FACULTY SENATE MINUTES
February 25, 2013

The Pittsburg State University Faculty Senate met at 3:00 p.m. Monday, February 25, in room 224 Kelce Hall with Dr. Peter Chung, President, presiding.

Past Minutes

The minutes for January 23, 2013 were approved.

Announcements

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

Dr. Olson began by discussing the upcoming HLC visit on March 4th and 5th and the opportunity it provides for faculty to be part of the process. She spoke of two drop-in sessions with no particular agenda where faculty, staff and students may attend to discuss topics of interest. She encouraged faculty attendance noting that the site team would want to hear from faculty. She added that the site team would conduct conversations pertaining to the five criterion by which the institution is to be measured: Mission, Integrity, Teaching and Learning, Assessment, and Resources, Planning and Institutional Effectiveness.

Dr. Chung asked about where schedule information could be found. Dr. Olson advised that the schedule was not as yet finalized, but to watch for a MrBulke on session times and locations. Dr. Jamie Oliver advised that the internal document on GUS cannot be opened by everyone. Dr. Chung had found the same problem depending on the computer and browser being used. He believed it was the doc.type extension and how it was saved. The concern was to be addressed. Dr. Olson encouraged everyone to view the document as it was a nice summary of the last ten years and lays out our accomplishments.

Dr. Howard Smith was introduced to provide an update on the Critical Thinking Task Force, as chair. He advised the task force was broad base and looking at assessment piece for possible concerns at a point will need each college to review what is being done and look at best practices by other institutions. The task force has asked for a report by Hanover (a research firm in Washington D.C.) and they provided some in-class or within a-series-of-classes practices and put together a comparative grid. The team hopes to be done by this spring. There were no questions.

PSU/KNEA – Dr. Ananda Jayawardhana, President

Dr. Jayawardhana had just attended one of the active shooter presentations and was pleased that after years of Faculty Senate asking for such seminars they were now being offered and he encouraged others to attend.

Student Senate – Laura Ismert, President

Taylor Gravett, Academic Affairs Director for SGA was present to represent SGA. He advised that 35 students were sent to Higher Ed Day in Topeka and had a great response. Ten senators represented PSU at a New Orleans SGA Conference the previous weekend. He added that Fee Council meetings have begun and elections would be the end of April. He also announced the recipients of the 2013 Outstanding Faculty Award: Drs. Tatiana Sildus, Aesha John, and Troy Comeau.

Dr. Chung asked for an update on the availability of Scantrons to which Taylor responded they were no longer giving them out to faculty for the remainder of the year due to low supply and lack of funds to replenish, but more funds for this line item has been asked for next year and he believed the situation was under control.

Faculty Senate President – Dr. Peter Chung

Administrator review continues to be a main topic and researching to see how this is being done at each institution. Discussion began with talks on post-tenure review and where Chairs fall within a review structure. Week long events to promote higher education coincided with February’s meeting. Dr. Chung added he believed Faculty of the Year would probably be voted down. He proceeded to run through his to-do-list from the last meeting to advise he had taken action on each item and that a Program Review work group had been formed, but due to weather cancelation their initial meeting on February 21st will be rescheduled. Committee members include: Peggy Snyder, Mike Leiker, Christel Benson, Karen Tompkins-Dobbs, Chris Fogliasso, and John Iley.
Committee Reports

Undergraduate Curriculum – Justin Honey, Chair
John Thompson represented the committee and recommended that the new course AT 663 (the only curriculum item for the month) be approved. It was approved unanimously.

Academic Affairs – Susan Schreiner, Chair
Advised had a meeting scheduled in March to review new policy recommendations on auditing courses and administrative withdrawals.

Information Systems – David O’Bryan, Chair
Dr. Chung read from a provided update that Canvas user and non-user surveys were being created.

Departmental Academic Honors – Justin Honey, Chair
Dr. Chung advised would have information at next meeting.

Honors College – Chris Spera, Chair
Made final rankings and should have a list within the week.

Writing Across the Curriculum – Robert Lindsey, Chair
Minutes of the last meeting attached to agenda and more discussion planned under New Business.

Diversity and Multicultural Affairs – Tatiana Sildus, Chair
Group will be rescheduling their meeting due to school cancelation last Thursday.

Constitution Committee – Darren Botello-Samson, Chair
Dr. Botello-Samson had slides denoting some language clarification being recommended. See http://www.pittstate.edu/audiences/faculty-staff/faculty-senate/documents/2013%20Faculty%20Senate%20Proposed%20Amendments%203-11-13.pdf. He advised that amendments to the constitution have a first reading only and would then be available for faculty 7 days prior to a Faculty Senate meeting. It will then take a two-thirds majority of Faculty Senate members to approve and then must be a vote to all faculty. Committee is still doing some research at this point. Constitution Articles under review include:
Article III, Section A – proportional representation - consideration of the number of senators for departments
Article III, Section C – term limits – language clarification needed to denote 5 year cap
Article IV, Section B – ex officio membership on standing committees – all committees should have an ex-officio member to create better communication and avoid possible duplication of effort. Revisions will be available on-line at least 7 days before a Faculty Senate meeting for feedback.

Dr. Catherine Hooey asked about adding new departments like Women’s Studies to which Dr. Botello-Samson replied that the Constitution is not as easy to update as the bylaws.

Dr. Olson noted that the Division of Learning Resources was old language and needed to be updated. Dr. Jayawardhana advised that PSU’s Graduate Council has made constitutional changes in recent past and recommended we look at their document.

Dr. Joe Arruda asked if consideration had been given to changing III section A in by-laws and not in the constitution. Dr. Botello-Samson answered that it would be easier and more efficient, but may be questioned.

Dr. Hooey asked if there was a definition on how departments are determined. Dr. Chung remarked that more investigation was needed. Dr. Olson added that Women’s Studies was not added too many years ago, so could determine by looking back in documentation for the creation of the major. Dr. Grant Moss added his concern would be double representation.

Unfinished Business

Dr. Connie Shum, provided an update on the guidelines for Admission to Kelce College of Business (attached with agenda). Math 153 was left on the form because students could still have the course on their transcript. Language that student’s must petition for approval to repeat a class for the fourth time was added.
New Business

Drs. Don Judd and Janet Zepernick presented on changes to the Writing to Learn (WL) program. Dr. Judd began by thanking everyone for their patience while going through ‘growing pains’ brought on by this review. Recognizing that part of knowing how to write well is to have an adequate knowledge level, this past year WL courses were offered at the 300-500 level. Also a previous protocol of taking WL courses was to attempt to complete the courses within two semesters in a sequential order, it was the dream but never reality. The proposed changes for WAC/WL program are part of the agenda attachments.

Discussion included Dr. Hooey asking about the continuation of offering 100-200 level courses to which Dr. Judd replied if we get to the point that there are so many WL courses outside of gen ed could revisit, but don’t see it as a deterrent. Dr. Shum stated and Dr. Judd agreed that considering the large enrollment size of the 300-500 level COB courses it could be a problem to teach as WL. Dr. Bobby Winters asked if going to remove waiver for transfer students with 55 or more hours not needing to take WL courses to which Dr. Judd replied this had not been considered.

Dr. Bert Patrick noted that the standard request is for a 10 page paper for departmental academic honors credit, but yet WL is asking for 15 pages. Dr. Judd replied honors students are able to get a lot out of a 10 page paper where others may need more practice. Dr. Zepernick added that she was an advocate for more pages, so if honors committee wants to increase the number of pages she considered this a good idea. Dr. Botello-Samson responded that a 10 page honors project would have gone through many drafts and is unfair to compare page numbers. He also asked for justification for not adding 600 level courses. Dr. Judd replied because 600 level could also be graduate credit.

The conversation turned to the different criteria based on those seeking a stipend. The response was the program had always relied on the good-will of instructor and not trying to impose unless they wished to obtain a stipend. Problem was always there, even before these changes. PSU focus is on Writing to Learn not on the Learning to Write. The committee is trying to improve upon this with this proposal. Students writing in poor ways over and over again does not improve the student’s ability to write. Dr. Zepernick added she was not willing to tell faculty to have students write less if currently writing per the proposed guidelines and she’s hoping the students will encounter more writing opportunities.

Dr. Chung asked for a motion to approve. John Thompson instead motioned to table to have an opportunity to discuss further with peers. Dr. Bert Patrick seconded, motion to table passed. Dr. Chung asked that senators talk with others in their departments and direct questions to Drs. Judd and Zepernick.

Dr. Zepernick added that best practices have already been approved by the Provost and is not part of recommendation. The intent is to ask Faculty Senate to vote on 300-500 level courses, allowing courses with prerequisites to be lifted, and the order of when the WL courses will be taken.

Old Business

None

Open Forum

Dr. Botello-Samson asked about the recent cancelation of classes due to inclement weather and if the wording could be changed to not denote classes are canceled as he went ahead and held class via Canvas. He was reminded that not every student has a home computer and could also encountered power outages. Dr. Bortello-Samson advised he may not always take such action, but in order to stay on the calendar within the syllabus. Dr. Chung advised this could also impact distance education and he would check into this further.

Meeting Adjourned

Motion to adjourn was approved at 4:15 p.m.

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Mark Johnson attended the September, November, December & January meeting. Tatiana Sildus attended the October meeting. Hazel Coltharp substituted for Karla Childs and Scott Craig substituted for Drew Polen at the October meeting. Morgan McCune substituted for Susan Schreiner and Julie Samuels substituted for Brenda Roberts at the January meeting. Christel Benson attended the February meeting.
Pittsburg State University
Faculty Senate Agenda

Date: Monday, February 25, 2013
Time: 3:00 p.m.
Location: 224 Kelce Hall

AGENDA

I. Call to order

II. Approval of Minutes from January 28, 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 (minutes attached)
      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
   A. Admission to College of Business changes (attached)

VI. New Business
   A. Writing to Learn program proposals for Faculty Senate's consideration (attached)

VII. Open Forum

VIII. Adjournment- Next Meeting- Monday, March 25, 2013, 3:00 pm, 224 Kelce Hall
ADMISSION TO THE KELCE COLLEGE OF BUSINESS

Students desiring admission into the Kelce College of Business must meet the following admission requirements in addition to those of the university. The Kelce College of Business will admit students who meet the following requirements:

1. Completion of 42 semester hours applicable to the degree that the student is seeking with a 2.5 overall cumulative grade point average.

2. Completion of the following foundation courses with no grade lower than a C and a 2.5 grade point average in the following classes:
   - English Composition, ENGL 101 – 3 hours
   - *2 Writing to Learn Courses
   - Introduction to Research Writing, ENGL 299 or Honors English Composition, ENGL 190 – 3 hours
   - Elementary Statistics, MATH 143 – 3 hours
   - Computer Information Systems, CIS 130 – 3 hours
   - Speech Communications, COMM 207 – 3 hours
   - Mathematics requirement, minimum 3 hours; either Math 110, 113, 122, 126, 150 or 153
   - Financial Accounting, ACCTG 201 – 3 hours
   - Managerial Accounting, ACCTG 202 – 3 hours
   - Microeconomics, ECON 200 – 3 hours
   - Macroeconomics, ECON 201 – 3 hours

*(Transfer Students will adhere to university policy regarding WL requirements).

Students may not enroll in additional business courses until they have met the requirements for acceptance into the Kelce College of Business.

Students wishing to enroll in the same business course for the fourth time or more must petition the Dean for approval.

Admission to the Kelce College of Business is required prior to enrollment in all upper level business courses numbered 300 and above with the exception of MGMKT 320 Business Statistics for those students who have completed Math 143, Elementary Statistics.

Business minors, non-degree seeking students, exchange students, and students with other degree objectives will be allowed to take business courses numbered 300 and above if they meet the specific course prerequisites as outlined in the university catalog.

KELCE COLLEGE OF BUSINESS PREREQUISITE POLICY

1. All business courses numbered 200 have a sophomore-standing prerequisite requirement. Sophomore standing is defined as the completion of 25 semester hours.

2. All business courses numbered 300 and above require admission to the Kelce College of Business with the exception of MGMKT 320 Business Statistics for those students who have completed Math 143.

3. All courses indicating senior-standing prerequisite are defined as the completion of 85 semester hours.
4. All students are required to complete Kelce College of Business prerequisites as outlined in the PSU Catalog. If a student is enrolled in a course without completion of the required prerequisite, the student will receive notice to seek advising for schedule revisions. If the schedule is not revised or approved prior to the first day of class, the Kelce Academic Advising office will administratively remove the class from the student’s schedule.
Writing Across the Curriculum Committee Meeting
2/11/13

Attending:
Don Judd
Janet Zepernick
Catherine Hooey
Hermann Nonnenmacher
Mary Polfer
Robert Lindsey
Laura Covert

Absent: Pat Flynn

Items discussed
Proposed changes for WAC/WL program to take effect in Fall 2013
- Make permanent the inclusion of 300 – 500 level WL courses
- Remove the “no prerequisites” restriction for upper level WL courses.
- Uncouple WL courses from the ENGL 101 and ENGL 299 sequence.
- Maintain the fifteen page requirement for 300 – 500 level WL courses, but decrease that requirement to ten pages of formal writing for the 100 and 200 level WL courses.

All items were passed unanimously by committee.

Also discussed a need to bring more awareness of the current Writing to Learn concepts among PSU faculty.
Proposed Changes for WAC/WL Program  
Spring Semester 2013  
Pittsburg State University

From its inception, the Writing Across the Curriculum (WAC) movement has been two-pronged: 1) using writing to help students learn course material, and 2) using the discourse community of a discipline to help students learn how to write in that discipline. Until recently, the WAC program at PSU has focused on the first prong but had not formally embraced the second. In 2011, the Provost established a Writing Task Force to make recommendation for improving the overall quality of student writing at PSU.

One of the task force’s recommendations was that the WAC Committee develop a set of best practices for Writing to Learn courses that would make WL courses a more effective part of students’ overall writing experience at PSU. The Best Practices for Writing to Learn developed by the WAC Committee include the following:

1. Students must earn a passing grade on the writing component of a WL course in order to earn an overall passing grade in the course.
2. The course must include 15 pages of formal writing.
3. Formal writing should be evaluated for quality of writing as well as quality of content.
4. Students should get feedback on their writing during the semester.
5. If outside sources are used, information from sources must be documented using a recognized source citation system.

With the adoption of the WL Best Practices, the WL stipend, formerly paid to faculty who completed an end-of-term feedback and response process in their WL courses, became the WL Best Practices stipend and is now paid to faculty who demonstrate that their course is designed to meet these guidelines.

One part of the Task Force’s charge was to discover a way to add more writing in students’ upper-level courses in their major. This is an important goal because knowledge of and experience with the subject matter is an important, though often insufficiently recognized, component of effective writing. If all or most of students’ formal writing instruction occurs in lower-level general education courses, students are missing an important opportunity to develop higher-level writing skills. At the time, meeting this goal proved impossible, given the wide variety of departmental configurations and major requirements across campus.

However, adding more writing in upper-division courses remains one of the most important changes PSU could make to improve the quality of students’ writing at graduation and in the early years of students’ careers—the point which will have the greatest long-term impact on graduates’ professional success. On a provisional basis, Writing to Learn was expanded to include courses up to the 500 level for spring of 2013 to see if there was interest by faculty and departments to support this change. As a result of the positive response we have received with this change, the WAC Committee makes the following recommendations for the Writing to Learn program:
1. Make permanent the inclusion of 300-500 level courses in the Writing to Learn course offerings.
   Rationale: This seems likely to be the least intrusive and most flexible way to increase the amount of writing in upper-division courses in students' majors.

2. Remove the “no prerequisites” restriction for WL courses.
   Rationale: In the past, the expectation has been that WL courses would always be general education courses open to all students, which meant that only courses with no prerequisites could be listed as WL. Exceptions have been made on a very limited basis for courses such as CHEM 336 and CMCET 337 when specific departments embraced the idea of using WL courses to introduce students to the specialized requirements of writing in their disciplines. Although it is still important that WL courses without prerequisites be available for undeclared majors, we believe that the overall increase in the number of WL courses that will result from proposal #1 will reduce the enrollment pressure on the existing WL courses that are open to all students. Therefore, it seems to be in the best interests of both students and their departments to allow departments to decide where in the major upper-level WL course could best be offered, without limiting WL to courses without prerequisites.

3. Uncouple WL courses from the ENGL 101 and ENGL 299 sequence.
   Rationale: Since the inception of WL, the general education writing sequence has consisted of ENGL 101, two WL courses, and ENGL 299, with the intention that students would take one writing or writing-intensive course in each of their first four semesters. However, opening WL to courses at the 300-500 level means that students may often need to take their second WL course after completing ENGL 299. We believe that the advantage to students of having formal writing instruction in an upper-division WL course in their majors will outweigh the disadvantage of not taking two WL courses prior to taking ENGL 299.

In addition, we wish to inform Faculty Senate and the campus at large of the following change:

We will maintain the fifteen page requirement for 300-500 level WL courses, but decrease that requirement to ten pages of formal writing for 100 and 200 level WL courses.
   Rationale: While we believe that the 15-page requirement is suitable for all WL courses (and it is certainly consistent with the requirements for writing-intensive and other WAC courses across the country), we recognize the special burden imposed by the high course cap for WL courses at PSU. Therefore, we recommend that WL courses at the 100-200 level (where WL courses typically fill to capacity) be reduced to 10 pages of formal writing. For courses at the 300-500 level, which typically enroll fewer students and enroll more experienced students whose writing is likely to need less intensive intervention, we recommend that the requirement of 15 pages of formal writing remain in place.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: Automotive Technology College: College of Technology

Date of Submission to the Department: 10-15-12
Contact Person: John Thompson  ☒ Faculty member  ☐ Chair

Title of Course: Technical Analysis of Vehicle Collisions  Credit Hours: 3

Course Number: AT 663  Regis Number: ____

Date first offered: Fall 2013
(Semester/Year)

To be Offered: ☒ Fall  ☒ Spring  ☐ Summer
(check all that apply)  Estimated Enrollment: 28

Prerequisite(s): AT 301 Fundamentals of Collision Technology

This course is: ☐ Required  ☒ Elective

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

Course Description: This course will study the proper techniques for documentation and interpretation of evidence from a vehicle crash. It will include an emphasis on the importance of properly documenting both roadway and vehicle evidence in order to provide the most accurate interpretation of a vehicle collision. Discussions will be held on measuring and mapping, as well as vehicle roadway photography, vehicle dynamics, lamp examination, speed analysis and vehicle failure analysis.

(as it will appear in the catalog)

Purpose/Justification for Course: Students in the Collision Repair and Insurance Management emphasis need additional exposure to vehicle collision investigations to help in their future careers.

Objectives/Student Learning Outcomes:
A. Document and interpret vehicle evidence.  
B. Document and interpret roadway evidence.  
C. Understand the effect of roadway surfaces in vehicle crashes.  
D. Understand the techniques of evidence measuring and mapping for vehicle collision.  
E. Become familiar with vehicle speed analysis.  
F. Become familiar with the techniques of vehicle failure analysis.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.): Approximately 30% of the grade will be determined by the ability to answer questions on objective tests over each unit of the course. Approximately 20% of the grade will be determined by quiz scores, the quality of classroom work handed in, and attendance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑  Approved: Department Chairperson
   Date 4/19/13 Signature, Department Chairperson
   

☒  Approved: College Curriculum Committee
   Date 1/16/13 Signature, College Curriculum Committee Chair
   

☒  Approved: Dean of College
   Date 1/16/13 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 2/14/13 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.
Course Syllabus

Course Number: AT 663  Course Name: Technical Analysis of Vehicle Collisions
Credit Hours: 3  Course Time Schedule: TBA
Instructor: John Glennon  Semester: TBA
Office: TBA  Telephone: (913) 908-5776  E-mail: johnjr@crashforensics.com
Office Hrs: TBA

COURSE DESCRIPTION:
This course will study the proper techniques for documentation and interpretation of evidence from a vehicle crash. It will include an emphasis on the importance of properly documenting both roadway and vehicle evidence in order to provide the most accurate interpretation of a vehicle collision. Discussions will be held on measuring and mapping, as well as vehicle and roadway photography, vehicle dynamics, lamp examination, speed analysis and vehicle failure analysis.

PREREQUISITES:
AT-301 Fundamentals of Collision Technology

PURPOSE OF THE COURSE:
This course is designed to introduce students to the proper techniques used in documenting vehicle crashes as well as interpreting the evidence gathered. Methods of documenting and interpreting roadway evidence such as skid marks, road scars, and collision scrubs will be examined. Students will learn to utilize measuring and mapping tools during the process of a vehicle collision investigation. The topics of speed analysis and vehicle failure analysis will be introduced. Students will learn the techniques and methods used to perform crash evidence documentation and basic crash analysis. Students will also gain knowledge necessary to better communicate with crash reconstruction professionals.

COURSE OBJECTIVES:
A. Document and interpret vehicle evidence.
B. Document and interpret roadway evidence.
C. Understand the effect of roadway surfaces in vehicle crashes.
D. Understand the techniques of evidence measuring and mapping for vehicle collision.
E. Become familiar with vehicle speed analysis.
F. Become familiar with the techniques of vehicle failure analysis.

REQUIRED TEXT AND MATERIALS:
Text: Traffic Collision Investigation by Kenneth S Baker, Northwestern University 2001

INSTRUCTIONAL RESOURCES:
A. Donor vehicles for dynamic testing
B. Vacant parking area for dynamic testing
C. Orange safety vests for students
D. Measuring equipment (roll tape, 100ft measuring tapes, etc.)
E. Various PowerPoints
EVALUATION:
Approximately 80% of the grade will be determined by the ability to answer questions on objective tests over each unit of the course. The test grade will be curved by comparing each score to the highest score and to the class average. Approximately 20% of the grade will be determined by quiz scores, the quality of classroom work handed in, and attendance. **One** AOD card will be accepted and is worth a 1% increase in the students overall, final grade at the end of the course. Cheating will NOT be tolerated. Students caught cheating on tests, homework, or any other work that determines a grade will be handled in accordance with the Student Handbook. If you miss a test without an excused absence, you WILL NOT be allowed to make it up later. The grade percentages will be converted to a letter grade in the class as follows:
A=90% or above  B=80%-89%  C=70%-79%  D=60%-69%  F=59% or below

NOTES CONCERNING ATTENDANCE & EVALUATION CRITERIA:
The absence from class by a student is a serious matter. Each student should be aware of the Class Attendance Policy found in the General Catalog. Therefore, the following statement is quoted from the policy statement: “Students at Pittsburg State University are expected to attend class regularly and participate fully in the activities of that class under the guidance of a University instructor. The instructor is responsible for setting and communicating to the student’s the attendance requirements for each class.” A student will be judged as having excessive absences when the number of class hours missed exceeds the credit hours for the course. Absences can be excused for good reason by the instructor prior to missing class or in some cases immediately after the student returns to class. When an inordinate number of absences have been accrued in the judgment of the instructor, the student may be dropped from class. Students who come into class after roll is taken must explain to the instructor immediately following that class period, or the absence will not be changed to a tardy. Three tardies equal one absence.

ACADEMIC DISHONESTY:
Academic dishonesty is a very serious matter at this university. The 2008-2009 catalog (page 38) lists university guidelines, and specifically states that "it includes, but is not limited to:
(a) giving or receiving unauthorized aid on examinations,
(b) giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,
(c) submitting the same work for more than one course without the instructor’s permission, and,
(d) Plagiarism as defined as using ideas or copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material. Plagiarism also includes paraphrasing another individuals' ideas or concepts without acknowledging their work, or contribution.

Any student caught cheating will earn the grade of "XF" which indicates failure to pass the class as a result of academic dishonesty. Your file will also be referred to the Student Disciplinary Committee for review which can result in you being dismissed from the entire university.

SAFETY:
Kansas state law requires students to wear approved safety glasses during lab activities. Any student who has to miss a lab due to improper dress or lack of adequate safety glasses will be counted with an unexcused absence.

OTHER CONCERNS:
Laptops, cell phones, and other electronic devices may **not** be used during class unless authorized by the instructor.
Use of ANY tobacco product is strictly prohibited.