.
43. Effectively achieves closure to each lesson and/or class period.

CLASSROOM MANAGEMENT

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which promote an orderly, safe classroom environment conducive to learning by providing clear rules and procedures which are taught, monitored and consistently reinforced.

44. Believes in and communicates a well-defined classroom management system.
45. Organizes and maintains the physical environment of the classroom in a pleasant and orderly manner conducive to student learning and safety.
46. Establishes, teaches, and reinforces classroom expectations, rules, routines, and procedures fairly.
47. Teaches tolerance by example and by design, striving to develop a classroom atmosphere which recognizes the value of all people regardless of their uniqueness.
48. Monitors students' behaviors and activities in the classroom at all times.
49. Displays consistency in dealing with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences.
50. Handles multiple tasks, intrusions, and distractions while maintaining the flow of the lesson.
51. Understands how to handle unexpected classroom incidents and emergency procedures.
52. Provides a learning environment which includes high time-on-task and active engagement.

EVALUATION

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which establish fair expectations, provide for multiple assessment opportunities, monitor progress in a timely fashion, provide feedback through multiple means, and collaborate with others to meet the needs of all students.

53. Develops and communicates to students and parents a fair evaluation system which respects the legal rights of all involved.
54. Uses available technologies to post and communicate student progress in a timely manner.
55. Maintains clear and reasonable work standards and due dates.
56. Consults a variety of sources (e.g., student records, counselors, resource specialists, parent conferences, test results, and other diagnostic tools) to determine the learning needs and capabilities of individual students.
57. Uses multiple methods of assessing and evaluating student knowledge and performance.
58. Makes changes in instruction based on feedback from multiple classroom assessment sources.
59. Gives timely and specific oral and/or written feedback on all assignments and provides corrective action so all students can succeed.
60. Has knowledge of the referral and intervention process and can use specialized services as student needs arise.

Course Content Objectives
Upon successful completion of this course, the student will be able to:

1. Demonstrate knowledge of collaboration: instructional models, methods of consultation and effective communication skills
2. Demonstrate knowledge of IDEA: concepts, mandates and rights
3. Demonstrate knowledge, skills and ability to implement components and principles of inclusive education
4. Demonstrate knowledge of MTSS and methods for implementing problem solving
5. Demonstrate the ability to collaborate, design, teach and evaluate unit that incorporates principles of inclusion

Instructional Resources

Required Text:

Kansas Special Education Process Handbook:

Certain assignments will be assisted by using the professional journals available online via the Axe Library databases. To use these services, go to the Axe Library homepage at http://library.pittstate.edu and choose the Library Databases section.

Throughout this course, computer technology will be used to support learning experiences. Students need access to a computer with the following capabilities:

- Internet connection
- Firefox or equivalent browser
- Microsoft Word
- Microsoft PowerPoint
Students also need an active Pittstate email address. All ANGEL correspondence will be sent to your GUS email account. Support for ANGEL users is provided through the Gorilla Geeks at http://www.pittstate.edu/geeks.

Teaching Strategies

Course objectives will be delivered through reading, writing and on-line class discussion boards utilizing ANGEL. Completed assignments will be uploaded to ANGEL drop boxes and student will be able to access instructor grades and comments in the same fashion.

Written Communication Skills

All text submitted should represent the writer's best writing skills. Spelling, punctuation, grammar, and sentence structure will be evaluated in each assignment and graded accordingly.

Course Content Modules

SPED 514 will include the following modules:
- Module 1- Collaboration between professionals
- Module 2- IDEA; an overview of the law, concepts and rights
- Module 3- Inclusive education: components and mandates
- Module 4- MTSS: a problem solving approach
- Module 5- Implementation of an inclusive instructional project

Course Requirements

Grades in this course will be based upon the following:
- Discussion board participation
- Weekly online assignments and activities
- Collaboration role plays and activities
- Inclusive Instructional Project
- Quizzes

Course Evaluation

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Submitting Assignments

Submit your assignments using this protocol, lastnameassignment.doc-example yorksurvey.doc. Your name must be on all documents.

Academic Dishonesty

Students are reminded to be familiar with the ”Dishonesty in Academic Work” policy in the 2005-07 University Catalog. Students are expected to demonstrate academic integrity at all times. Violations will be handled as indicated in the written policy.

Respect for the Academic Process

The rights and responsibilities that accompany academic freedom are at the heart of the intellectual purposes of the university. Our conduct as community members should protect and promote the university’s pursuit of its academic mission. We are all, therefore, expected to conduct ourselves with integrity in our learning, teaching and research, and in ways in which we support those endeavors. Please refer to the catalog for the university policy on academic dishonesty. You are expected to do and submit your work and not that of others.
Course Number: SPED 515

Title: Positive Behavior Support in the Inclusive Classroom

Credit Hours: 3

Instructor:

Course Time Schedule: Office:

Office Hours:

E-mail:

Office Phone:

Course Description

Positive Behavior Support in the Inclusive Classroom is a course designed to prepare pre-service teachers to effectively instruct and support students who display behavioral and emotional needs. Course content includes characteristics of students with challenging behaviors, theory and research related to various behaviors, an overview of positive behavior support programs, multi-tiered system of support for promoting social competence and inclusive strategies and interventions.

Purpose of the Course

This course is designed to provide pre-service teachers knowledge and skills for managing and supporting student behavior, facilitating problem solving skills, developing social skills, and promoting self-advocacy of students with behavioral and emotional needs.

Course College of Education Objectives

The goal of the Teacher Education program at Pittsburg State University is to prepare competent, committed, caring professionals. To accomplish this goal, each teacher
candidate should display competency in the College of Education Professional Knowledge Base. The following indicators are addressed and evaluated in this course.

RELATIONSHIPS WITH STUDENTS

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which portray a caring relationship with students, a positive rapport developed through enthusiasm and high student expectation.

1. Conveys high expectations that all students will succeed and learn.
2. Models an enthusiastic behavior and a caring attitude towards all students.
3. Demonstrates positive rapport with a diverse student population.
4. Listens carefully to all students then responds in a professional manner.

CLASSROOM MANAGEMENT

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which promote an orderly, safe classroom environment conducive to learning by providing clear rules and procedures which are taught, monitored and consistently reinforced.

5. Believes in and communicates a well-defined classroom management system.
6. Organizes and maintains the physical environment of the classroom in a pleasant and orderly manner conducive to student learning and safety.
7. Establishes, teaches, and reinforces classroom expectations, rules, routines, and procedures fairly.
8. Teaches tolerance by example and by design, striving to develop a classroom atmosphere which recognizes the value of all people regardless of their uniqueness.
9. Monitors students’ behaviors and activities in the classroom at all times.
10. Displays consistency in dealing with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences.
11. Handles multiple tasks, intrusions, and distractions while maintaining the flow of the lesson.
12. Understands how to handle unexpected classroom incidents and emergency procedures.
13. Provides a learning environment which includes high time-on-task and active engagement.

Course Objectives

Upon successful completion of this course, the student will be able to:

1. Demonstrate an understanding of characteristics of students who display challenging behaviors and different aspects of classroom functioning that impact behavior.
2. Demonstrate an understanding of positive behavior support programs and be able to implement effective practices.

3. Demonstrate knowledge of inclusive strategies and interventions known to be effective in supporting and developing appropriate behavior in the classroom.

4. Demonstrate knowledge of the fundamentals of applied behavior modification in regard to assessing behaviors, reinforcing and maintaining behaviors, extinction of behaviors, and designing interventions for management/behavioral change.

5. Demonstrate knowledge and skills in using a multi-tiered system of support that promotes social competence.

6. Acquire the ability to design and implement a behavior management plan that meets specific needs.

**Instructional Resources**


Kansas Special Education Process Handbook

Certain assignments will be assisted by using the professional journals available online via the Axe Library databases. To use these services, go to the Axe Library homepage at http://library.pittstate.edu and choose the Library Databases section.

Throughout this course, computer technology will be used to support learning experiences. Students need access to a computer with the following capabilities:

- Internet connection
- Firefox or equivalent browser
- Microsoft Word
- Microsoft PowerPoint

Students also need an active Pittstate email address. All ANGEL correspondence will be sent to your GUS email account. Support for ANGEL users is provided through the Gorilla Geeks at http://www.pittstate.edu/geeks.

**Teaching Strategies**

Course objectives will be delivered through reading, writing and on-line class discussion boards utilizing ANGEL. Completed assignments will be uploaded to ANGEL drop boxes and student will be able to access instructor grades and comments in the same fashion.
Written Communication Skills

All text submitted should represent the writer’s best writing skills. Spelling, punctuation, grammar, and sentence structure will be evaluated in each assignment and graded accordingly.

Course Content

SPED 515 will include the following modules:
- Module 1- Characteristics of Students with Challenging Behaviors
- Module 2- Understanding Behaviors, Theories and Research
- Module 3- Positive Behavior Support: An Evidence Based Approach
- Module 4- Multi-Tiered System of Support for Promoting Social Competence
- Module 5- Inclusive Strategies and Interventions

Course Requirements

Grades in this course will be based upon the following:
- Discussion board participation
- Weekly assignments and activities
- Positive Behavior Support Project
- Quizzes

Course Evaluation

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90%</td>
<td>500-450 points</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>449-400 points</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>399-350 points</td>
<td>C</td>
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<tr>
<td>69-60</td>
<td>349-300 points</td>
<td>D</td>
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<tr>
<td>59-0</td>
<td>299 and below</td>
<td>F</td>
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</table>

Assignments are to be submitted through ANGEL; feedback and grades are also posted using the ANGEL system. Typos, misspellings, and grammar errors will result in a lower grade. APA format is to be used when preparing and citing materials. Avoid language that is sexist, culturally biased, reinforcing of stereotypes, or offensive to persons with disabilities.

Incompletes are discouraged. Students who do request an Incomplete cannot be eligible for an A as a final grade. Taking an Incomplete will also require the student to submit a plan of completion that provides a timeline for completion of course requirements.

Submitting Assignments

Submit your assignments using this protocol, lastnameassignment.doc-example yorksurvey.doc. Your name must be on all documents.
Academic Dishonesty

Students are reminded to be familiar with the "Dishonesty in Academic Work" policy in the 2005-07 University Catalog. Students are expected to demonstrate academic integrity at all times. Violations will be handled as indicated in the written policy.

Respect for the Academic Process

The rights and responsibilities that accompany academic freedom are at the heart of the intellectual purposes of the university. Our conduct as community members should protect and promote the university's pursuit of its academic mission. We are all, therefore, expected to conduct ourselves with integrity in our learning, teaching and research, and in ways in which we support those endeavors. Please refer to the catalog for the university policy on academic dishonesty. You are expected to do and submit your work and not that of others.

Discussion Board Decorum

The ANGEL discussion board is an important course component that allows students to discuss issues related to class topics and to develop a community of learners. Posted comments should always be professional, respectful and appropriate.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Degree: ____________________________________________

Major: ____________________________________________

New Minor or Emphasis: ______________________________

Department(s): Teaching and Leadership

College(s): College of Education

Proposed Effective Date (Semester): Fall 2012

Submitted by the Department(s) of: Teaching and Leadership

Existing name of major/minor/emphasis:

Inclusive Education Minor

as per the attached information and documentation submitted on the required KBOR forms, if applicable, has been approved and is recommended as follows (please sign and forward to next level for approval):

Alice L. Sagner 11/28/2011
Department Chair

Chair, College Curriculum Committee 12/6/11

Council for Teacher Education (if applicable) 12/7/11

Chair, University Undergraduate Curriculum Committee 1/23/12

(Not applicable at Graduate level, skip this committee and forward onto Graduate Council)

Faculty Senate or Graduate Council  

SUBMIT SIGN-OFF SHEET AND COMPLETE PACKAGE TO OFFICE OF THE PROVOST
(220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS
FOR BOARD APPROVAL
(MUST BE ENTERED INTO KBOR FY/CIP SYSTEM AT TIME OF SUBMISSION TO KBOR).

Approvals at Kansas Board of Regents levels:

COCAGO (First Reading): Date: ____________________________

COCAGO (Second Reading) Date: ____________________________

COPS Date: ____________________________

KBOR Date: ____________________________

Provost Office will notify department, college and Registrar of completion of the approval process
Kansas Board of Regents

APPLICATION FOR APPROVAL OF
NEW 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)

NEW Minor/Concentration/Emphasis:

Inclusive Education Minor
(Title and CIP)

X  New

___ Derived from Existing Program

November 22, 2011
(DATE SUBMITTED)

(Signature of Vice-President/or Provost)
PROPOSAL FOR MINOR/CONCENTRATION/EMPHASIS
Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of  Education

Division of: Office of the Provost - PSU

I. Indicate major in which concentration will be located:
   N/A

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

   Name:  Inclusive Education Minor

   Description of Purpose/Rationale
   The Inclusive Education Minor will prepare Pittsburg State candidates to be competent, committed, caring professionals with knowledge, skills and abilities to meet the needs of students with varied learning and behavioral needs in an inclusive educational setting. As a result of completing this minor, teacher candidates will be better prepared to positively impact all students.
III. Provide curriculum for the major and indicate courses required for each concentration/emphasis:

<table>
<thead>
<tr>
<th>Name of Major</th>
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<tbody>
<tr>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Courses:</td>
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</table>

Total:

Inclusive Education Minor

(Name of Concentration/Minor/Emphasis)

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Concentration or Emphasis:</td>
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</tr>
<tr>
<td>SPED 510 Overview of Special Education OR</td>
<td>3</td>
</tr>
<tr>
<td>SPED 511 Overview of Special Education (Birth – 6th Grade)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 551 Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SPED 514 Professional Collaboration in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPED 515 Positive Behavior Support in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPED 512 Characteristics of Students in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPED 513 Instructional Approaches for the Inclusive Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 18

Note: By Board of Regents definition, concentrations are established within existing programs and are:

1. 24 hours or less at the undergraduate level
2. 12 hours or less at the master’s level
IV. Faculty resources:

A. Number of FTE faculty who teach in the major, including all concentrations/emphasis: 4

B. Rank of faculty: Instructors: 1; Assistant Professors: 1; Associate Professors: 2; Professors: ; GTAs: 

C. Preparation of faculty (indicate level of degrees): Bachelors. ; Masters ; Doctors

D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors):
Inclusive Education Minor

Proposal: An Inclusive Education minor is proposed for students seeking a Bachelor of Science in Education degree to begin Fall of 2012. The program will consist of 6 undergraduate courses for a total of 18 credit hours (4 new courses). This minor does not lead to provisional certification but could result in a district waiver.

Purpose: To prepare Pittsburg State graduates to be competent, committed, caring professionals who effectively support students with varied needs and abilities in inclusive settings.

Justification:
- Program will positively impact public school students K-12.
- Pre-service teachers will have additional tools and increase their understanding of inclusive education.
- Program will assist candidates in deciding if they want to pursue a career or Master of Science in Special Education.
- Program will improve preparation and test scores for Praxis 2 which includes special education content.

Required Courses for Inclusive Education Minor
1. SPED 510/511 Overview of Special Education * Existing Course
2. SPED 512 Characteristics of Students in Inclusive Settings
3. SPED 513 Instructional Approaches for Inclusive Classrooms
4. SPED 514 Professional Collaboration in Inclusive Settings
5. SPED 515 Positive Behavior Support in Inclusive Settings
6. EDUC 551 Diversity in the Classroom * Existing Course

Desired Outcomes
The teacher candidate will have knowledge, understanding and skills in the following areas:
- Characteristics of learners with varied needs and abilities
- Differentiated instruction
- Instructional interventions and strategies
- IDEA: the special education process, concepts and mandates
- Collaboration: instruction and consultation
- MTSS: problem solving, tiered instruction, analysis of data
- Positive behavior support: theory and best practices
January 30, 2012

TO: Faculty Senate
FR: Lynette Olson

Continued discussions are being held by the Council of Chief Academic Officers for the Kansas Board of Regents regarding common learning outcomes. These discussions are in response to the Regents Foresight 2020 Goals to “identify a set of foundational skills critical to the success of higher education graduates in their personal and professional lives” and “measure and report on student achievement of these foundational skills”.

I am asking for your thoughts and response regarding learning outcomes that extend across the entire university curriculum primarily at the undergraduate level. Please review the linked paper and accompanying chart. The Essential Learning Outcomes are being used as a reference point for discussion within the Kansas Board of Regent’s system Council of Chief Academic Officers. Over the past two years, I have shared this document with academic administrators for their review and thoughts. Current discussions are again underway in Provost’s Leadership Council. Please contribute your thoughts to this current dialogue.


As you will note, our efforts to assess outcomes in the Core of General Education fit well within The Essential Learning Outcomes categories of “Knowledge of Human Cultures and the Physical and Natural World” and “Intellectual and Practical Skills”. Beyond this, we currently do not have a systematic plan for assessment across colleges and departments. Individual course or program assessment may be taking place in all four areas.

I am asking for your response to three questions:

1. Do you have knowledge of assessment already taking place around these outcomes? If so, please describe.
2. What are your thoughts and insights concerning The Essential Learning Outcomes framework?
3. Are there any gaps in this model? If so, what additional or specific outcomes do you believe should be considered?

Submit your responses to me at lolson@pittstate.edu by March 1, 2012. Thank you!