Pittsburg State University

Faculty Senate Agenda

Date:  Monday, April 21, 2014
Time:  3:00 p.m.
Location:  S102 Kansas Technology Center

AGENDA

I. Call to order

II. Approval of Minutes from March 24 meeting

III. Announcements

A. Provost and Vice-President of Academic Affairs- Dr. Lynette Olson, Associate Vice President of Enrollment Management and Student Success – Lee Young

B. Dr. Peggy Snyder – Prior Learning Assessment

C. PSU/KNEA Remarks- Dr. Browyn Conrad

D. Student Senate Remarks- Ms. Bailey Peak

E. Unclassified Senate Remarks- Dr. Andrew Myers

F. Classified Senate Remarks- Dacia Clark

G. Faculty Senate Report- Justin Honey

IV. Committee Reports (Reports from committees will begin with Undergraduate Curriculum Committee followed by Academic Affairs)

A. Executive Committee – Justin Honey

B. Academic Affairs Committee- Chair, Greg Murray, Recorder, Hazel Coltharp (Samuels, Schreiner)
   1. Undergraduate Curriculum Subcommittee- Chair, Mike Carper (Dainty, Thompson)
   2. Library Services Subcommittee- Chair, Barbara Pope (Thompson)
   3. Information Systems Subcommittee- Chair, Khamis Siam
   4. Continuing Studies Subcommittee- Chair, Susan Schreiner
   5. Departmental Academic Honors Subcommittee- Chair, Akram Taghavi-Burris (Carper, Butler)
   6. Honors College Subcommittee- Chair, Doug Younger (Daley, Wade)
   7. Writing Across the Curriculum Subcommittee- Chair, Greg Murray (Covert, Zepernick, Hooey)
   8. Diversity and Multicultural Affairs Subcommittee- Chair, Carol Werhan (Bachner, Dainty)

C. Student Faculty Committee- Chair, Josh Letner (Nicklaus)
D. All University Committee- Chair, Rebeca Book (Kehle, Samuels)
E. Faculty Affairs Committee- Chair, Jamie McDaniel (Johnson, Schreiner)
F. Constitution Committee- Chair, Mark Johnson (Kehle, Botello-Samson)
G. General Education Committee- Chair, Mark Johnson (Meats, Peterson)
H. Budget Committee- Chair, Rebecca Butler (Thompson)

All University Committees or Other Appointments

V. Unfinished Business
VI. New Business
VII. Open Forum

VIII. Adjournment- Next Meeting- Monday, May 5, 2014 - S102 Kansas Technology Center
Pittsburg State University
Faculty Senate Agenda (2014-2015 Faculty Senate)

Date: Monday, April 21, 2014
Time: Immediately Following 3:00 Senate Meeting
Location: S102 Kansas Technology Center

AGENDA

I. Call to Order

II. Election of Officers

III. Meeting Adjournment
Memo

To: Faculty Senate
From: Akram Taghavi-Burris – University Departmental Academic Honors Committee
cc: Jeanine VanBecelaere – Registrar’s Office
Date: March 12, 2014
Re: Memorandum to Departmental Academic Honors

The University Departmental Academic Honors Committee would like to recommend that the following blanket statement be placed in the University catalog regarding course which can be taken for honors:

Any 300 – 799 undergraduate level courses may be taken for honors with approval of the instructor.
Posthumous degree award policy
DRAFT

A deceased student may be considered as a candidate for a posthumous degree when nominated by the Dean of the College in which the student was enrolled. The student must have met the minimum academic degree requirements of a majority of the coursework completed and a GPA which meets the minimum requirement for the major. The Dean’s proposal will be reviewed on a case-by-case basis by the Provost and Registrar or Graduate Dean to determine eligibility.

Procedural notes:

Requests may be made by the respective dean on behalf of the family of the student. The Graduate Dean or Degree Checking Office will complete a degree evaluation, including the final GPA, to determine the eligibility of the student.

If eligible, the Registrar’s Office will seek final approval from the Provost and with authorization will order the student’s diploma and designate the posthumous awarding of the degree on both the diploma and the transcript.

At commencement, an adult family (member dressed in street clothes and seated in the VIP section) may meet the appropriate graduation marshal on the floor to walk across the stage as the first recipient for that college. Announcer will denote degree is being awarded posthumously – which will be written on the announcement card.

Procedural tasks once approved:
Order appropriate diploma
Explain process to recipient walking at ceremony as well as announcer, and appropriate college banner marshal
Obtain number of family members to be seated in VIP/reserved section
Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: Art  College: Arts & Sciences

Contact Person: Rhona Shand  □ Faculty member  □ Chair

Revision Effective: Fall 2014 (Semester/Year)

Offered: (check all that apply)
□ Fall
□ Spring
□ Summer

Is this revision related to, and/or affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?
□ Yes  □ No

Whether a “yes” or “no” response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.

Although retitled, the course remains an art history course taught in the art department, offering the same category of general education credit as before.

Purpose/Justification for Revision to Course: The new title "Introduction to Art History I" reflects a more inclusive, multicultural, and global approach to art than its predecessor, Western Art History I.

Existing Course:
Course Number: Art 288

Title of Course: Western Art History I

Credit Hours: 3

Prerequisite: None

Course Description (as it appears in the current catalog): The history of Western art from Paleolithic times through the late Gothic. Contributions of various cultures to Western civilization. Emphasis on social context and parallels between visual arts, music, literature, and the history of ideas. Writing to learn course. Fall only.

Proposed Course:
Course Number: Art 288

Title of Course: Introduction to Art History I

Credit Hours: 3

Prerequisite: None
Course Description (as it will appear in the next catalog): The history of world art from Paleolithic times through the late twelfth century. Contributions of various cultures to world civilization. Emphasis on social context and parallels between arts, literature, and the history of ideas. Writing to learn course. Fall only.
Additional Questions

1. 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 see the attachment.

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

2. 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 Council for Teacher Education.

3. Will this course be offered or continue to be offered for Departmental Academic Honors? ☐ Yes ☒ No

4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)? None
PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
Date 1/27/14
Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 3/14/14
Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
Date __________________________
Signature, Dean __________________________

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 04/15/14
Signature, Undergraduate Curriculum Committee Chair

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

Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process.

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 signatures, and forward to the Office of the Registrar.

Please Note: This is a 2-3 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.
General Education Goals and Assessment

A. Goals and Objectives of General Education for this Course:

**Goals:** This course will help students to accomplish several Goals of General Education, including 1) the development of their ability to apply the principles of effective oral communication either in group or individual presentations; 2) apply the principles of effective writing and other forms of communication; 3) articulate a problem and develop a logical and reasonable response to it using appropriate sources; 4) demonstrate their ability to analyze and synthesize information; 5) recognize the value of diverse cultural, national, and ethnic backgrounds; 6) demonstrate an understanding of the relationships among gender, race, and class within and across cultures.

**Objectives:** In addition, a special emphasis of this course is to help students to fulfill the following objectives pertaining to social issues, aesthetics, and comprehensive knowledge.

Upon the successful completion of this course, students will be able to 1) demonstrate an understanding of contemporary social issues; 2) demonstrate an understanding of cultural diversity within the United States and in the world at large; 3) demonstrate an understanding of the creative process, both practical and theoretical, and its relationship to an audience or viewers; 4) make informed critical responses when exposed to artistic endeavors; 5) understand the relationship between the arts and society in a multicultural environment; 6) demonstrate an understanding of the dynamic interrelationship between economic, political, cultural, social, aesthetic, and technological issues and systems; 7) demonstrate an understanding of how economic, political, cultural, social, aesthetic, and technological issues and systems drive environmental change.

B. Assessment of General Education Goals:

My assessment strategies include: 1) three essay exams; 2) informal writing in class (e.g., practice essays for essay exams and discussion questions); 3) informal writing out of class (e.g., journals, summaries of assigned readings, Canvas discussion forum); and 4) a research paper.

1). Essay Exams

There will be three essay exams to assess whether students have acquired detailed, specific knowledge of art history introduced during the semester. Exams will presume that students are familiar with course lectures, discussions and assigned readings. Students will be expected to identify images and discuss their significance within the history of art and the culture of that period. Questions may take a variety of forms, but the basic format of the examinations will be:
Part I: Image Identification. Identify artist, title, and date of each selected work. Analyze or comment on the work in terms of its technique and style, iconography, art-historical significance and/or cultural and sociopolitical meanings.

Part II. Image Comparison. Identify two specific works, including artist, title, and date. Write a short essay that compares and contrasts the works. Students will need to analyze the pieces from various perspectives that are discussed in the assigned readings, lectures, and class discussions.

Part III. Essays. Write longer essays that address major concerns and critical issues discussed in class and in the assigned readings.

2) Informal Writing in Class (e.g., practice essays for essay exams and discussion questions).

During or at the end of selected class periods, students will have 5 minutes to record their impressions of the presented material and to respond to a question from that day’s lecture or discussion.

3) Informal Writing Out of Class (e.g. journals, summaries of assigned readings, Canvas discussion forum).

Students will use their notebook outside of class to respond to questions about the readings and to analyze three images selected from the assigned readings in the textbook every week.

Below are 7 grading criteria (each is graded from 1 to 5) for both the in-class and outside of class writing assignments:

1. Focus: Students have to provide a thesis statement and supporting evidence for their arguments.
2. Originality.
3. Clarity of Expression.
4. Critical Thinking.
5. Analytical Skills.
6. Use of Relevant Examples and Details.
7. Make Good Use of Assigned Readings and Class Discussions.

4) Research Paper

All students are expected to compose an original essay about an artist whose career falls within the chronological and geographical parameters of the course and write about any idea that interests them in that person’s work. However, students must confine themselves to a single
work or a cohesive group of works or a sharply focused theme and write about the works and their meaning.

The research paper consists of three parts: 1. paper topic (1 page); 2. paper proposal (3 pages, including a thesis statement, a short outline of the paper, and a concise annotated bibliography); and 3. final paper (6 pages).

Below please find the Assessment Rubric for the research paper.

“A” papers demonstrate a sophisticated, original, unified argument or thesis, developed logically and persuasively. They show deep understanding of the texts and provide solid evidence for all arguments. Sentences and paragraphs clearly weave together a coherent structure to support the thesis. Mechanical errors are rare.

“B” papers state a clear thesis and solidly demonstrate good ideas and insights that are perhaps more common and less original than those in “A” papers. Assertions are supported by evidence and logic, although they may be strengthened by further elaboration. Organization and style are of generally high quality marred only by occasional inconsistencies.

“C” papers demonstrate an effort to address the assignment, but suffer from relatively meaningless theses. Insights and ideas are fairly obvious. Logic may falter at times. Misuse of language may begin to interfere with the ability to convey the author’s meaning. Stylistic and mechanical errors are more numerous.

“D” papers state only a vague thesis—or no thesis at all. Arguments, and therefore the evidence to support them, are absent, replaced by a crude rehashing of the text or by uninformed personal opinion. This work displays very weak cohesion and organization, and suffers from severe language problems.

“F” papers demonstrate minimal, unacceptable effort. Papers partially or wholly plagiarized, or not turned in, will receive a failing mark and 0 points.

--This Assessment Rubric is modified after Professor Tom Lutz at Illinois Wesleyan University.
Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: Art  College: Arts & Sciences

Contact Person: Rhona Shand  □ Faculty member  □ Chair

Revision Effective: Fall 2014 (Semester/Year)

Offered: (check all that apply)
□ Fall
□ Spring
□ Summer

Is this revision related to, and/or affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?
□ Yes  □ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.

Although retitled, the course remains an art history course taught in the art department, offering the same category of general education credit as before.

Purpose/Justification for Revision to Course: The new title "Introduction to Art History II" reflects a more inclusive, multicultural and global approach to art than its predecessor, Western Art History II.

Existing Course:
Course Number: Art 289
Title of Course: Western Art History II
Credit Hours: 3
Prerequisite: None

Course Description (as it appears in the current catalog): The history of Western art from the Italian Renaissance through the present day. Emphasis on social context and parallels between visual arts, music, literature, and the history of ideas. Writing to learn course. Spring only.

Proposed Course:
Course Number: Art 289
Title of Course: Introduction to Art History II
Credit Hours: 3
Prerequisite: None
Course Description (as it will appear in the next catalog): The history of world art from the thirteenth century through 1900. Contributions of various cultures to world civilization. Emphasis on social context and parallels between arts, literature, and the history of ideas. Writing to learn course. Spring only.
Additional Questions

1. 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 see the attachment.

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

2. 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 Council for Teacher Education.

3. Will this course be offered or continue to be offered for Departmental Academic Honors?  ☐ Yes  ☒ No

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

Request for Revision to Course- Revised Summer 2013
PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☐ Approved: Department Chairperson
Date 12/17/14 Signature, Department Chairperson

☐ Approved: College Curriculum Committee
Date 12/17/14 Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
Date __________________ Signature, Dean ____________________________

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 2/15/14 Signature, Undergraduate Curriculum Committee Chair ____________________________

☐ Approved: Faculty Senate
Date __________________ Signature, Recording Secretary, Faculty Senate ____________________________

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General Education Goals and Assessment

A. Goals and Objectives of General Education for this Course:

Goals: This course will help students to accomplish several Goals of General Education, including 1) the development of their ability to apply the principles of effective oral communication either in group or individual presentations; 2) apply the principles of effective writing and other forms of communication; 3) articulate a problem and develop a logical and reasonable response to it using appropriate sources; 4) demonstrate their ability to analyze and synthesize information; 5) recognize the value of diverse cultural, national, and ethnic backgrounds; 6) demonstrate an understanding of the relationships among gender, race, and class within and across cultures.

Objectives: In addition, a special emphasis of this course is to help students to fulfill the following objectives pertaining to social issues, aesthetics, and comprehensive knowledge.

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I). Essay Exams

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5. **Analytical Skills.**
6. **Use of Relevant Examples and Details.**
7. **Make Good Use of Assigned Readings and Class Discussions.

4). **Research Paper**

All students are expected to compose an original essay about an artist whose career falls within the chronological and geographical parameters of the course and write about any idea that interests them in that person’s work. However, students must confine themselves to a single
work or a cohesive group of works or a sharply focused theme and write about the works and their meaning.

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“*C*” papers demonstrate an effort to address the assignment, but suffer from relatively meaningless theses. Insights and ideas are fairly obvious. Logic may falter at times. Misuse of language may begin to interfere with the ability to convey the author’s meaning. Stylistic and mechanical errors are more numerous.

“*D*” papers state only a vague thesis—or no thesis at all. Arguments, and therefore the evidence to support them, are absent, replaced by a crude rehashing of the text or by uninformed personal opinion. This work displays very weak cohesion and organization, and suffers from severe language problems.

“*F*” papers demonstrate minimal, unacceptable effort. Papers partially or wholly plagiarized, or not turned in, will receive a failing mark and 0 points.

—This Assessment Rubric is modified after Professor Tom Lutz at Illinois Wesleyan University.
Request for Revision to Curriculum

Revision for: □ Major □ Minor □ Concentration □ Emphasis

Department: Family & Consumer Sciences College: Arts & Sciences

Submission Date: ______ Revision Effective: Fall, 2014 (Year)

Contact Person: Amber Tankersley □ Faculty member □ Chair

Name of Existing Major or Minor/Concentration/Emphasis: Early Childhood Development Option

If proposing a name change to major or minor/concentration/emphasis, indicate Proposed Name Change:

_______

Description of Change: Current majors in this program are required to take FCS 571/771 Directed Readings in FCS: Selected readings with emphasis on contemporary problems suited to student interest, Development of research and investigative skills. Students anticipating graduate study encouraged to enroll. The requested revision is to change this course from a requirement to an option within the restricted electives.

Rationale for Change (include changes to curriculum objectives): The Directed Readings course is a great course option for students who may pursue graduate program, however, for many students it is not as practical. The proposal is to move FCS 571/FCS 771 to one of the restricted electives offered so students may choose to take it rather than requiring the course.

Is this revision related to, and/or may affect, any degree program or minor/concentration/emphasis at any other Regent university?
□ Yes  □ No

Whether a “yes” or “no” response, please provide an explanation.
The proposal as written only impacts the Early Childhood Development option. The course will still be offered as usual for those who choose it as an ECD elective and for our other department’s majors and minors.

Is this revision related to, and/or may affect, any other department’s/college’s/unit’s curricula or programs at Pittsburg State University?
□ Yes  □ No

Whether a “yes” or “no” response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
The proposal as written only impacts the Early Childhood Development option. The course will still be offered as usual for those who choose it as an ECD elective and for our other department’s majors and minors.

Existing Major or Minor/Concentration/Emphasis
Copy and paste the existing curriculum as it currently appears in the online catalog:
Option Requirements (23-28 hours)
EDUC-440: Early Childhood Program Organization and Management (3 hours)
FCS-285: Lifespan Human Development (3 hours)
FCS-390: Interacting with Children (3 hours)
FCS-391: Practicum in Early Childhood (1 hours)
FCS-490: Developmental Planning: Preschool and Kindergarten (3 hours)
FCS-491: Preschool Laboratory (1-2 hours)
FCS 570: Professional internship (2-4 hours)
OR FCS 591: Supervised Teaching in the Early Childhood Lab (5 hours)
FCS 571: Directed Readings in Family and Consumer Sciences (1-3 hours)
OR FCS 5771: Directed Readings in Family and Consumer Sciences (1-3 hours)
FCS 590: Development of the Child: Birth Through Age Eight (3 hours)
HHP 260: First Aid and CPR (2 hours)

No credit will be given for outside certification for HHP 260 or if currently certified.
Students must receive special permission to select FCS 570.

Restricted Electives (select 12 hours)
MUSIC 140: Children's Music (3 hours)
EDUC 322: Early Literacy and Language Development (2 hours)
AND EDUC 323: Literature for Young Children Birth 3rd (1 hour)
FCS 392: Infant and Toddler Development (3 hours)
FCS 430: Family Resource Management (3 hours)
HHP 466: Motor Development (3 hours)
FCS 580: Family Violence and Child Abuse (3 hours)
OR FCS 780: Family Violence and Child Abuse (3 hours)
FCS 690: Parent/Professional Relationships (3 hours)

**Proposed Major or Minor/Concentration/Emphasis:**

List below, the proposed curriculum as you wish it to appear in the online catalog:
Option Requirements (21-28 hours)
EDUC 440: Early Childhood Program Organization and Management (3 hours)
FCS 285: Lifespan Human Development (3 hours)
FCS 390: Interacting with Children (3 hours)
FCS 391: Practicum in Early Childhood (1 hour)
FCS 490: Developmental Planning: Preschool and Kindergarten (3 hours)
FCS 491: Preschool Laboratory (1-2 hours)
FCS 570: Professional Internship (2-4 hours)
OR FCS 591: Supervised Teaching in the Early Childhood Lab (5 hours)
FCS 590: Development of the Child: Birth Through Age Eight (3 hours)
HHP 260: First Aid and CPR (2 hours)

No credit will be given for outside certification for HHP 260 or if currently certified.
Students must receive special permission to select FCS 570.

Restricted Electives (select 12 hours)
MUSIC 140: Children's Music (3 hours)
EDUC 322: Early Literacy and Language Development (2 hours)
AND EDUC 323: Literature for Young Children Birth 3rd (1 hour)
FCS 392: Infant and Toddler Development (3 hours)
FCS 430: Family Resource Management (3 hours)
HHP 466: Motor Development (3 hours)
FCS 571: Directed Readings in Family and Consumer Sciences (1-3 hours)
OR FCS 771: Directed Readings in Family and Consumer Sciences (1-3 hours)
FCS 580: Family Violence and Child Abuse (3 hours)
OR FCS 780: Family Violence and Child Abuse (3 hours)
FCS 690: Parent/Professional Relationships (3 hours)
Additional Questions

1. Additional resources required (e.g., library or multimedia resources, technology, space, major expense, etc.):
   no additional resources required

2. 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.
   Please give the rationale for additional student fees:

3. Will this revision have specific General Education courses required? □ Yes  ☒ No
   Please realize that it will need to gain approval of the General Education Committee.

4. Will this revision affect any education majors? □ Yes  ☒ No
   If “yes,” please realize that it will need to have the approval of the Council for Teacher Education.

5. What additional costs will be required for this modification (e.g., staffing, equipment, etc.)?
   no additional costs
PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
   Date 1/19/14 Signature, Department Chairperson
   [Signature]

☑ Approved: College Curriculum Committee
   Date 1/19/14 Signature, College Curriculum Committee Chair
   [Signature]

☐ Approved: Dean of College
   Date Signature, Dean
   [Signature]

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 1/19/14 Signature, Undergraduate Curriculum Committee Chair
   [Signature]

☐ Approved: Faculty Senate
   Date Signature, Recording Secretary, Faculty Senate
   [Signature]

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

Notification to COCAO/Kansas Board of Regents (if required): Date:
   [Signature]

Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process. If COCAO/KBOR approval is required, questions should be directed to the Provost's administrative officer at x4113.

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 as "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 signatures, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT (if required) SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL). Please check with the Provost's administrative officer at x4113 if unsure.

Please Note: This is at least a 2-3 month process from the time of first submission and is designed to eliminate concerns and questions at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee, may result in an additional month added to the process, before it is sent (if required) to the Kansas Board of Regents, which may result in a delay in implementation.
Request for Revision to Curriculum

Revision for: ☑ Major  ☐ Minor  ☐ Concentration  ☐ Emphasis

Department: Family & Consumer Sciences  College: Arts & Sciences

Submission Date: 11/20/13  Revision Effective: Fall, 2014

Contact Person: Duane A. Whitbeck  ☐ Faculty member  ☑ Chair

Name of Existing Major or Minor/Concentration/Emphasis: Family & Consumer Sciences Education

If proposing a name change to major or minor/concentration/emphasis, indicate Proposed Name Change:

Description of Change: A new course to replace one that was no longer applicable to the major that was offered through the department of Technology and Workforce Learning (TTED 694 Principles of Vocational Education). The new course will be taught in the Family & Consumer Sciences department (FCS 370 Introduction to Career-Technical Education in Family & Consumer Sciences) using existing resources. The new course is also in the process of being legislated.

Rationale for Change (include changes to curriculum objectives): The old TTED course no longer fit the needs of the students in the FCS Education program.

Is this revision related to, and/or may affect, any degree program or minor/concentration/emphasis at any other Regent university?
☐ Yes  ☑ No

Whether a “yes” or “no” response, please provide an explanation. The only students who will be taking the new course are those in FCS Education.

Is this revision related to, and/or may affect, any other department’s/college’s/unit’s curricula or programs at Pittsburg State University?
☐ Yes  ☑ No

Whether a “yes” or “no” response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred. The old course still is required and fits the needs of the students in the TTED program.

Existing Major or Minor/Concentration/Emphasis

Copy and paste the existing curriculum as it currently appears in the online catalog:

- Family and Consumer Sciences Course Requirements (38 hours)
  - FCS-100: Career Management in Family and Consumer Sciences (1-2 hours)
  - FCS-110: Introduction to Interior Design (3 hours)
  - FCS-150: Introduction to Merchandising (3 hours)
  - FCS-230: Consumer Education and Personal Finance (3 hours)
  - FCS-301: Nutrition (3 hours)
  - OR FCS-203: Nutrition and Health (3 hours)
  - FCS-355: Construction Techniques (3 hours)
  - FCS-401: Food Science and Preparation Techniques (3 hours)
  - FCS-408: Demonstration Techniques and Instructional Technology (3 hours)
- FCS-430: Family Resource Management (3 hours)
- FCS-479: Techniques for Teaching Family and Consumer Sciences (3 hours)
- FCS-480: Dynamics of Family Relationships (3 hours)
- FCS-572: Senior Seminar in Family and Consumer Sciences (1 hour)
- FCS-590: Development of the Child: Birth Through Age Eight (3 hours)
- FCS-690: Parent/Professional Relationships (3 hours)

Must be admitted to Teacher Education for enrollment in FCS 479.

Sophomore Year: Admission to Teacher Education
Junior Year: Admission to Professional Semester

- Professional Course Requirements** (21 hours)
  - EDUC-261: Explorations in Education (3 hours)
  - EDUC-520: Methods and Materials for Academic Literacy (3 hours)
  - FCS-429: Career and Technical Education in the FACS Curriculum (3 hours)
  - PSYCH-263: Developmental Psychology (3 hours)
  - PSYCH-357: Educational Psychology (3 hours)
  - SPED-510: Overview of Special Education (3 hours)
  - TTED-694: Principles of Vocational Education (3 hours)

**See grade point requirements for professional education courses for Admission to Professional Semester.

Consumer and Homemaking Certification is achieved through TTED 694

Must be admitted to Teacher Education for enrollment in these classes: EDUC 520 and PSYCH 357.

- Professional Semester (17 hours)
  - EDUC-458: Methods and Curriculum (3 hours)
  - EDUC-462: Secondary and Middle Level Education (2 hours)
  - EDUC-464: Foundations of Measurement and Evaluation (2 hours)
  - EDUC-480: Supervised Teaching in the Secondary School (3 hours)
  - EDUC-482: Supervised Teaching in the Secondary School (5 hours)
  - FCS-579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)

- Electives (0-5 hours)

Students planning to teach should become familiar with the current Regulations for Certifying School Personnel, issued by The State Board of Education. Information concerning these regulations may be obtained from the Director of Teacher Education, 110 Hughes Hall, Pittsburg State University.

Total hours for Bachelor of Science in Education Degree with a Major in Family and Consumer Sciences (124-127 hours)

Proposed Major or Minor/Concentration/Emphasis:

List below, the proposed curriculum as you wish it to appear in the online catalog:

- Family and Consumer Sciences Course Requirements (38 hours)
- FCS-100: Career Management in Family and Consumer Sciences (1-2 hours)
- FCS-110: Introduction to Interior Design (3 hours)
- FCS-150: Introduction to Merchandising (3 hours)
- FCS-230: Consumer Education and Personal Finance (3 hours)
- FCS-301: Nutrition (3 hours)
- OR FCS-203: Nutrition and Health (3 hours)
- FCS-355: Construction Techniques (3 hours)
- FCS-401: Food Science and Preparation Techniques (3 hours)

Request for Revision to Curriculum-Major or Minor/Concentration/Emphasis-Revised Summer 2013
- **FCS-409: Demonstration Techniques and Instructional Technology (3 hours)**
- **FCS-430: Family Resource Management (3 hours)**
- **FCS-479: Techniques for Teaching Family and Consumer Sciences (3 hours)**
- **FCS-480: Dynamics of Family Relationships (3 hours)**
- **FCS-572: Senior Seminar in Family and Consumer Sciences (1 hour)**
- **FCS-590: Development of the Child: Birth Through Age Eight (3 hours)**
- **FCS-690: Parent/Professional Relationships (3 hours)**

Must be admitted to Teacher Education for enrollment in FCS 479.

**Sophomore Year: Admission to Teacher Education**

**Junior Year: Admission to Professional Semester**

- Professional Course Requirements** (21 hours)
  - EDUC-261: Explorations in Education (3 hours)
  - EDUC-520: Methods and Materials for Academic Literacy (3 hours)
  - FCS 370 Introduction to Career-Technical Education in Family & Consumer Sciences
  - FCS 429: Career and Technical Education in the FACS Curriculum (3 hours)
  - PSYCH-263: Developmental Psychology (3 hours)
  - PSYCH-357: Educational Psychology (3 hours)
  - SPED-510: Overview of Special Education (3 hours)

**See grade point requirements for professional education courses for Admission to Professional Semester.**

Must be admitted to Teacher Education for enrollment in these classes: EDUC 520 and PSYCH 357.

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  - EDUC-458: Methods and Curriculum (3 hours)
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- Electives (0-5 hours)

Students planning to teach should become familiar with the current Regulations for Certifying School Personnel, issued by The State Board of Education. Information concerning these regulations may be obtained from the Director of Teacher Education, 110 Hughes Hall, Pittsburg State University.

Total hours for Bachelor of Science in Education Degree with a Major in Family and Consumer Sciences (124-127 hours)
Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.): 
   No

2. 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.
   Please give the rationale for additional student fees: 

3. Will this revision have specific General Education courses required?  □ Yes  ❌ No  
   Please realize that it will need to gain approval of the General Education Committee.

4. Will this revision affect any education majors?  ❌ Yes  □ No  
   If "yes," please realize that it will need to have the approval of the Council for Teacher Education.

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)? 
   None
PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
   Date 1/23/17  Signature, Department Chairperson

☑ Approved: College Curriculum Committee
   Date 2/21/17  Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
   Date 2/21/17  Signature, Dean

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

☑ Approved: Council for Teacher Education (if applicable)
   Date 3/4/17  Signature, Council for Teacher Education Chair

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 2/21/17  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

Notification to COCAO/Kansas Board of Regents (if required):  Date: ______

Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process. If COCAO/KBOR approval is required, questions should be directed to the Provost's administrative officer at x4113.

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 as "original file name.version2.docx" and uploaded as well.

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

Department: Family & Consumer Sciences
Submission Date: January 14, 2014

Contact Person: Duane Whitbeck

College: Arts & Sciences

Revision Effective: Fall/2014 (Semester/Year)

Offered: (check all that apply)
☐ Fall
☒ Spring
☐ Summer

☐ Faculty member ☒ Chair

Is this revision related to, and/or affect, any other department’s/college’s/unit’s curricula or programs at Pittsburg State University?
☒ Yes ☐ No

Whether a “yes” or “no” response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
The course is taken by the Early Childhood Unified students through the College of Education, however the change in description is merely representing what has been the practice in the class over the past 6 years and is done based on prior agreements. It will not have any impact on any of the students actual experience.

Purpose/Justification for Revision to Course: The course currently includes a short practicum piece which all students have been required to complete as a part of their coursework. The practicum piece was not included in the course description.

Existing Course:
Course Number: FCS 392

Title of Course: Infant and Toddler Development

Credit Hours: 3

Prerequisite: FCS 285 Lifespan Human Development or PSYCH 263 Developmental Psychology

Course Description (as it appears in the current catalog): FCS-392: Infant and Toddler Development (3 hours) Lecture. An in-depth examination of infant and toddler development including physical, language, and cognition changes. Emphasis will be on development, care, and teacher training for this age. Prerequisites: FCS 285 Lifespan Human Development or PSYCH 263 Developmental Psychology. May be taken for honors.

Proposed Course:
Course Number: FCS 392

Title of Course: Infant and Toddler Development

Credit Hours: 3

Request for Revision to Course- Revised Summer 2013
Prerequisite: FCS 285 Lifespan Human Development or PSYCH 263 Developmental Psychology

Course Description (as it will appear in the next catalog): FCS-392: Infant and Toddler Development (3 hours)
Lecture. An in-depth examination of infant and toddler development including physical, language, and cognition changes. Emphasis will be on development, care, and teacher training for this age. Practicum hours required.
Prerequisites: FCS 285 Lifespan Human Development or PSYCH 263 Developmental Psychology. May be taken for honors.
Additional Questions

1. 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.

2. 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 Council for Teacher Education.

3. Will this course be offered or continue to be offered for Departmental Academic Honors? ☒ Yes ☐ No

4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)? None
PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
   Date 1/4/14 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
   Date 3/10/14 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
   Date ________ Signature, Dean

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

☑ Approved: Council for Teacher Education (if applicable)
   Date 4/2/14 Signature, Council for Teacher Education Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 5/13/14 Signature, Undergraduate Curriculum Committee Chair

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

Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process.

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.

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Request for New Course

(Pittsburg State University)

Department: HPSS  College: CAS

Contact Person: James McBain  Faculty member  Chair

Is this new course proposal related to, and/or affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

☐ Yes  ☑ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.

The creation of this course will change PHIL 208: Logic and Critical Thinking to PHIL 208: Logic as well as the course description to reflect the more formal focus the course will have now.

Proposed Course:

Course Number: PHIL 207

Title of Course: Critical Thinking

Credit Hours: 3

Date first offered: Fall 2014  ☑ Fall  ☐ Spring  ☐ Summer
(Semester/Year) (check all that apply)

Prerequisite: N/A

Course Description (as it will appear in the next catalog): Study of the basic skills of good and bad reasoning. Focus is on informal reasoning. Topics include: argument structure and identification, validity and strength of arguments, common fallacies of reasoning, use and abuse of language in reasoning, principles of fair play in argumentation.

Purpose/Justification for Proposed Course: Currently, the only designated critical thinking course is PHIL 208: Logic and Critical Thinking which attempts to combine the study of formal and informal reasoning. This course would focus exclusively on informal reasoning and its practical application to everyday situations. Such a course would greatly benefit those who are going into areas such as the humanities where informal reasoning is more prevalent. This would allow PHIL 208 to focus specifically on formal logic and reasoning and allow that course to go further into those areas such as first-order and second-order predicate logic.

Objectives/Student Learning Outcomes (as it will appear in the syllabus)

The objectives of the course include the (1) the identification and construction of arguments, (2) understanding of the relations between premises and conclusions, (3) recognizing the more common forms of informal fallacies, (4) evaluating the relevance, validity, and strength of arguments, (5) understanding the structure of inductive arguments, (6) awareness of the abuses of language, including connotation, ambiguity, and definition, (7) recognizing arguments in a variety of contexts, including other disciplines as well as in public affairs, (8) improve "information competence": the ability to find out what one needs to know in order to have a responsible position on an issue, (9) developing not only the capacity, but the disposition to use good reasoning in a variety of contexts, (10) developing a sense of fairness and respect for opposing positions, (11) developing basic thinking skills that are applicable to a variety of academic subjects and students' lives as citizens, consumers, leaders, and moral agents, and (12) improving our ability to argue fairly, and to handle bias, emotion, and propaganda. At the end of the course, the student should have the ability to (1) locate the

Request for New Course- Revised Summer 2013
argument in a passage, (2) detect errors of reasoning and explain how the reasoning is in error, (3) engage in cogent and respectful discussion, (4) analyze specific arguments for consistency and credibility, (5) apply good reasoning to issues in professional and personal contexts, (6) evaluate evidence and make appropriate inferences from that evidence, (7) determine what evidence is necessary and know how to find that evidence, if possible, (8) construct and defend arguments in support of or in opposition to particular propositions, and (9) analyze and solve complicated strategic challenges.

Assessment Strategies [e.g., exams, projects, university rubric, etc. (as it will appear in the syllabus)]
Exams, quizzes, argument/fallacy/reasoning reconstructions

If you wish to attach a syllabus, you may attach it to the end of this document as part of the packet.
Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
   This course will not require any additional resources.

2. 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.

   Please give the rationale for additional student fees:
   N/A

3. 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:
   General Education Goal #2: Students should be able to think critically
   2.1. Demonstrate the ability to distinguish between relevant and irrelevant information in problem solving.
   2.2. Articulate a problem and develop a logical and reasonable response to it using appropriate sources.
   2.3. Apply generalizations, principles, theories, or rules to the real world.
   2.4. Demonstrate the ability to analyze and synthesize information.

   This will be assessed through the assessment strategies listed above.

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

4. 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 Council for Teacher Education.

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

6. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?
   N/A
PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
Date 7/17/14 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 3/18/14 Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
Date __________________ Signature, Dean ____________________________

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 4/15/14 Signature, Undergraduate Curriculum Committee Chair

☐ Approved: Faculty Senate
Date __________________ Signature, Recording Secretary, Faculty Senate ____________________________

Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process.

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.

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<table>
<thead>
<tr>
<th>Department: HPSS</th>
<th>College: CAS</th>
<th>Submission Date: 01.13.14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person: James McBain</td>
<td>Faculty member</td>
<td>Chair</td>
</tr>
<tr>
<td>Revision Effective: Fall 2014 (Semester/Year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered: (check all that apply)</td>
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<td>☑ Fall</td>
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<td>☐ Summer</td>
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<tr>
<td>Is this revision related to, and/or affect, any other department’s/college’s/unit’s curricula or programs at Pittsburg State University?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Yes</td>
<td>☑ No</td>
<td></td>
</tr>
<tr>
<td>Whether a “yes” or “no” response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.</td>
<td></td>
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</tr>
<tr>
<td>This course is a General Education course of which there is no prerequisite and is currently not required by any programs other than the Philosophy Minor.</td>
<td></td>
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</tr>
<tr>
<td>Purpose/Justification for Revision to Course: The purpose of this change is to have PHIL 208 focus on formal reasoning whereas the proposed course PHIL 207: Critical Thinking would focus on informal reasoning. This change will better serve the students as it would focus the course for those students interested in technical methods of reasoning and for those in more technical-oriented majors. This would allow PHIL 207: Critical Thinking to focus on informal methods of reasoning for those students interested in or going into areas such as the Humanities.</td>
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</tbody>
</table>

**Existing Course:**

<table>
<thead>
<tr>
<th>Course Number: PHIL 208</th>
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</thead>
<tbody>
<tr>
<td>Title of Course: Logic and Critical Thinking</td>
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<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>Prerequisite: N/A</td>
</tr>
</tbody>
</table>

Course Description (as it appears in the current catalog): Study of the standards of good reasoning, with emphasis upon practical techniques for distinguishing valid from invalid arguments, understanding deduction and induction, identifying presuppositions, and evaluating informal reasoning.

**Proposed Course:**

<table>
<thead>
<tr>
<th>Course Number: PHIL 208</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Course: Logic</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>Prerequisite: N/A</td>
</tr>
</tbody>
</table>

Request for Revision to Course - Revised Summer 2013
Course Description (as it will appear in the next catalog): Systematic study of deductive reasoning (and possibly inductive reasoning) using the techniques of modern logic. Examines different types of valid inference, the logical structure of English sentences, and the validity of arguments generally. Involves the development and use of a symbolic system which models logical relations among sentences.
Additional Questions

1. 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:

General Education Goal #2: Students should be able to think critically
2.1. Demonstrate the ability to distinguish between relevant and irrelevant information in problem solving.
2.2. Articulate a problem and develop a logical and reasonable response to it using appropriate sources.
2.3. Apply generalizations, principles, theories, or rules to the real world.
2.4. Demonstrate the ability to analyze and synthesize information.

General Education Goal #3: Students should be able to function responsibly in the world in which they live.

This course would be assessed with the use of exams, quizzes, argument/fallacy/reasoning reconstructions, and the use of logical proofs.

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

2. 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 Council for Teacher Education.

3. Will this course be offered or continue to be offered for Departmental Academic Honors? ☐ Yes ☒ No

4. What additional costs will be required for revising this course (e.g., staffing, equipment, etc.)? N/A
PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
Date 2/3/19 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 3/14/19 Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
Date ______ Signature, Dean ____________________________

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 05/15/19 Signature, Undergraduate Curriculum Committee Chair ____________________________

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

Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process.

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.version2.docx) and uploaded as well.

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Request for Revision to Course: Revised Summer 2013
Request for Revision to Curriculum

Revision for:  ☑ Major  □ Minor  □ Emphasis  □ Certificate

Department: TCHLS  College: EDUCATION

Submission Date: January 16, 2014

Contact Person: Dr. Alice Sagehorn

Revision Effective: Fall, 2014

Faculty member  ☑ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Bachelor of Science in Education, Early Childhood Unified

If proposing a name change to major or minor/emphasis/certificate, indicate Proposed Name Change:

Description of Change: The following change is proposed for the Bachelor of Science in Education Degree with a major in Early Childhood Unified: 1. Drop BIOL 114 Environmental Science Lab for Teachers

Rationale for Change (include changes to curriculum objectives): The KSDE requirements for total number of required hours in science for ECU majors changed from 10 hours to 8 hours. The ECU program currently has between 128-132 total credit hours for graduation. BIOL 114 Environmental Science Lab for Teachers is no longer offered.

Is this revision related to, and/or may affect, any degree program or minor/emphasis/certificate at any other Regent university?

☐ Yes  ☑ No

Whether a “yes” or “no” response, please provide an explanation.

This course is no longer taught by the department. It was created for ECU and Elementary Education majors, but is no longer required for licensure.

Is this revision related to, and/or may affect, any other department’s/college’s/unit’s curricula or programs at Pittsburg State University?

☐ Yes  ☑ No

Whether a “yes” or “no” response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.

The same change was made to the Early/Late Childhood major in August 2012. The ECU program was not included in that change and should have been included at that time. The TCHLS department chairperson, Dr. Alice Sagehorn, met in person with Dr. Dixie Smith in spring 2012 to discuss the change. Since that meeting, the course was dropped from the schedule and has not been offered since that time.

Existing Major or Minor/Emphasis/Certificate

Copy and paste the existing curriculum as it currently appears in the online catalog:

General Education Components
COMM 207, ENGL 101, ENGL 190 OR ENGL 299, MATH 204, BIOL 113 OR BIOL 111 and BIOL 112, PHYS 171 and PHYS 172 OR CHEM 105 and CHEM 106, SOC 100, POLS 101, GEOG 106 OR GEOG 300, PSYCH 155, FCS 203 OR FCS 301 OR HHP 150 OR NURS 303, HIST 101 OR HIST 102 OR HIST 201 OR HIST 202 are general education content core curriculum of 33-36 hours. A 2.80 GPA in this content core is required for admission to Teacher Education.
• Basic Skills (15 hours)
  o COMM-207: Speech Communication (3 hours)
ENGL-101: English Composition (3 hours)
ENGL-190: Honors English Composition (3 hours)
OR ENGL-299: Introduction to Research Writing (3 hours)
MATH-204: Mathematics for Education I (3 hours)
MATH-304: Mathematics for Education II (3 hours)

Must have a “C” or better in each of these Basic Skills courses: COMM 207, ENGL 101, ENGL 190 or ENGL 299, MATH 204.
• General Education Electives (36-39 hours)
• Sciences (9 hours)
  - Natural Sciences (Select one)
  - BIOL-111: General Biology (3 hours)
AND BIOL-112: General Biology Laboratory (2 hours)
  - BIOL-113: Environmental Life Science (4 hours)
AND BIOL-114: Environmental Life Science Laboratory for Teachers (1 hour)
  - Physical Sciences (Select one)
  - PHYS-171: Physical Science (3 hours)
AND PHYS-172: Physical Science Laboratory (1 hour)
  - CHEM-105: Introductory Chemistry (3 hours)
AND CHEM-106: Introductory Chemistry Laboratory (1 hour)
• Social Studies (3 hours)
  - SOC-100: Introduction to Sociology (3 hours)
• Political Studies (3 hours)
  - POLS-101: U.S. Politics (3 hours)

The higher course grade of SOC 100 or POLS 101 will be used in calculating the 2.8 content core GPA.
• Producing and Consuming (6 hours)
  - Economy (Select one)
  - ECON-191: Issues in Today's Economy (3 hours)
  - FCS-230: Consumer Education and Personal Finance (3 hours)
  - Technology
  - EDTH-330: Technology for the Classroom (3 hours)
• Fine Arts and Aesthetic Studies (2-3 hours)
•
•
  - Any Fine Arts course listed for the general education requirements (2-3 hours)
• Cultural Studies (Select one) (3 hours)
  - GEOG-106: World Regional Geography (3 hours)
  - GEOG-300: Elements of Geography (3 hours)
• Health and Well Being (4-6 hours)
  - Psychological
  - PSYCH-155: General Psychology (3 hours)
  - Physical (Select one)
  - FCS-203: Nutrition and Health (3 hours)
  - FCS-301: Nutrition (3 hours)
  - HHP-150: Lifetime Fitness Concepts (1 hour)
  - NURS-303: Introduction to Public Health (3 hours)
• Human Heritage (6 hours)
  - History (Select One)
  - HIST-101: World History to 1500 (3 hours)
  - HIST-102: World History from 1500 (3 hours)
HIST-201: American History to 1865 (3 hours)
HIST-202: American History from 1865 (3 hours)
Literature (Select One)
ENGL-113: General Literature (3 hours)
ENGL-114: General Literature (Genre) (3 hours)
ENGL-116: General Literature (Theme) (3 hours)

Total General Education Components 51-54 hours.

- Elementary, Psychology and Lab Experiences

(The following courses must be completed with a 3.00 GPA or higher and no grade lower than a “C” for admission to Professional Semester).

NOTE: EDUC courses may be taken concurrently but not prior to EDUC 261.
  - EDUC-261: Explorations in Education (3 hours)
  - EDUC-321: Methods in Creative Expression (3 hours)
  - EDUC-322: Early Literacy and Language Development (2 hours)
  - EDUC-323: Literature for Young Children Birth-3rd (1 hour)
  - EDUC-369: Science and Social Studies Methods K-3 (3 hours)
  - EDUC-440: Early Childhood Program Organization and Management (3 hours)
  - FCS-390: Interacting with Children (3 hours)
  - FCS-391: Practicum in Early Childhood (1 hour)
  - FCS-392: Infant and Toddler Development (3 hours)
  - FCS-490: Developmental Planning: Preschool and Kindergarten (3 hours)
  - FCS-491: Preschool Laboratory (1-2 hours)
  - FCS-591: Supervised Teaching in the Early Childhood Lab (5 hours)
  - FCS-690: Parent/Professional Relationships (3 hours)
  - PSYCH-263: Developmental Psychology (3 hours)
  - EDTH-330: Technology for the Classroom (3 hours)
  - SPED-350: Methods, Infants/Toddlers with Disabilities (2 hours)
  - SPED-450: Methods, Preschoolers with Disabilities (2 hours)
  - SPED-511: Overview of Special Education (Birth thru 6th Grade) (3 hours)
  - SPED-560: Assessment of Young Children (3 hours)
  - Admission to Teacher Education is required
  - EDUC-361: Elementary School Mathematics (3 hours)
  - EDUC-366: Primary Reading and Language Arts with Practicum (4 hours)
  - PSYCH-357: Educational Psychology (3 hours)
  - SPED-550: Methods, Primary Children with Disabilities (2 hours)

EDTH 330 Technology for the Classroom (satisfied by general education) (3 hours)
EDUC 361, EDUC 366, PSYCH 357 and SPED 550 require admission to Teacher Education prior to enrollment.
  - II. Professional Semester (17 hours)
  - EDUC-455: Elementary and Middle Level Education (2 hours)
  - EDUC-458: Methods and Curriculum (3 hours)
  - EDUC-464: Foundations of Measurement and Evaluation (2 hours)
  - EDUC-475: Supervised Teaching in the Elementary School (3 hours)
  - EDUC-476: Supervised Teaching in the Elementary School (5 hours)
  - EDUC-579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)

Total hours for Bachelor of Science in Education Degree with a Major in Early Childhood Unified (ECU) (129-133 hours)
EDUC 261, EDUC 321, EDUC 322, EDUC 323, EDUC 440 and EDTH 330 must have completed 45 credit hours and have a 2.50 cumulative GPA to enroll.
SPED 350, SPED 450, SPED 511 and SPED 560 must have completed 60 credit hours and have a 2.50 GPA to enroll.
FCS 591 requires permission of instructor to enroll.
EDUC 440 must have completed 60 credit hours.
Concurrent enrollment recommended (PSYCH 263 and EDUC 261).
FCS 390 and FCS 391 require concurrent enrollment.
FCS 490 and FCS 491 require concurrent enrollment.

Students planning to teach should become familiar with the current Regulations for Certifying School Personnel, issued by The State Board of Education. Information concerning these regulations may be obtained from the Director of Teacher Education, 110 Hughes Hall, Pittsburg State University. See Admission to Professional Semester for professional education grade point requirements.

Proposed Major or Minor/Emphasis/Certificate:
List below, the proposed curriculum as you wish it to appear in the online catalog:

General Education Components
COMM 207, ENGL 101, ENGL 190 OR ENGL 299, MATH 204, BIOL 113 OR BIOL 111 and BIOL 112, PHYS 171 and PHYS 172 OR CHEM 105 and CHEM 106, SOC 100, POLS 101, GEOG 106 OR GEOG 300, PSYCH 155, FCS 203 OR FCS 301 OR HHP 150 OR NURS 303, HIST 101 OR HIST 102 OR HIST 201 OR HIST 202 are general education content core curriculum of 33-36 hours. A 2.80 GPA in this content core is required for admission to Teacher Education.

• Basic Skills (15 hours)
  o COMM-207: Speech Communication (3 hours)
  o ENGL-101: English Composition (3 hours)
  o ENGL-190: Honors English Composition (3 hours)
OR ENGL-299: Introduction to Research Writing (3 hours)
  o MATH-204: Mathematics for Education I (3 hours)
  o MATH-304: Mathematics for Education II (3 hours)

Must have a “C” or better in each of these Basic Skills courses: COMM 207, ENGL 101, ENGL 190 or ENGL 299, MATH 204.

• General Education Electives (35-39 hours)
  o Sciences (8-9 hours)
    – Natural Sciences (Select one)
    – BIOL-111: General Biology (3 hours)
  AND BIOL-112: General Biology Laboratory (2 hours)
    – BIOL-113: Environmental Life Science (4 hours)
    – Physical Sciences (Select one)
    – PHYS-171: Physical Science (3 hours)
  AND PHYS-172: Physical Science Laboratory (1 hours)
    – CHEM-105: Introductory Chemistry (3 hours)
    – CHEM-106: Introductory Chemistry Laboratory (1 hours)
  o Social Studies (3 hours)
SOC-100: Introduction to Sociology (3 hours)
Political Studies (3 hours)
POLS-101: U.S. Politics (3 hours)

The higher course grade of SOC 100 or POLS 101 will be used in calculating the 2.8 content core GPA.

Producing and Consuming (6 hours)
Economy (Select one)
ECON-191: Issues in Today’s Economy (3 hours)
FCS-230: Consumer Education and Personal Finance (3 hours)
Technology
EDTH-330: Technology for the Classroom (3 hours)
Fine Arts and Aesthetic Studies (2-3 hours)

Any Fine Arts course listed for the general education requirements (2-3 hours)
Cultural Studies (Select one) (3 hours)
GEOG-106: World Regional Geography (3 hours)
GEOG-300: Elements of Geography (3 hours)
Health and Well Being (4-6 hours)
Psychological
PSYCH-155: General Psychology (3 hours)
Physical (Select one)
FCS-203: Nutrition and Health (3 hours)
FCS-301: Nutrition (3 hours)
HHP-150: Lifetime Fitness Concepts (1 hours)
NURS-303: Introduction to Public Health (3 hours)
Human Heritage (6 hours)
History (Select One)
HIST-101: World History to 1500 (3 hours)
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ENGL-113: General Literature (3 hours)
ENGL-114: General Literature (Genre) (3 hours)
ENGL-116: General Literature (Theme) (3 hours)

Total General Education Components 51-54 hours.

Elementary, Psychology and Lab Experiences
(The following courses must be completed with a 3.00 GPA or higher and no grade lower than a “C” for admission to Professional Semester).

NOTE: EDUC courses may be taken concurrently but not prior to EDUC 261.

I. Education, Psychology, and Laboratory Experiences (59-60 hours)
EDUC-261: Explorations in Education (3 hours)
EDUC-321: Methods in Creative Expression (3 hours)
EDUC-322: Early Literacy and Language Development (2 hours)
EDUC-323: Literature for Young Children Birth-3rd (1 hours)
EDUC-369: Science and Social Studies Methods K-3 (3 hours)
EDUC-440: Early Childhood Program Organization and Management (3 hours)
FCS-390: Interacting with Children (3 hours)
FCS-391: Practicum in Early Childhood (1 hours)
FCS-392: Infant and Toddler Development (3 hours)
FCS-490: Developmental Planning: Preschool and Kindergarten (3 hours)
FCS-491: Preschool Laboratory (1-2 hours)
FCS-591: Supervised Teaching in the Early Childhood Lab (5 hours)
FCS-690: Parent/Professional Relationships (3 hours)
PSYCH-263: Developmental Psychology (3 hours)
EDTH-330: Technology for the Classroom (3 hours)
SPED-350: Methods, Infants/Toddlers with Disabilities (2 hours)
SPED-450: Methods, Preschoolers with Disabilities (2 hours)
SPED-511: Overview of Special Education (Birth thru 6th Grade) (3 hours)
SPED-560: Assessment of Young Children (3 hours)
Admission to Teacher Education is required
EDUC-361: Elementary School Mathematics (3 hours)
EDUC-366: Primary Reading and Language Arts with Practicum (4 hours)
PSYCH-357: Educational Psychology (3 hours)
SPED-550: Methods, Primary Children with Disabilities (2 hours)

EDTH 330 Technology for the Classroom (satisfied by general education) (3 hours)
EDUC 361, EDUC 366, PSYCH 357 and SPED 550 require admission to Teacher Education prior to enrollment.

II. Professional Semester (17 hours)
EDUC-455: Elementary and Middle Level Education (2 hours)
EDUC-458: Methods and Curriculum (3 hours)
EDUC-464: Foundations of Measurement and Evaluation (2 hours)
EDUC-475: Supervised Teaching in the Elementary School (3 hours)
EDUC-476: Supervised Teaching in the Elementary School (5 hours)
EDUC-579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)

Total hours for Bachelor of Science in Education Degree with a Major in Early Childhood Unified (ECU) (127-131 hours)

EDUC 261, EDUC 321, EDUC 322, EDUC 323, EDUC 440 and EDTH 330 must have completed 45 credit hours and have a 2.50 cumulative GPA to enroll.
SPED 350, SPED 450, SPED 511 and SPED 560 must have completed 60 credit hours and have a 2.50 GPA to enroll.
FCS 591 requires permission of instructor to enroll.
EDUC 440 must have completed 60 credit hours.
Concurrent enrollment recommended (PSYCH 263 and EDUC 261).
FCS 390 and FCS 391 require concurrent enrollment.
FCS 490 and FCS 491 require concurrent enrollment.

Students planning to teach should become familiar with the current Regulations for Certifying School Personnel, issued by The State Board of Education. Information concerning these regulations may be obtained from the Director of Teacher Education, 110 Hughes Hall, Pittsburg State University. See Admission to Professional Semester for professional education grade point requirements.
Additional Questions

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

2. 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.
   Please give the rationale for additional student fees:

3. Will this revision have specific General Education courses required? □ Yes □ No
   Please realize that it will need to gain approval of the General Education Committee.

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

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?
   None
PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
  Date 1/24/14 Signature, Department Chairperson
  Alice X. Fagerness

☑ Approved: College Curriculum Committee
  Date 3/28/14 Signature, College Curriculum Committee Chair
  [Signature]

☑ Approved: Dean of College
  Date 3/1/14 Signature, Dean
  [Signature]

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

☐ Approved: Council for Teacher Education (if applicable)
  Date 3/14/14 Signature, Council for Teacher Education Chair
  [Signature]

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 4/15/14 Signature, Undergraduate Curriculum Committee Chair
  [Signature]

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

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

Notification to COCAO/Kansas Board of Regents (if required): Date:

Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process. If COCAO/KBOR approval is required, questions should be directed to the Provost’s administrative officer at x4113.

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 as “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 signatures, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT (if required) SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL). Please check with the Provost’s administrative officer at x4113 if unsure.

Please Note: This is at least a 2-3 month process from the time of first submission and is designed to eliminate concerns and questions at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee, may result in an additional month added to the process, before it is sent (if required) to the Kansas Board of Regents, which may result in a delay in implementation.
Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: TWL  College: COT  Submission Date: 3/22/14

Contact Person: Julie Dainty  ☑ Faculty member  ☐ Chair

Revision Effective: Summer/2014 (Semester/Year)

☑ Summer

Is this revision related to, and/or affect, any other department’s/college’s/unit’s curricula or programs at Pittsburg State University?

☐ Yes  ☑ No

Whether a “yes” or “no” response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.

The name of this course is not indicative of the true content covered as aligned with state guidelines.

Purpose/Justification for Revision to Course: The current name of the course, "Principles of Vocational Education", does not indicate the true purpose and outcomes of this course. As a required course for the Bachelors of Vocational Education degree AND Kansas State Department of Education certification requirements, the name should be aligned with current expectations. KSDE identifies the course as Foundations of Vocational/Technical education which is what this name change is based on.

Existing Course:
Course Number: TTED 694

Title of Course: Principles of Vocational Education

Credit Hours: 3

Prerequisite: None

Course Description (as it appears in the current catalog): Principles of vocational education and their impact on the legislation which has supported vocational education.

Proposed Course:
Course Number: TTED 694

Title of Course: Foundations of Vocational/Technical Education

Credit Hours: 3

Prerequisite: None
Course Description (as it will appear in the next catalog): Basic foundations of career and technical education including national and state initiatives as well as legislative influences. Covers a basic understanding of funding, course competencies, business and industry collaboration, articulation agreements, advisory boards, student organizations, etc. to prepare teachers in CTE pathways/programs at secondary and post-secondary levels.
Additional Questions

1. 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.

2. 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 Council for Teacher Education.

3. Will this course be offered or continue to be offered for Departmental Academic Honors? ☐ Yes ☒ No

4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)? None
PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☐ Approved: Department Chairperson
Date 1/28/14 Signature, Department Chairperson

☐ Approved: College Curriculum Committee
Date 3/6/14 Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
Date 3/6/14 Signature, Dean

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 4/15/14 Signature, Undergraduate Curriculum Committee Chair

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

Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process.

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 signatures, and forward to the Office of the Registrar.

Please Note: This is a 2-3 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.