The Pittsburg State University Faculty Senate met at 3:00 p.m. Monday, April 22, in room 224 Kelce Hall with Dr. Peter Chung, President, presiding.

Past Minutes
The minutes for March 25, 2013 were approved.

Announcements

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

Dr. Lynette Olson advised that the Doctorate of Nursing Practice will not be coming through Faculty Senate, but will instead be going through Graduate Council. She wanted to make senators aware that the Statement of Intent had been approved and that throughout the next year the Nursing Department will go through a study with a consultant to determine that there is a capacity for such a doctoral program. The Regents voted 8 to 1 to approve the Statement of Intent.

Dr. Chung made an amendment to the agenda and asked that Tim Pearson and Angela Neria discuss Active Directory with the group. Mr. Pearson noted that Active Directory had been around since Windows NT as an identity repository back in the 1980’s.

Ms. Neria added that security is one of the main concerns. A policy has been drafted over the last 4 months and proposed to ITC and now looking for feedback (see attached – labeled as Active Directory Membership). Information Services Office is looking to make efficiencies for college tech personnel, i.e. System updates, Microsoft Office updates on overall scale, updating browsers remotely, allowing the customer to log into the P-drive remotely from any computer, and also looking at password security and enforcement of such a policy.

Mr. Bob Kehle asked about Oracle being mentioned in an email, if P-drive would be required for all users, and if this would impact computer labs that needed specific software loaded. Mr. Pearson responded that uncertain why Oracle was mentioned as now using Zimbra, but that Zimbra is ready for active directory and that P-drive would be available for all, but not required. The loading of specific software is not something OIS wishes to control, and that the College Tech will be a sub-administrator working with the departments to provide software needed.

Mr. Kehle followed up with the ‘Big Brother’ concern, to which Ms. Neria responded that Active Directory (AD) does not change your right to privacy and there would be no difference with the addition of AD. She went on to further explain that they are looking for system overloads, but not content and detail of the documents creating an overload.

There was continued discussion on legal rights of privacy and Jamie Brooksher, as legal counsel, was present and spoke of the rarity of supervisors, police officers and others legal rights to request access to an individual’s computer. Those questioning their privacy were offered assurances that although it does not take a court order, for a supervisor or administrator it would take more than a suspicion to be given the right to search a computer.

Ms. Neria advised that AD does not change an individual’s right of privacy and that in the 3 years she has been at PSU there have only been 3 instances where a computer’s hard drive was searched. Two were students and one was the computer of a recently deceased faculty. She reminded the group again that the purpose and focus of utilizing AD was on efficiency and security.

Additional questions pertained to what administrators have access, the risk of hacking, and ability to abstain for having AD on a user’s computer. Only 3 people have privileges that would allow access universally, system would be much more secure, noting that your hard-drive more hackable than P-drive based on the active firewalls in place and additional security. There is a snapshot taken every 30 minutes of the contents on P-drive which makes retrievability much more current. That having AD does not mean that you are sharing the contents of your computer with anyone, and if the policy is passed, no one could abstain for having AD on their university owned computer, but would not impact personally owned computers.
Ms. Neria advised there was no real timeline. They would be taking feedback over the next few weeks and that the next ITC meeting was scheduled for mid-May. To view the presentation presented to the senate go to: http://prezi.com/wfbzpftq2he0/active-directory/?auth_key=7b440b167884ac42d5f5cdad59d51a8dc90758dc6
The proposed policy is also attached.

**PSU/KNEA – Dr. Ananda Jayawardhana, President**
Dr. Ananda Jayawardhana had nothing new to report pertaining to KNEA. He introduced Browyn Conrad as the next president of KNEA and shared his appreciation for a good year.

**Student Senate – Taylor Gravett, President**
Taylor Gravett, as newly elected SGA president, reported that he was selecting his new cabinet and reviewing the SGA budget for recommendations for next year. He indicated that he had met with Governor Brownback at his recent meeting to campus to discuss student concerns including financial matters.

**Faculty Senate President – Dr. Peter Chung**
Dr. Peter Chung stated that the next meeting of Faculty Senate Presidents would be a time for transitioning. He added that WSU and KU were still working on post-tenure review and once completed would pass that information along. Each of the Regent institutions has been sharing information on their own campus’ Administrative Review process. Dr. Chung noted that all Faculty Senates across the state were going through updates to their constitution and committees.

**Committee Reports**

**Undergraduate Curriculum – Justin Honey, Chair**
Mr. Justin Honey introduced the curriculum items reviewed by committee. [See handout] Dr. Grant Moss asked why there was no notation on the forms pertaining to CM CET 410, Technical Construction Spanish for the Jobsite Supervisor, to indicate there was any discussion with the Modern Language Department. Chairperson of the School of Construction, Jim Otter, was present and indicated that he had visited with Dr. Berry-Bravo of MLL. Mr. Honey added that the reason for the notation on the form was if the legislated action would add a burden to another department which does not appear to be the case with the addition of this course.

Dr. Grant asked about the reason for making the course a 400-level and not something lower; to which Mr. Otter explained that they want students to have completed certain classes to better understand the terms used.

The curriculum items were presented as a package for one vote and were approved unanimously.

**Academic Affairs – Susan Schreiner, Chair**
Ms. Schreiner presented policies on Administrative Withdraw and Auditing for a second-read and vote. There was one revision to the Auditing policy since the first read with the addition of visiting scholars being able to audit at no charge. Dr. Bert Patrick had questions pertaining to the type of course exclusions for auditing. It was explained by Ms. Debbie Greve, Registrar that exceptions could be made if a faculty member wished to add an auditor to their class. Dr. Patrick’s concern was that the language should mean something.

Administrative Withdraw Policy was passed unanimously. The Audit Policy was tabled for more discussion and revisions.

Ms. Schreiner then introduced Ms. Greve to present additional items on Requirements for baccalaureate degrees (see handout) and information sharing on possible class fee inclusion in tuition billing and catalog course description. Requirements for all baccalaureates was explained as procedures that were currently in place and based on memos held in the degree checking office some dating back nearly 20 years. Because the staff in the Degree Checking Office is frequently asked by chairs and advisors ‘where is it written’, the addition of 20, 21, and 22 to the list of degree requirements was being proposed for addition into the catalog. A second read and vote will be held in May.

Ms. Greve also shared for purpose of full disclosure to students there were discussions being held to include class fees with the student’s tuition bill and possible inclusion of a statement within the course description indicating a
class fee would be assessed for this course. It was being proposed that the Registrar’s Office create a webpage that they would keep current of all courses with class fees and the amount and not include a dollar amount in the course description.

Diversity and Multicultural Affairs – Tatiana Sildus, Chair
Dr. Sildus reported that the committee had met several times throughout the academic year and have reviewed many different universities procedures and resources. She presented a ‘Live Guide’ that was created by Susan Schreiner, Axe Access Services Coordinator and found at http://libguides.pittstate.edu/FSDiversity To access from the library home page under Research and Information go to Subject Guides and scroll down to PSU Faculty Senate’s link.

Faculty Affairs – Dilip Paul, Chair
Dr. Mark Johnson reported that there is very little funding remaining this year in the professional development fund, but he did not have the exact amount.

Constitution Committee – Darren Botello-Samson, Chair
Dr. Botello-Samson presented a proposed change to Bylaw IV (A)(6) on Department Academic Honors Committee. (see attached) He indicated that typically committee would look at constitutional changes and no bylaw revisions, but because this change would impact the constitution, it was determined to be relevant. Presently it reads that the Director of Honors College and the Vice President of Academic Affairs shall serve as ex-officio members of the committee. He stated it was coming from the Executive Committee to remove the Director of Honors College. Motion made that the proposal change be approved with no discussion. It was determined that this needed to be a first read and that a final vote would be taken in May.

General Education – Mark Johnson, Chair
Dr. Johnson advised that a final report had been submitted to the Provost.

Program Review Task Force - Make Leiker, Chair
Dr. Leiker reported that a meeting was being held as he spoke on program review. The intent was to streamline and remove repetition. He added the process was moving along.

Unfinished Business
None

New Business
None

Old Business
None

Open Forum
Dr. Johnson announced Pecha Kucha VII would be held on April 30, beginning at 7:20 p.m. at the First Christian Church.

Meeting Adjourned
Motion to adjourn was approved at 4:24 p.m.

Debbie Greve, Recording Secretary

New Senators were asked to remain.
Call to Order made by President-Elect Justin Honey
Mr. Honey advised having difficulty finding faculty to serve on executive committee. A ballot was circulated to elect the slate of officers allow for write-in candidates. All officers noted on ballot were elected and also seeking two additional senators to serve as Executive members. Dr. Khamis Siam and Jeremy Wade were nominated as member and were to be contacted to learn willingness to serve.

2013-2014 Officers are: President Justin Honey, President-Elect Julie Dainty, Secretary Julie Samuels, Parliamentarian Mark Johnson, Past President Peter Chung, Catherine Hooey, and Rebecca Butler with 2 positions yet to fill. Adjourned 4:37
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Mark Johnson attended the September, November, December, January, March & April meeting. Tatiana Sildus attended the October meeting. Christel Benson attended the February and March meeting.

*Hazel Coltharp substituted for Karla Childs at the October meeting. Scott Craig substituted for Drew Polen at the October, March and April meeting. Morgan McCune substituted for Susan Schreiner and Julie Samuels substituted for Brenda Roberts at the January meeting. Sang-Heui Lee and Anil Lal attended the April meeting.
I. Active Directory Membership

All Pittsburg State University owned computing devices capable of being placed in Active Directory (AD) shall be placed in the PITTSTATE.EDU Active Directory Domain using the university’s central domain controllers – currently named dc1.pittstate.edu and dc2.pittstate.edu. In addition, all university owned Apple devices capable of being enrolled with a MAC server, shall be enrolled with the university’s central MAC server – currently named ois-apple-svr.pittstate.edu.

II. Naming Conventions

a. **Purpose**
   Provide a naming convention for all units within Pittsburg State University’s Active Directory that uniquely identifies workstations, servers, users, groups, organizational units (OUs), Group Policy Objects (GPOs) and distribution lists. PSU has thousands of objects that provide information and act as resources to many departments. The only possible way to ensure AD can be used effectively is to enforce naming standards. Aside from avoiding name collisions, naming standards will allow users and administrators to efficiently search through thousands of objects and locate their resources and data.

b. **User Account Names**
   AD user accounts have account names and distinguished names that identify them within Active Directory. The user account name shall be identical to the email address prefix assigned to the client and shall adhere the naming convention previously established for email address prefixes.

c. **Computer Names**
   It is recommended that when naming a computer object that you follow the guidelines below.

   *How do we name our client machines?*
   Example: SSLS-asagehorn

   *How do we name our lab/kiosk workstations?*
   Dept-LabID-Sequence
   Example: Const-Lab302-1

d. **Printer Names:**
   It is recommended that when naming a printer object you follow the guidelines below.

   *How do we name our printers?*
   Dept-Location-PrinterType
   Example: OIS-KC158-Copier

e. **Group Policy:**
   OIS – in cooperation with the appropriate technicians across campus – will work to develop and deploy group policy templates that will be used to enable “best practice” configurations for computer workstations, lab computers, and other applicable computing devices.
f. Distributed Administration:
OIS will delegate certain administrative permissions within active directory to campus technicians as needed to permit effective support of the devices in their areas of responsibility.

III. Storage Policy

a. Purpose

Excessive use of storage resources impacts all users, general system stability, and performance. The purpose of this policy is to define the storage allocation for individual user accounts and the actions that will be taken to remediate storage excesses. The intent of this policy is to encourage responsible use and management of the storage services provided by OIS servers.

b. Policy

Users are required to manage the storage allocated to them within the limits set by their quota. OIS will attempt to contact users who exceed their storage allocation via email before any action is taken to resolve storage difficulties. If contact and resolution are not possible or timely, OIS will take actions necessary to protect the stability and performance of its services for all users. These actions include moving or archiving user data, and possibly locking accounts.

Only legitimate, work-related files shall be stored within user, departmental, or working group folders. Specific examples of inappropriate files include personal image files, videos, movies or music, and "C Drive" backups.

OIS will monitor the space in use in all types of folders and may question any large or inappropriate collections found.

c. Quota Defaults

A Quota is a file-system setting that governs the amount of disk storage a user is allowed to use.

At this time storage quotas are in effect for the users (P: drive) storage. Mail folders are governed by the email storage quota. Shared folders (folders shared between more than one user (working groups)) will be governed by a quota to be implemented at a later date.

Home (P: drive) Quotas:

All Active Directory accounts are allocated storage by default as follows:

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<tr>
<td>Departmental</td>
<td>15 Gb</td>
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<td>Working Groups</td>
<td>10 Gb</td>
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<td>Users</td>
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Saving files to Home (P Drive) storage will be prohibited when a user's Home storage exceeds the limit.
Exceptions:
We understand that some users, departments, or working groups may have legitimate need for additional storage in order to perform their job function. To request an increase please contact the Gorilla Geeks (x4600) to create a ticket for the space increase. The requestor shall detail the amount of additional space needed, and provide a justification for the increased storage requested.

d. Quota Notification

Each evening the system will review disk storage for each user and will send warning emails to each user that is near (within 15%) or at their limit. These are the only notices that will be sent to warn users of excessive storage. These notices will be sent to the user's email address.
1. **HHPR 520 Clinical Practicum/Internship.** Legislation was approved in March at Faculty Senate to change course title from HHPR 520 EXSCI 600. After approval of the legislation, it was noted that there was an error in the credit hour listing. HHPR 520 was 6-12 hours and that was the intent for the new course, EXSCI 600. However, the legislation as approved listed the EXSCI 600 course as being only 3 hours. The Undergraduate Curriculum Committee asked for an amendment to explain the course corrections. Amendment was provided to the satisfaction of the Undergraduate Curriculum Committee and included all appropriate signatures.

2. **Automotive Technology, Service and Marketing Management.** AT 691 Service Management Seminar will be deleted and replaced with AT 697 Corporate Sales Management. AT 697 Corporate Sales Management is a new course that has already been approved at Faculty Senate. This revision allows for the new course to be incorporated into the Service and Marketing Management emphasis.

3. **School of Construction.** New Course, CMCET 410 Technical Construction Spanish for the Jobsite Supervisor. Provides field supervisors fundamental Spanish communication skills relative to the construction trades (OSHA, EPA, local/state building codes, daily jobsite procedures). Will be a requirement for all Construction Management majors.

4. **Mechanical Engineering Technology.** New Course, MECET 627 Intro to Biomedical Engineering Technology. Provides an introduction to design of biomolecular systems, testing of biomechanical, biofluid and biomaterial systems. Will allow students to apply knowledge from their specific field of study to other disciplines. Technical elective for both undergraduate and graduate students.
Requirements for All Baccalaureate Degrees / Undergraduate Degrees and Requirement section of catalog.

Asking for these statements to be added to address frequently asked questions pertaining to minors and second majors.

20) Minors chosen from the same department or discipline area may be awarded if at least nine hours are unique to that minor in reference to any major or emphasis area. Departments may legislate, as part of major requirements, any exception to this rule.

21) Second, or additional, majors chosen from the same department or discipline area may be awarded if at least fifteen hours are unique to that major in reference to any major or emphasis area being completed.

22) A student pursuing a second major with a first major requiring a minor, may complete the requirements of the minor with the completion of the second major. Until the second major is completed, the student will continue see the required minor notation on their official degree audit.
Bylaw IV (A) (6)

- **Departmental Academic Honors Committee.** This committee shall consist of eight members (five faculty members and three students). The five faculty members shall be from departments participating in the departmental honors program with one from the College of Education, one from the College of Technology, one from the College of Business, and two from the College of Arts and Sciences including one member representing the departments of natural sciences (physics, chemistry, biology, and mathematics) and one from one of the other departments in the college of Arts and Sciences. The three students shall be eligible to participate in the departmental honors program. The Director of the Honors College and the Vice President for Academic Affairs shall serve as ex officio members. The committee shall:
Bylaw IV (A) (6)

Currently stated:
• The Director of the Honors College and the Vice President for Academic Affairs shall serve as ex officio members.

Proposed change:
• The Vice President for Academic Affairs shall serve as an ex officio member.
Pittsburg State University
Faculty Senate Agenda

Date: Monday, April 22, 2013
Time: 3:00 p.m.
Location: 224 Kelce Hall

AGENDA

I. Call to order

II. Approval of Minutes from March 25, 2013 meeting

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

IV. Committee Reports (Reports from committees will begin with Undergraduate Curriculum Committee followed by Academic Affairs)
   A. Academic Affairs Committee- Chair, Susan Schreiner
      1. Undergraduate Curriculum Subcommittee- Chair, Justin Honey
      2. Library Services Subcommittee- Chair, Morgan McCune
      3. Information Systems Subcommittee- Chair, David O’Bryan
      4. Continuing Studies Subcommittee- Chair, Scott Norman
      5. Departmental Academic Honors Subcommittee- Chair, Justin Honey
      6. Honors College Subcommittee- Chair, Chris Spera
      7. Writing Across the Curriculum Subcommittee- Chair, Robert Lindsey
      8. Diversity and Multicultural Affairs Subcommittee- Chair, Tatiana Sildus
   B. Student Faculty Committee- Chair, Phil Harries
   C. All University Committee- Chair, Christel Benson
   D. Faculty Affairs Committee- Chair, Dilip Paul
   E. Constitution Committee- Chair, Darren Botello-Samson
F. General Education Committee- Chair, Mark Johnson
G. Budget Committee- Initial Chair, Paul Herring

All University Committees or Other Appointments

V. Unfinished Business

VI. New Business

VII. Open Forum

VIII. Adjournment- Next Meeting- Monday, May 6, 2013, 3:00 pm, 224 Kelce Hall
Pittsburg State University
Faculty Senate Agenda
2013-2014 Faculty Senate

Date: Monday, April 22, 2013
Time: Immediately following 2012-2013 meeting
Location: 224 Kelce Hall

AGENDA

I. Call to order 2013-2014 Senate
II. Election of Officers
III. Adjournment
Amendment to HHPR Exercise Science Course Legislation

Course as passed:

EXSCI 600 Internship. 3 hours: The Internship in Exercise Science is completed under the supervision of an agency staff member with at least a Bachelor’s Degree and approval of the university instructor. Enrollment provides off-campus opportunities for practical application. The student will work in private or public organizations such as hospital, clinic or laboratory. Application and instructor permission is required. Prerequisites: All other degree requirements must be completed.

Course Correction:

EXSCI 600 Internship. 6-12 hours: The Internship in Exercise Science is completed under the supervision of an agency staff member with at least a Bachelor’s Degree and approval of the university instructor. Enrollment provides off-campus opportunities for practical application. The student will work in private or public organizations such as hospital, clinic or laboratory. Application and instructor permission is required. Prerequisites: All other degree requirements must be completed.

Reason for the amendment:

Faculty Senate passed the course early spring of 2013. As enrollment came around it was brought to our attention that the EXSCI 600 course (Internship/Clinical Practicum) was only 3 hours. EXSCI 600 Should read 6-12 credit hours. The Major Change Legislation that was also passed correctly states 6-12 hours for EXSCI 600. This was an oversight beginning with me, and somehow went unnoticed all the way through legislation.

Attachments of original legislation and a corrected version:

Mike Leiker, Ed.D., CSCS
Associate Professor Exercise Science

[Signatures]

Dr. John Oppliger, Department Chair
[Signatures]

CoE Curriculum Committee Chair
[Signatures]

Dr. Howard Smith, Dean COE
Request for Revision to Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HHPR    College: COE

Date of Submission to the Department: 10/04/2012

Contact Person: Dr. John Oppliger    ☐ Faculty member ☑ Chair

Title of Course: Clinical Practicum/Internship    Credit Hours: 6-12

Course Number: HHP 520    Hegis Number: ______

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

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

Current listing: HHP 520. Clinical Practicum/Internship. 6-12 hours. The internship in exercise science is completed under the supervision of an agency staff member with at least a Bachelor’s Degree and approval of the university instructor. Enrollment provides off-campus opportunities for practical application. The student will work in private or public organizations such as hospital, clinic or laboratory. Application and instructor permission is required.

Modification (as it will appear in the next catalog): EXSCI 600 Internship. 6-12 hours: The Internship in Exercise Science is completed under the supervision of an agency staff member with at least a Bachelor’s Degree and approval of the university instructor. Enrollment provides off-campus opportunities for practical application. The student will work in private or public organizations such as hospital, clinic or laboratory. Application and instructor permission is required. Prerequisites: All other degree requirements must be completed.

Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: New prefix and number to eliminate confusion of programs

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

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

_____

Please realize that it will need to gain approval of the General Education Committee.
Is this course required of any education majors? □ Yes  □ No

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

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

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

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

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

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

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

LEGISLATIVE PROCESS

AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
Date 4/4/13 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 4/18/13 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 4/18/13 Signature, Dean

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 4/4/13 Signature, Undergraduate Curriculum Committee Chair

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

Please Note

This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Amendment to HHPR Exercise Science Course Legislation

Course as passed:

EXSCI 600 Internship, 3 hours: The Internship in Exercise Science is completed under the supervision of an agency staff member with at least a Bachelor’s Degree and approval of the university instructor. Enrollment provides off-campus opportunities for practical application. The student will work in private of public organizations such as hospital, clinic or laboratory. Application and instructor permission is required. Prerequisites: All other degree requirements must be completed.

Course Correction:

EXSCI 600 Internship, 6-12 hours: The Internship in Exercise Science is completed under the supervision of an agency staff member with at least a Bachelor’s Degree and approval of the university instructor. Enrollment provides off-campus opportunities for practical application. The student will work in private of public organizations such as hospital, clinic or laboratory. Application and instructor permission is required. Prerequisites: All other degree requirements must be completed.

Reason for the amendment:

Faculty Senate passed the course early spring of 2013. As enrollment came around it was brought to our attention that the EXSCI 600 course (Internship/Clinical Practicum) was only 3 hours. EXSCI 600 Should read 6-12 credit hours. The Major Change Legislation that was also passed correctly states 6-12 hours for EXSCI 600. This was an oversight beginning with me, and somehow went unnoticed all the way through legislation.

Attachments of original legislation and a corrected version:

Mike Leiker, Ed.D., CSCS
Associate Professor Exercise Science
Department: Automotive Technology  College: College of Technology

Date of Submission to the Department: 10-22-12

Contact Person: John Thompson  ☑ Faculty member  ☐ Chair

Revision of a:  ☑ Concentration  ☐ Minor  ☒ Emphasis

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

Major in Which Concentration/Minor/Emphasis is to be located: Automotive Technology

Information from Existing Concentration/Minor/Emphasis

Name of Major: Automotive Technology

Associated Major's CIP Number: 15.0802

Name of Existing Concentration/Minor/Emphasis: Service and Marketing Management

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

AECTG-202: Managerial Accounting (3 hours)
AT-301: Fundamentals of Collision Technology (3 hours)
AT-511: Service Techniques Laboratory (3 or 5 hours)
AT-691: Service Management Seminar (3 hours)
MGMKT-327: Organizational Theory and Behavior (3 hours)
MGMKT-330: Basic Marketing (3 hours)
MGMKT-444: Legal and Social Environment of Business (3 hours)

Rationale for Change: AT-691 Service Management Seminar class is being deleted and replaced with AT-697 Corporate Sales Management.
Information for Proposed Changes to Concentration/Minor/Emphasis

Name of Major: (if different from above)

Associated Major’s CIP Number: 15.0803

Name of Proposed Concentration/Minor/Emphasis: Service Management and Marketing

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

ACCTG-202: Managerial Accounting (3 hours)
AT-301: Fundamentals of Collision Technology (3 hours)
AT-511: Service Techniques Laboratory (3 or 5 hours)
AT-697: Corporate Sales Management (3 hours)
MGMT-327: Organizational Theory and Behavior (3 hours)
MGMT-330: Basic Marketing (3 hours)
MGMT-444: Legal and Social Environment of Business (3 hours)

Date first offered: Fall, 2013
(Year)

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

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

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

Rationale:

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

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

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

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

If "yes," have relevant discussion occurred: □ Yes □ No

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☒ Approved: Department Chairperson
Date: 11.7.13
Signature, Department Chairperson

☒ Approved: College Curriculum Committee
Date: 3.6.13
Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
Date: 3.6.13
Signature, Dean

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

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

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date: 4/17/13
Signature, Undergraduate Curriculum Committee Chair

☒ Approved: Faculty Senate
Date: 
Signature, Recording Secretary, Faculty Senate

☐ Final approved packet forwarded to Provost's office
Date: 
Signature, Recording Secretary, Faculty Senate

Approval at Kansas Board of Regents level:

☐ COCAO:
Date:

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

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

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

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

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

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

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MINOR/CONCENTRATION/EMPHASIS

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

Concentration/Minor/Emphasis:

Service and Marketing Management - 15.0803
(Title and CIP)

☐ New

☒ Derived from Existing Program

10-22-12
(DATE SUBMITTED)

_________________________________________
(Signature of Vice-President/or Provost)
I. Indicate major in which concentration is located:

Automotive Technology

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

Current Name: Service and Marketing Management

New Name (if applicable): _____

Description of Purpose/Rationale for Change:

The Service and Marketing Management emphasis is being revised to include more corporate training. So AT 691 Service Management Seminar is being deleted and replaced with AT 697 Corporate Sales Management.
Provide curriculum for the current AND the new emphasis and indicate courses required for each concentration/emphasis:

**Pittsburg State University**

**Automotive Technology**

Name of Major

### CURRENT

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Total: ___

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

- **ACCTG-202: Managerial Accounting** (3 hours)
- **AT-301: Fundamentals of Collision Technology** (3 hours)
- **AT-511: Service Techniques Laboratory** (3 or 5 hours)
- **AT-691: Service Management Seminar** (3 hours)
- **MGMKT-327: Organizational Theory and Behavior** (3 hours)
- **MGMKT-330: Basic Marketing** (3 hours)
- **MGMKT-444: Legal and Social Environment of Business** (3 hours)
(Name of Concentration/Minor/Emphasis)

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- **ACCTG-202: Managerial Accounting** (3 hours)
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- **AT-697: Corporate Sales Management** (3 hours)
- **MGMKT-327: Organizational Theory and Behavior** (3 hours)
- **MGMKT-330: Basic Marketing** (3 hours)
- **MGMKT-444: Legal and Social Environment of Business** (3 hours)
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: School of Construction  College: Technology

Date of Submission to the Department: 1.28.2013

Contact Person: Otter  [ ] Faculty member  [ ] Chair

Title of Course: Technical Construction Spanish for the Jobsite Supervisor  Credit Hours: 3

Course Number: CMCET 410

Date first offered: Fall/2013
(Semester/Year)

To be Offered:  [ ] Fall  [ ] Spring  [ ] Summer
(check all that apply)

Estimated Enrollment: 15-20

Prerequisite(s): Two CMCET Methods courses, (CMCET 235, 330, 331, 334, 335, 434)

This course is:  [ ] Required  [ ] Elective

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

Course Description: CMCET 410. Technical Construction Spanish for the Jobsite Supervisor. 3 hours (3 lecture). Understanding and practicing construction technical conversational Spanish language concepts as it relates to task assignment, delegation, supervision, safety, training and instruction, and fundamental conversation within the construction industry. Focus on tools, tasks and processes used in the construction trades, understanding professional and construction trade vocabulary. Prerequisite: (At least two CMCET Methods course - CMCET 235, 330, 331, 334, 335, 434)
(as it will appear in the catalog)

Purpose/Justification for Course: The construction industry needs field supervisors that have fundamental Spanish communication skills relative to the construction trades. Communication relative to OSHA (safety issues), environmental (EPA), local/state building codes and daily jobsite procedures on a construction site need to be communicated in Spanish for the emerging workforce. The School of Construction advisory boards for the construction and safety programs have both placed this initiative as a top priority for the School of Construction. Kansas based trade associations and regional contractors all identify this type of program as being critical to our future success and recognition as being one of the top programs in the nation.

Objectives/Student Learning Outcomes:
Upon completion of this course, non-Spanish speaking students, based on their individual effort and commitment, will be instructed in the knowledge and provided the language tools to be able to:
1. Engage individuals whose first language is Spanish to establish a beginning level of communication;
2. Provide training and instruction in the tools, techniques, and processes used in completing work site and job tasks in the construction trades using basic Spanish nouns, verbs, and phrases;
3. Understand how to provide safety instruction and basic safety awareness and check for worker understanding to reduce or minimize worker risk, accident, and injury as well as control medical and safety situations.
4. Greet and compliment employees, address points of potential misunderstanding and conflict resulting from language and cultural differences as well as develop an appreciation for Hispanic culture, traditions, or events that may affect the workplace or help to build better relationships with coworkers.
5. Identify the basic skills necessary for the supervision of Spanish speaking employees including terms of respect, understanding how to lead, motivate, appraise, instruct, and coordinate the activities of a Spanish speaking work force in achieving the established goals of the organization.
6. Become acquainted with issues such as conflict management, corporate culture, and legal requirements including tolerance for a diverse work force and the attitudes towards Spanish speaking workers.
7. Learn basic Spanish vocabulary such as the terms for dates, time, colors, construction tools and materials, weather, structures, basic verb conjugation, and the everyday Spanish dialect of a construction site including the appropriate contextual use of slang and names.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
I. Preparation/Attendance/Participation/Contribution (PACP)
II. Word of the Day and Word of the Day Quiz
III. Chapter tasks
IV. Worksheets
V. Midterm Exam
VI. Final Exam
VII. Use of Ipad/Technology (weekly use records)

PLEASE ATTACH SYLLABUS

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.):
Most major expenses for this program was included in funding for the School of Construction including the cost of faculty, space, resources, etc.

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

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

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

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

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

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

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

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

What additional costs will be required for this course (e.g. staffing, equipment, etc.)? All costs are covered through School of Construction funding.

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
  Date 2.9.13 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
  Date 3.6.13 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
  Date 3.6.13 Signature, Dean

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 4/7/13 Signature, Undergraduate Curriculum Committee Chair

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

Please Note
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate Undergraduate Curriculum Committee may result in an additional month added to the process.
CMCET 410- Technical Construction Spanish for the Jobsite Supervisor

Semester: Spring 2013
Location: Kansas Technology Center, Room W204 (Mechanical I classroom)
Time: T/Th 12:30-1:45 (face to face meetings with lots of language practice)
Instructor: Dr. Brian Sandford
Office: S211
Hours: Monday 8:30-12:00; Wednesday 8:30-12:00, 1:00-4:00; Friday 8:30-12:00
Phone: 620-235-4972
E-mail Address: bsandford@pittstate.edu

Credit Hours: 3

Prerequisites:
Two CMCET Methods courses. (CMCET 235,330,331,334,335,434).

Course Description:

CMCET 410. Technical Construction Spanish for the Jobsite Supervisor. 3 hours ( 3 lecture).
Understanding and practicing construction technical conversational Spanish language concepts as it relates to task assignment, delegation, supervision, safety, training and instruction, and fundamental conversation within the construction industry. Focus on tools, tasks and processes used in the construction trades, understanding professional and construction trade vocabulary. Prerequisite: (At least two CMCET Methods course - CMCET 235,330,331,334,335,434)

Understanding and practicing the basic Spanish language concepts as it relates to pronunciation, task assignment, delegation, supervision, safety, training and instruction, and limited conversation in construction management, engineering, building trades, and construction technology. Learning Spanish equivalencies for the tools, tasks, and processes used in the construction trades, understanding professional and construction trade vocabulary, and how to check for understanding of both what is said and what is heard will be practiced. The principles and techniques of handling and understanding interpersonal relationships associated with the Hispanic culture will also be covered. Students will learn reciprocal Spanish/English teaching and learning skills to be able to assist workers who speak English as a second language to become more acquainted and more proficient in English. This course does not intend to teach Spanish language proficiency. Rather, it aims to empower students to engage in a conversation with Spanish speaking workers where both parties can use their knowledge of both English and Spanish to communicate more effectively in order to become more productive, establish sound working and perhaps personal relationships, ensure worker safety, and to accomplish what needs to be done on the construction work site.

Required Texts:

**Additional Resources:**

   [http://www.lulu.com/browse/books/education_language/7/LULU00011/?cid=us_home_browse](http://www.lulu.com/browse/books/education_language/7/LULU00011/?cid=us_home_browse)


**Course Objectives:**

By the end of the course, students should be willing to ask themselves and be able to honestly answer the following questions using a well-reasoned and professional approach:

- Am I capable and more or less comfortable in engaging Spanish speaking workers on the job-site using Spanish I have learned or memorized as well as other resources at my disposal (i.e. – my word list, a dictionary, Spanglish, ipod, ipad, i-phone, etc.)?
- Can I provide safety instruction as part of doing my job or because I am asked by someone else in both Spanish and English, check for understanding, and be confident that the Spanish speaking worker will be safe if they choose to follow directions and/or ask questions?
- Could I supervise Spanish speaking worker(s) to successfully complete the task within the time frame required, to the level of quality required, using the proper tools and processes, including safety considerations?
- Could I assist someone else who is either supervising me and others or who is attempting to explain a task by translating key words and phrases from English into Spanish and from Spanish into English (could I help translate for a manager, supervisor, truck driver, OSHA inspector, subcontractor, city inspector, etc.)?
- Could I motivate, teach new skills, and communicate with Spanish speaking workers so that they can be evaluated fairly, develop professionally (learn new skills), treat others with respect to get respect, and inspire others to do their best work even in the worst circumstances because I have taken the time to learn how to communicate in their native language?
- Do I have a heart to understand the customs, culture, traditions, and world view of Hispanic people who may or may not be from the United States and don’t speak English as their first language?
- Am I willing to take the risk that my effort to communicate to a Spanish speaking person or worker will be awkward and partially incorrect yet the importance of the message will outweigh my own reservations or fears of making some mistakes and, their appreciation of my effort will be my reward for doing my best to communicate in Spanish?
Could I provide the help that is needed to a Spanish speaking person or worker that is ill, hurt, or injured that is dependent on my help to translate in order to receive proper medical treatment?

Am I willing to establish work relationships where Hispanic workers trust me enough to give them help and guidance on non-work related matters (child immunizations, insurance, work or social services applications, taxes, etc.)?

Upon completion of this course, non-Spanish speaking students, based on their individual effort and commitment, will be instructed in the knowledge and provided the language tools to be able to:

1. Engage individuals whose first language is Spanish to establish a beginning level of communication;
2. Provide training and instruction in the tools, techniques, and processes used in completing work site and job tasks in the construction trades using basic Spanish nouns, verbs, and phrases;
3. Understand how to provide safety instruction and basic safety awareness and check for worker understanding to reduce or minimize worker risk, accident, and injury as well as control medical and safety situations;
4. Greet and compliment employees, address points of potential misunderstanding and conflict resulting from language and cultural differences as well as develop an appreciation for Hispanic culture, traditions, or events that may affect the workplace or help to build better relationships with coworkers;
5. Identify the basic skills necessary for the supervision of Spanish speaking employees including terms of respect, understanding how to lead, motivate, appraise, instruct, and coordinate the activities of a Spanish speaking work force in achieving the established goals of the organization;
6. Become acquainted with issues such as conflict management, corporate culture, and legal requirements including tolerance for a diverse work force and the attitudes towards Spanish speaking workers.
7. Learn basic Spanish vocabulary such as the terms for dates, time, colors, construction tools and materials, weather, structures, basic verb conjugation, and the everyday Spanish dialect of a construction site including the appropriate contextual use of slang and names.

**Expectations and Grading Procedures**
The general course requirements and expectations include:

1. Completion of all assigned course readings, worksheets, handouts, or homework assignments prior to the session of that discussion;
2. Respect for others and differing perspectives and lived experiences;
3. Completion of all assignments by the designated due dates; and
4. Active and enthusiastic participation in all class and online learning activities demonstrated by on-time attendance to each scheduled class meeting.

The bolded items are the areas that students have failed in the past (for the most part) to earn points. These areas are fairly good predictors of how not to: 1) do as well as you would like in this course, and; 2) get a basic understanding of construction work-site Spanish. So, work diligently at:

1) REGULARLY COMING TO CLASS MEETINGS TWICE EACH WEEK
2) CONSISTENTLY TURNING IN THE HOMEWORK/WORKSHEET ASSIGNMENTS
3) DOING YOUR BEST TO EXPLAIN THE WEEKLY CHAPTER TASKS

An important expectation of all participants in this course is that we all do our best to come on-time each time we meet prepared to actively participate and contribute to each class session. Learning a foreign language necessitates that you come to class to hear and speak the language of study. Your performance in this area is factored into your grade calculation for class preparation, attendance, participation, and contribution.

Course assignments and activities are assigned various point-values. These points are not "automatic"—you don’t get maximum points for an activity just because you accomplish the task or show up and give a minimal amount of effort. Your performance will be assessed based on the quality of your work which is shown by evidence of hard work, engagement in the topic, and pride in one’s efforts.

STUDENT EVALUATION AND GRADING

I. Preparation/Attendance/Participation/Contribution (PACP)
Your attendance and participation in class is very important, both to me as the instructor and to your fellow students. The PACP grade is based on your presence during course instruction and your contribution/engagement in classroom activities. 100 points are available and will be awarded for your demonstrated attendance, active participation, and observable preparation to engage or be attentive to the topic being discussed. Some obvious behaviors that will be observed and recorded by the instructor which may affect the PACP score include: absent, late, asking for additional copies of homework or handouts previously provided, unprepared to take notes, use of electronic devices (especially texting or internet use), sleeping, excessive talking while the instructor is speaking, unethical behavior, harassment of other students or the instructor, any other actions deemed "unprofessional" as a student or as an adult. The participation grade is based upon: (a) contributions to classroom discussions; (b) reactions to assigned readings/student and instructor presentations/homework and worksheets, and; (d) engagement in the Spanish language (in other words, how much are you willing to practice and use Spanish will influence your grade in this area). Online connectivity to access and complete coursework by all students is required in addition to class time attendance and interaction. Since each student is required to explain and/or instruct construction-related tasks to the class on several occasions, attending class meetings at PSU and at the Fort Scott Construction Technology Pittsburg Lab is essential to being successful in the course and for earning full points in this area.

Since this is a language course dealing with many new and unknown topics, sounds, ideas, and a differing culture—additional sensitivity will be an expectation of all students which the instructor will assess and monitor throughout the course. For example, a student whose pronunciation, accent, or misuse of a term or phrase may be humorous but will not be a reason for that student to feel embarrassed or humiliated—we will all share in the mistakes common to a learning a foreign language as opportunities to learn from each other. 100 Pts.

II. Word of the Day and Word of the Day Quiz—Each student will be responsible for coming to the Tuesday class meeting with one (1) Spanish word and its translated English equivalent. When you come to class simply write your chosen word and its translation on the board and fill out the Word of the Day sheet provided by the instructor. We will read and discuss these at the
beginning of the class. Try as much as possible to find and post words that are from the chapter which we are discussing/practicing for that week of class. There will be 10 quizzes worth 10 points each on the subsequent Thursday which will be taken from student "Words of the Day" as well as items which we discuss in class each week. Coming to class on-time, taking good notes, and then learning the Spanish language which is relevant to the construction trades is essential for doing well in this area. **100 Pts.**

III. **Chapter tasks** – After core information has been presented (weeks 1-3), students will begin to practice speaking and using Spanish in context by explaining construction tasks assigned at random which correspond to the chapters of the *Spanish for the Construction Trade* by Harvey textbook. Students will be given tasks to explain each week in the following areas:
   - Week 4 (Ch. 3) – Cement, foundation, and masonry
   - Week 5 (Ch. 4) – Structural and steel
   - Week 6 (Ch. 5) – Framing
   - Week 7 (Ch. 6) – Roofing
   - Week 8 (Ch. 7) – Mechanical and engines
   - Week 9 (Ch. 8) – Exterior work
   - Week 10 (Ch. 9) – Interior work

Your ability to be prepared to explain your assigned task and answer questions about your explanation from the instructor or other students is part of your PACP grade. The 4 major areas which you MUST include in your task descriptions are:

1) An appropriate **greeting**;
2) An understandable **description of the assigned task** including the steps needed, tools, level of expected performance, allotted time to complete the task, location of needed materials, etc.
3) Any and all **safety requirements** or recommendations needed, and;
4) Some method to **check for understanding** or answer questions.

Students will need to travel to the Fort Scott Construction Lab-Pittsburg campus for many of the chapter task demonstration/explanations. Many times a fuller explanation of a task is aided by using the "hands-on" materials and tools which will be needed and used for the task.

Students are encouraged to use, pick up, refer to, guide and direct, and otherwise show the needed task by using the actual items and construction projects found in the Fort Scott-Pittsburg construction lab. Directions to the lab will be provided by the instructor (it is only 3 miles north on Rouse Road).

**Course Assignments:**

I. **Worksheets** – Worksheet will be provided, collected, graded, and returned on a weekly basis. There will be numerous worksheets which basically allow students to learn or practice Spanish words and phrases. Language is learned in part by repetition—practice does not make perfect so much as practice makes **permanent**. There will also be occasional quizzes to test how well students are learning the information presented in class. **100 pts.**

II. **Midterm Exam** – A mid-term exam will be given to assess student progress up to the midpoint of the semester. The exam will be a paper/pencil type of test which measures both memory and application. The mid-term exam will be on either Tuesday, March 12th or
Thursday, March 14th (we will know more when we get closer to that date). NO MAKE-UP EXAMS WILL BE GIVEN. 50 Pts.

III. Final Exam - A final exam will be used to evaluate student knowledge and will include some questions similar to those encountered on the midterm exam but will also include a practical exercise which will require students to demonstrate the following:
An explanation/delegation/demonstration of a task assigned by the instructor of a simulated workplace based scenario which includes the following contents:
   a. Introduction/greeting/acknowledgement of the person or persons who you are to instruct or work with;
   b. Explanation or demonstration of a construction specific task or job including any tools or processes that are critical to successful completion of the task;
   c. Any performance criteria or specific details on how well or to what standard of quality which the job must meet;
   d. Any safety guidelines or considerations which are essential to worker safety and protection of short and long term health;
   e. Timeframe or expectations which you will observe or require them to meet as part of doing the job successfully;
   f. An explanation of why you are asking someone to do this task;
   g. Clear and concise checks for understanding including definitive feedback that there is agreement on task, tools, safety, and timeframes.

Students should plan on the explanation/delegation/demonstration to last around 15 minutes (+/-). Your description should include what task/job you are going to explain, what tools you are going to use, needed safety precautions/PPE/instruction, and what level of performance you expect us as Spanish speaking workers to achieve. Each student will need to submit a written basic description of what they plan to explain/demonstrate to me on April 18th.
The practicum portion of the final exam will occur during class meetings during the weeks of April 25th to May 2nd. The practicum portion is worth 50 pts.

The written portion of the final exam will be given during finals week (May 6th – 10th) according to PSU’s final exam schedule (Thursday, May 9th from 12:30 to 2:20). NO MAKE-UP EXAMS WILL BE GIVEN. 50 Pts.

For both the mid-term and the final exams, students will be allowed to use their textbook (Spanish for the Construction Trade by Harvey) for 10 minutes of their testing time. In other words, a student can use the textbook to help them on the test for 10 minutes and then continue to work on any remaining items. No book sharing is allowed and you cannot use your notes or ask to borrow my book.

EXTRA CREDIT
Word List – Any student who determines that they need or want to be considered for extra credit points can develop a list of words, terms, (sometimes phrases) which they want and need to remember but would otherwise forget if they did not write them down to be able to refer them again until they are remembered. These word lists will be built throughout the semester. They are a reference and study guide to areas of specialty that are unique to the student which are difficult to remember as their use is sometimes infrequent but definitely essential and/or the word list helps to dedicate the new word to long-term memory. The word list can be a personal study guide and
future job site quick reference guide or personal “dictionary” that can be added to over time. The word list is somewhat different than just taking notes in class, it is a personal dictionary that is committed to memory over time as the words and terms are used more often. Any student wishing to pursue extra credit points for a word list will need to submit their list on these dates for assessment:
- February 28th – 10 pts
- March 29th – 10 pts
- April 23rd – 10 pts
- **30 Pts. total**

**GRADING:**

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<td>Word of the Day Quizzes</td>
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<td>Worksheets</td>
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<td>Written</td>
<td>50</td>
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<tr>
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<tr>
<td><strong>Total points possible</strong></td>
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</table>

**Grade Scale**

- A 405 - 450
- B 360 - 404
- C 315 - 359
- D 270 - 314
- F 269 and below

**University Policies:** Relevant university policies will apply in this course. The Syllabus Supplement provided by PSU each semester gives students information which will help you in your effort while at PSU. Items such as the drop/add policy, important dates, student services, campus organizations, severe weather information, and many other topics can all be found at the following web site: [http://www.pittstate.edu/dotAsset/951abb38-06ee-4727-9356-fcdbf1bf497f.pdf](http://www.pittstate.edu/dotAsset/951abb38-06ee-4727-9356-fcdbf1bf497f.pdf). The following web site addressing the rights and responsibilities of students may also be helpful to you: [http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/](http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/).

Specifically, academic misconduct by a student including, but not limited to, using, giving, or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; copying work from the internet; or knowingly misrepresenting the source of any academic work shall be enforced to the full extent allowable by Article 30 of the Code of Students Rights and Responsibilities. The full academic misconduct policy can be found at: [http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot](http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot).

**Students with Special Needs:** According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the University of his/her disability and to request accommodations. If any member of this class feels that he/she has a qualified disability and needs special accommodations, he/she should contact or visit the EO Office at 218 Russ Hall (235-4815) or go to [www.pittstate.edu/eoaa](http://www.pittstate.edu/eoaa) and fill out a **Request for Accommodation** form. The Bryant Student Health Center can also assist in referrals and in coordinating assistance for accommodation ([http://www.pittstate.edu/office/health/index.dot](http://www.pittstate.edu/office/health/index.dot)).

The Technology Studies Department is committed to a policy of educational equity. Accordingly, the Department adheres and follows university policies on equal opportunity and affirmative action; racial harassment; sexual harassment; nondiscrimination; consenting relationships, and; prevention of alcohol and drug abuse on campus and in the workplace. Copies of these university policies related to university life can be obtained from the Equal Opportunity/Affirmative Action Office in
Instructor Policies:

- The instructor reserves the right to revise the course outline as needed to allow for more or less time for specific subjects, to add topics as needed in response to student feedback or new developments in our world or the workplace, or to otherwise adjust the schedule to meet the mutually accepted needs of the instructors and the students.

- The instructor reserves the right to revise/edit the evaluation criteria and assignment topics or categories, the number of assignments or their weight. All assignment scores will be included in your final class grade.

- While it is recognized that it is sometimes necessary to answer a cell phone in response to an emergency situation, please keep the use of cell phones to a minimum during class time. If you do have to answer an emergency call, please quietly excuse yourself from the classroom and re-enter, if needed, with a minimum amount of noise and disruption.

- Students are responsible for activating their PSU email account as this is how I and the university registrars, bursars, or other PSU offices will contact you concerning your status while at the university. Your PSU email account is the only reliable way the instructor has in communicating with students via email and some communication will be sent through Canvas and some through Zimbra. Please make sure that the email account that you check and use is the one that all PSU email is forwarded to so that you can receive the email that I send.

- Assignment Policy – It is expected that assignments will be submitted on or before the specified due date. Incompletes for the course will only be assigned under extreme circumstances which are beyond the students control per university policy.

- Attendance Policy – I recognize class participants as mature individuals who have developed both a sense of responsibility for and a commitment to their education. As such, schedule your doctor, dentist, lawyer, vacation, etc. and other appointments so as not to conflict with the class schedule. This class only meets twice a week. This is a small amount of time in consideration of the time which is available to you each week to schedule other activities, so plan accordingly.

- In many cases verbal instructions or assignments will be given in class. These instructions are as valid as written instructions or assignments. If you are absent the day an assignment is given, this does not allow you a different day or time for turning in the assigned work.

- If you bring a lap top to class, limit its use to taking notes. Class policy prohibits watching DVD's, surfing the Internet, listening to music or any downloads, emailing, Facebooking, tweeting, or using the lap top to engage in an activity that is not class related or causes you or others to become distracted. Using a lap top for purposes other than taking notes will not be tolerated. If you do not or cannot adhere to this policy, the option of banning all lap top use in class or requesting that you drop from the class will be exercised.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: Mechanical Engineering Technology  College: Technology

Date of Submission to the Department: 11/20/12

Contact Person: David Miller  □ Faculty member  □ Chair

Title of Course: Intro to Biomedical Engineering Technology  Credit Hours: 3

Course Number: MECET 627  Hegis Number: ___

Date first offered: Fall 2013  (Semester/Year)

To be Offered: □ Fall  □ Spring  □ Summer  (check all that apply)  Estimated Enrollment: 15

Prerequisite(s): BIOL 113 Environmental Life Science or CHEM 215 General Chemistry, MECET 424 Mechanics of Materials, MECET 524 Fluid Mechanics I, or Instructor Permission.

This course is: □ Required  □ Elective

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

Course Description: Foundation concepts of cellular structure, organ systems and human physiology. Introduction to design of biomolecular systems, testing of biomechanical, biofluid and biomaterial systems. (as it will appear in the catalog)

Purpose/Justification for Course: Every ETECH student is required to take 10 hours of technical electives for senior undergraduate or graduate students. This could also serve as a technical elective course for graduate students. Further, this course can help address ETECH’s Outcome M: “the awareness of varied applications in the mechanical engineering technology discipline and potential for integration of systems and processes with automotive, construction, electronics, manufacturing and plastics disciplines” by allowing students to apply knowledge from their specific field of study to one that has not been offered at PSU to this point. Long-term, I hope that this course will be the first of many, leading first toward an undergraduate emphasis area or minor, then an undergraduate major in Biological Engineering Technology at PSU.

Objectives/Student Learning Outcomes:
- Obtain knowledge of the fundamental principles of biomedical engineering. (MECET Outcome a)
- Apply analytical techniques, spreadsheets, algebra and calculus for problem solving. (MECET Outcome b)
- Perform testing on biological systems and interpret the results (MECET Outcome c)
- Work in teams to analyze biomedical engineering problems (MECET Outcome e)
- Apply fundamental knowledge of bioengineering testing by using various software simulation packages (MECET Outcome f)
- Learn to appreciate the wide range of disciplines represented in biomedical engineering (MECET Outcome m)
Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
See attached syllabus

PLEASE ATTACH SYLLABUS

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

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

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

Rationale: _______
Is this course to be considered for General Education? □ Yes □ No
If “yes,” please indicate the University’s General Education Goals met by this course AND the assessment data that will be collected to measure these goals:

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

Will this course be required of any education majors? □ Yes □ No
If “yes,” please realize that it will need to have the approval of the Teacher Education Council.

Will this course be submitted for Departmental Academic Honors? □ Yes □ No
If “yes,” please realize that it will need to have the approval of the Faculty Senate Departmental Academic Honors Committee.

What additional costs will be required for this course (e.g. staffing, equipment, etc.)? _____

Will this course impact any other department/college/unit’s curricula or programs? □ Yes □ No
If “yes,” have relevant discussions occurred? □ Yes □ No
Documentation of these discussions (e.g. copies of e-mails, memos, etc.) is required to be attached.

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
  Date 2/4/13 Signature, Department Chairperson
  [Signature]

☑ Approved: College Curriculum Committee
  Date 3/6/13 Signature, College Curriculum Committee Chair
  [Signature]

☑ Approved: Dean of College
  Date 3/6/13 Signature, Dean
  [Signature]

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 4/10/13 Signature, Undergraduate Curriculum Committee Chair
  [Signature]

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

Please Note
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate Undergraduate Curriculum Committee may result in an additional month added to the process.
COURSE TITLE: MECET 627 – Intro to Biomedical Engineering Tech

COURSE SCHEDULE: 3 hr/wk

INSTRUCTOR: David Miller
Phone: 620-235-6115
E-mail: djmiller@pittstate.edu
Office: KTC W224e
Office Hour: As posted on office door or by appointment

COURSE DESCRIPTION: MECET 627 - Intro to Biomedical Engineering Tech

3 Hours. (3 hours lecture). Foundation concepts of cellular structure, organ systems and human physiology. Introduction to design of biomolecular systems, testing of biomechanical, biofluid and biomaterial systems. Prerequisite: BIOL 113 Environmental Life Science or CHEM 215 General Chemistry, MECET 424 Mechanics of Materials, MECET 524 Fluid Mechanics I, or Instructor Permission.

TEXTBOOK/MATERIALS REQUIRED:

COURSE OBJECTIVES:
- Obtain knowledge of the fundamental principles of biomedical engineering. (MECET Outcome a)
- Apply analytical techniques, spreadsheets, algebra and calculus for problem solving. (MECET Outcome b)
- Perform testing on biological systems and interpret the results (MECET Outcome c)
- Work in teams to analyze biomedical engineering problems (MECET Outcome e)
- Apply fundamental knowledge of bioengineering testing by using various software simulation packages (MECET Outcome l)
- Learn to appreciate the wide range of disciplines represented in biomedical engineering (MECET Outcome m)

COURSE TOPICS:
1. Fundamental knowledge of the makeup of cells, organs and the human body
2. Mass and energy transport in the human body
3. Analysis and design of molecular technology
4. Fundamentals of Biomechanics
5. Fundamentals of Biofluid Mechanics
6. Fundamentals of Biomaterials
7. Noninvasive sensing and signal processing
**TENTATIVE SCHEDULE OF ACTIVITIES**  
*Subject to change*

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<th>WEEK</th>
<th>DATES</th>
<th>CLASS CONTENT</th>
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<td>1</td>
<td>01/17</td>
<td>Intro to Bioengineering</td>
<td>Read Chapters 0 &amp; 1</td>
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<td>Cellular building blocks of Living Systems</td>
<td>Homework</td>
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<td>01/24</td>
<td>Mass Transport and Cellular processes &amp; Energy Requirements</td>
<td>Read Chapters 2 &amp; 3</td>
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<td>01/26</td>
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<td>02/07</td>
<td><em>Exam #1 – Chapters 0-4</em></td>
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<td>02/14</td>
<td>Molecular Binding</td>
<td>Read Chapters 5 &amp; 6</td>
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<td>Applications and Design in Biomolecular Technology</td>
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<td>Biomechanics Lab activity</td>
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<tr>
<td>14</td>
<td>04/17</td>
<td>Biomaterials</td>
<td>Read Chapter 12</td>
</tr>
<tr>
<td></td>
<td>04/19</td>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td>15</td>
<td>04/24</td>
<td>Biomaterials</td>
<td>Lab write-up</td>
</tr>
<tr>
<td></td>
<td>04/26</td>
<td>Biomaterials Lab activity</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>05/01</td>
<td>Noninvasive Sensing and Signal Processing</td>
<td>Read Chapter 14</td>
</tr>
<tr>
<td></td>
<td>05/03</td>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td>17</td>
<td>05/08</td>
<td><em>Exam #3 – Chapters 10-14</em></td>
<td>Lab Notebook Due</td>
</tr>
<tr>
<td></td>
<td>11:00-12:50</td>
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</tbody>
</table>

The Department of Engineering Technology is committed to a policy of educational equity. Accordingly, the Department is committed to the support of all University policies on: 1) Equal Opportunity Policy, 2) Racial Harassment Policy, 3) Sexual Harassment Policy, 4) Consenting Relationships Policy, 5) Non-discrimination Policy, 6) Policy on Prevention of Alcohol Abuse & Drug Use on Campus & in the Workplace. Copies of these policies are available in the Departmental office (W223-KTC), through the PSU Equal Opportunity/Affirmative Action Office or at the BOAA website [http://www.pittstate.edu/office/eosa/Equal+Opportunity+Policies.dot](http://www.pittstate.edu/office/eosa/Equal+Opportunity+Policies.dot).

**Additional Details/Description:**

**MECET 627 – Introduction to Biomedical Engineering Technology**
GRADING SYSTEM

Grades will be based on the following scale:

- 90 - 100  A
- 80 - 89   B
- 70 - 79   C
- 60 - 69   D
- 59 - 0    F

Final grades will be assigned using the proportional system shown below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Group Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Homework/Lab Write-ups</td>
<td>25%</td>
</tr>
<tr>
<td>3 Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Final Lab Notebook</td>
<td>25%</td>
</tr>
<tr>
<td>Journal Summaries</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Attendance:** The course meets for lecture one hour and 15 minutes two times a week. Attendance will be taken during each lecture. Attendance is considered in evaluating performance in the work place and will be considered in this class. Rescheduling tests will only be done under special circumstances and only by notifying the instructor prior to the scheduled quiz or test.

**Journal Summaries:** At various points during the class, students will be required to read and summarize an article from a peer-reviewed journal that is germane to the field of biomedical engineering. Specific articles may be assigned by the instructor or the student may be required to find one on his own. Summaries will be graded based on the department’s writing rubric.

**Group Participation:** In addition to attending classes regularly, you will be required to work in small groups on problems both in and out of class. At the end of the semester, you will be evaluating both yourself and your teammates for participation in the group sessions.

**Homework Problems:** Each student will be assigned problems which will be completed and submitted for grade. Points will be assigned in approximately the following scale: no submission or minimal effort = 0 points, attempted with some calculation correct but no justifiable answer, or completed with rational and explainable answer = 2 points. Partial credit will be given at the instructor’s discretion. Completion interval for homework will typically be a week.

**Lab Write-ups:** Toward the end of the semester several lab activities will be assigned which will complement topics included in the course. Each student is required to provide a summary of his lab experience. Specifics about the format of the report will be covered at the time of assignment. Write-ups will be graded based on the department’s writing rubric.
Final Lab Notebook: All lab activities should be recorded in a lab notebook that will be turned in for grade at the end of the semester. Contents of a lab notebook should include, but are not limited to: experimental setup, data collected, observations, data analysis and results.

Tests: Tests will be given to evaluate the student’s understanding of the course topics. All tests are comprehensive, to include prerequisite and related courses. Tests may be open book, open notes and closed homework at the instructor’s discretion. There will be three equally weighted tests.

Late Work: Since the lowest grade for homework will be dropped, late work will not typically be accepted unless previous arrangements have been made. Exams can only be made up if arrangements are made IN ADVANCE or in extreme circumstances.

Canvas: The course will be administered with the Canvas system. The site will maintain course materials and be used for communications, problem submissions, and grading. The site should be checked frequently.

Software: SolidWorks and MATLAB will be used at various points throughout the semester to aid in the solution of homework problems and the final project.

Academic Dishonesty: Cheating on assignments or tests or submitting someone else’s work as your own will not be tolerated in this class. Use of solution manuals for completion of homework or tests is not allowed. If your work is considered to be an act of academic dishonesty you will automatically receive a zero on that assignment. Your actions could also cause you to receive an ‘F’ in the course and could result in severe penalties, up to and including dismissal from the university.

SPECIAL CONCERNS: Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact me as soon as possible to make necessary accommodations.