FACULTY SENATE MINUTES
May 6, 2013

The Pittsburg State University Faculty Senate met at 3:00 p.m. Monday, May 6, in room 224 Kelce Hall with Dr. Peter Chung, President, presiding.

Past Minutes
The minutes for April 22, 2013 were approved.

Announcements
Provost and Vice President of Academic Affairs – Dr. Lynette Olson
Dr. Lynette Olson began by expressing her appreciation to all faculty who help our students learn to be successful. She announced that Randy Roberts has agreed to serve as interim dean for one year of Library Services, beginning in June advising that Dr. Bunnell recently resigned from the position. She concluded by wishing everyone a wonderful summer.

PSU/KNEA – Dr. Browyn Conrad, President
Dr. Browyn Conrad advised there had been a meeting with OIS staff, General Counsel, representatives from multiple other units to further discuss Active Directory. There is presently an active call for members to attend a meeting on Thursday, May 9th at 2:00 p.m in Inaugural Room to discuss bargaining issues for next year.

Faculty Senate President – Dr. Peter Chung
Dr. Peter Chung stated that the next meeting of Faculty Senate Presidents would not be until next week. He added there was nothing new to report at this time.

Committee Reports
Undergraduate Curriculum – Justin Honey, Chair
Mr. Justin Honey introduced the curriculum items reviewed by the committee. (See attached) He asked for a vote after each department section and each item passed unanimously.

Academic Affairs – Susan Schreiner, Chair
Ms. Schreiner presented policies on Auditing and items on degree requirements for inclusion in the catalog for a second-read and vote. The degree requirement additions passed unanimously with no comments. Based on discussion from the April meeting, there were revisions made to the auditing policy and after review of each item was approved by the committee. (See attachment to the agenda). The revised policy was approved unanimously.

Student Faculty Committee – Phil Harries, Chair
Dr. Harries reported there had been one dead week violation complaint submitted, but upon review learned that faculty had clarified the concern and student had dropped the complaint.

Faculty Affairs – Dilip Paul, Chair
Dr. Mike Leiker reported that approximately $3500 remained in the faculty development fund due to some faculty withdrawing of their initial request. Any new requests must be received in the business office by June 26th, so requests need to be submitted soon.

Constitution Committee – Darren Botello-Samson, Chair
Dr. Botello-Samson presented the second reading for By-Law IV (A) (6) the deletion of the Director of Honors College as ex-officio member of Departmental Academic Honors Committee. There was no discussion, motion approved unanimously. Dr. Botello-Samson then reviewed the vote counts for ratification of constitutional changes. (See attached). He advised that all of this would need to go to the President for approval and if approved, will make changes to constitution. Seventy-seven people responded to each proposal.

Program Review Task Force - Make Leiker, Chair
Dr. Chung advised he would be talking with Dr. Peggy Snyder the end of May to wrap up Program Review.
Unfinished Business
   None

New Business
   Justin Honey presented a motion to reconvene the UG Curriculum Taskforce as a work group to review the current curriculum legislative process. (See attachment) The motion included a list of individuals by title of who should be part of the 2013 task force and that the work should be completed by July 31st to allow for development for new calendar year. The approving vote was unanimous.

Old Business
   None

Open Forum
   None

Meeting Adjourned
   Motion to adjourn was approved at 3:30 p.m. 
   
   Debbie Greve, Recording Secretary
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Mark Johnson attended the September, November, December, January, March & April meeting. Tatiana Sildus attended the October meeting. Christel Benson attended the February and March meeting.

* Hazel Coltharp substituted for Karla Childs at the October meeting. Scott Craig substituted for Drew Polen at the October, March, April and May meeting. Morgan McCune substituted for Susan Schreiner and Julie Samuels substituted for Brenda Roberts at the January meeting. Sang-Heui Lee and Anil Lal attended the April meeting. Li-Lin Tseng substituted for James Oliver and Karen Johnson substituted for Karen Tompkins-Dobbs at the May meeting.
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<th>AOS</th>
<th>Course Code</th>
<th>Course Title</th>
<th>New Course</th>
<th>Course Revision</th>
<th>Course Substitution</th>
<th>Revision to Major Template</th>
<th>Revision to Concentration/Emphasis/Minor</th>
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<td>ACCT 1030</td>
<td>Information Systems, Auditing and Controls</td>
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<td>Adding ACCTG 420 or 430 as prerequisites</td>
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<td>ACCT 1050</td>
<td>Internal Auditing and Assurance Services</td>
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<td>Pre-requisites change, replacing ACCT 203 with (new) ACCT 210 and (new) ACCT 211</td>
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<td>Pre-requisites change, Current prerequisite ACCTG 651 no longer offered, including ACCT 413</td>
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<td>Requisite 2 Capstone courses ACCTG 413, 415 for Accounting Major</td>
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<td>Automotive Service and Parts Management</td>
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<td>Provide students in Automotive program with exposure to corporate sales industry</td>
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<td>Directed laboratories that allow students to study a specific interest within Exercise Science</td>
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<td>Change in course title, description, prerequisites (from 420 to 471)</td>
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<td>Change prerequisites from HPE 205, 400-415, 211 to EC 202, 405-410, 211, 215</td>
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<td>EXSC 483</td>
<td>Professional Handicap Issues in Therapeutic Recreation</td>
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<td>Remove from MCB 3 as a prerequisite, add 491, 466 as a prerequisite</td>
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<td>Advanced Social Work Practice I</td>
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<td>New Course. Social work practice at group (women) level</td>
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<td>Advanced Social Work Practice II</td>
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<td>New Course. Social work practice at the community (men) level</td>
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<td>Definition of course, being replaced with SWH 600-601</td>
</tr>
<tr>
<td></td>
<td>HASS</td>
<td>Social Work Major</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Add SWH 600, 601 to major requirements. Remove SWH 600 as a major requirement, reduce electives by 3 credits</td>
</tr>
<tr>
<td></td>
<td>HASS</td>
<td>Sociology</td>
<td>X</td>
<td></td>
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<td></td>
<td>Specifying number of lower and upper division courses requirements within major</td>
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<td></td>
<td></td>
<td>Cultural Studies</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Specifying number of lower and upper division course requirements within major</td>
</tr>
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<td></td>
<td></td>
<td>Political Science</td>
<td>X</td>
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<td></td>
<td>Specifying number of lower and upper division course requirements within major</td>
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<tr>
<td></td>
<td>TEF</td>
<td>TEF 151</td>
<td>Elementary Level 1</td>
<td>X</td>
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<td></td>
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<td>New Course</td>
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<td>TEF</td>
<td>TEF 152</td>
<td>Pre-Intermediate Level 2</td>
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<td>TEF</td>
<td>TEF 153</td>
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<td>TEF</td>
<td>TEF 155</td>
<td>Advanced Level x</td>
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<td>New Course</td>
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<td>TEF</td>
<td>TEF 157</td>
<td>Academic Preparation Course Level x</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New Course</td>
</tr>
<tr>
<td></td>
<td>WAMS</td>
<td>WAMS 406</td>
<td>Motor/Neurological Assessment of the Athlete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New elective course for majors focusing on sports medicine. Focuses on interprofessional care of athletes</td>
</tr>
<tr>
<td></td>
<td>PSYCH</td>
<td>PSYCH 430</td>
<td>Positive Psychology</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New course for Psychology Majors/Minors. Will replace PSYCH 275, Psychology of Adjustment</td>
</tr>
<tr>
<td></td>
<td>PSYCH</td>
<td>PSYCH 451</td>
<td>Evolutionary Psychology</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New course. For all students—Head selections and lower 10. Specify behavioral and mental processes</td>
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<td></td>
<td>PSYCH</td>
<td>PSYCH 455</td>
<td>Positive Psychology</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 455, Evolutionary Psychology to elective course within major</td>
</tr>
<tr>
<td></td>
<td>PSYCH</td>
<td>PSYCH 456</td>
<td>Positive Psychology</td>
<td>X</td>
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<td></td>
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<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 456, Evolutionary Psychology to elective course within major</td>
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<td>PSYCH</td>
<td>PSYCH 457</td>
<td>Positive Psychology</td>
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<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 457, Evolutionary Psychology to elective course within major</td>
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<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 458, Evolutionary Psychology to elective course within major</td>
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<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 459, Evolutionary Psychology to elective course within major</td>
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<td>PSYCH</td>
<td>PSYCH 460</td>
<td>Positive Psychology</td>
<td>X</td>
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<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 460, Evolutionary Psychology to elective course within major</td>
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<td></td>
<td>PSYCH</td>
<td>PSYCH 461</td>
<td>Positive Psychology</td>
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<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 461, Evolutionary Psychology to elective course within major</td>
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<td>PSYCH 462</td>
<td>Positive Psychology</td>
<td>X</td>
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<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 462, Evolutionary Psychology to elective course within major</td>
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<td></td>
<td>PSYCH</td>
<td>PSYCH 463</td>
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<td>X</td>
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<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 463, Evolutionary Psychology to elective course within major</td>
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<td></td>
<td>PSYCH</td>
<td>PSYCH 464</td>
<td>Positive Psychology</td>
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<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 464, Evolutionary Psychology to elective course within major</td>
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<td>PSYCH</td>
<td>PSYCH 465</td>
<td>Positive Psychology</td>
<td>X</td>
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<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 465, Evolutionary Psychology to elective course within major</td>
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<td>PSYCH</td>
<td>PSYCH 466</td>
<td>Positive Psychology</td>
<td>X</td>
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<td></td>
<td>Replace PSYCH 275 with PSYCH 430 as major requirement. Add PSYCH 466, Evolutionary Psychology to elective course within major</td>
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</table>
### Data Collection - View Results

**Collector Name:** Faculty Senate Ballot for Ratification of Constitutional Changes (2013)  
**Collector Type:** Survey  
**Number of Responders:** 78

<table>
<thead>
<tr>
<th>Count</th>
<th>%</th>
<th>PROPORTIONAL REPRESENTATION</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Purpose: To create a representation system that allocates departmental representatives to the Faculty Senate in a manner that considers the differences in department sizes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current Text:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Art. III, § A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o In the first two weeks of March of each odd-numbered year, members of each department and designee shall elect from its members one representative to take office at the first meeting of the Senate held after August 1. The election shall be by secret ballot. For purposes of electing a representative to the Senate, the Division of Learning Resources and Women's Studies shall each be considered as a department.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proposed Change:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Art. III, § A</td>
</tr>
<tr>
<td></td>
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<td>o In the first two weeks of March of each odd-numbered year, members of each department and designee shall elect from its members one representative to take office at the first meeting of the Senate held after August 1. Departments containing at least twenty members eligible for Senate service, as defined by Arti II A, shall elect a second representative to take office at the same time. The election shall be by secret ballot. For purposes of electing a representative to the Senate, Library Services and Women's Studies shall each be considered as a department and shall elect one representative.</td>
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<tr>
<td>58</td>
<td>75.3%</td>
<td>Yes</td>
</tr>
<tr>
<td>19</td>
<td>24.7%</td>
<td>No</td>
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<td>77 &lt;= Total Responses</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count</th>
<th>%</th>
<th>EX OFFICIO MEMBERSHIP ON STANDING COMMITTEES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Purpose: To establish ex officio membership on standing committees of members of the executive committee.</td>
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</table>
Relevant Constitutional Text:

**Art. IV, § A**

An Executive Committee shall consist of the officers of the Senate and five members of the Senate elected by that body at its April meeting for the forthcoming year. The president of the Senate shall be the presiding officer. The president of the Senate shall be an ex officio member of all standing committees.

**Art. IV, § B**

There shall be seven standing committees of the Faculty Senate: Academic Affairs Committee, Faculty Affairs Committee, Student Faculty Committee, All-University Committee, Committee on the Constitution, The General Education Committee, and the Budget Committee, the duties of which are detailed in the bylaws. The faculty membership of standing committees shall be appointed after the April meeting by the newly elected executive committee. Each standing committee, and sub-committees thereof, shall consist of at least: one ex officio member of the Executive Committee, five members of the general faculty, at least two of whom shall be senators, and such student membership as indicated in the bylaws. In addition, all ex officio members of all standing committees and their sub-committees shall be non-voting, and the chair and recorder of each shall be a faculty member who is not serving in an ex officio capacity.

<table>
<thead>
<tr>
<th>Count</th>
<th>%</th>
<th>TERM LIMITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>73</td>
<td>94.8%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>5.2%</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>&lt;= Total Responses</td>
</tr>
</tbody>
</table>

Purpose: To address the ambiguity of the constitutional specification of term limits and to address the possibility of establishing a longer period of ineligibility to encourage wider participation in the Faculty Senate.

Current Text:

**Art. III, § C**

Members of the Senate shall be elected to serve for a term of two years. They may not serve for more than two elected terms consecutively. Completing and unexpired term of another senator would not exclude him from being elected to a second consecutive term.

Proposed Change:
- Art. III, § C

Members of the Senate shall be elected to serve for a term of two years. They may not serve for more than two elected terms consecutively. Completing an unexpired term of another senator would not exclude fact from being elected to a first or second two-year term not including the year filling an unexpired term; however, an individual can only serve a maximum of five consecutive years. This could include two terms and one unexpired term of another senator.

70.89% Yes
8.10% No

78 <= Total Responses
Motion to reconvene the UG Curriculum Taskforce to modify and update current curriculum legislative process

I move that the Faculty Senate reconvene and/or appoint new members to the UG Curriculum Workgroup for the purpose of updating the current curriculum legislative process put forth by the Workgroup last summer. I would request that the Workgroup complete their work by July 31, 2013 so updated dates and guidelines will be in place for the 2013-2014 legislative calendar year. Membership is as follows:

The 2012-2013 Faculty Senate President
The 2012-2013 Faculty Senate President-Elect
The 2013-2014 Faculty Senate President-Elect
The chair of the 2012-2013 Graduate Council
2012-2013 FS Undergraduate Curriculum Committee
A representative from the Academic Deans
A representative from the Academic Deans' Administration Officers
A representative from the Department Chairs
A representative from the Registrar's Office
A representative from the Degree Checking Office
A representative from the Provost's Office
AGENDA

I. Call to order

II. Approval of Minutes from April 22, 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- Mr. Taylor Gravett
   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 (Auditing Policy- 2nd reading, Requirements for all Baccalaureate degrees- 2nd reading, see attached)
      1. Undergraduate Curriculum Subcommittee- Chair, Justin Honey
      2. Library Services Subcommittee- Chair, Morgan McCune, no report
      3. Information Systems Subcommittee- Chair, David O’Bryan, no report
      4. Continuing Studies Subcommittee- Chair, Scott Norman, no report
      5. Departmental Academic Honors Subcommittee- Chair, Justin Honey, no report
      6. Honors College Subcommittee- Chair, Chris Spera, no report
      7. Writing Across the Curriculum Subcommittee- Chair, Robert Lindsey, no report
      8. Diversity and Multicultural Affairs Subcommittee- Chair, Tatiana Sildus
   B. Student Faculty Committee- Chair, Phil Harries
   C. All University Committee- Chair, Christel Benson, no report
   D. Faculty Affairs Committee- Chair, Dilip Paul
E. Constitution Committee- Chair, Darren Botello-Samson (*by-law amendment- 2nd reading, see attached*)

F. General Education Committee- Chair, Mark Johnson

G. Budget Committee- Initial Chair, Paul Herring

All University Committees or Other Appointments

V. Unfinished Business

VI. New Business

VII. Open Forum

VIII. Adjournment- Next Meeting- Thursday, August 15, 2013, 9:00 am, Crimson and Gold Ballroom, Overman Student Center
Auditing Policy
Proposed Spring 2013 to be Effective Fall 2013

An individual who does not wish to receive credit in a course may enroll as an auditor, provided:

- Space is available in the class
- Approval is obtained from the instructor by the auditor
- Does not increase faculty course load
- Audit enrollment form is completed verifying intent
- Payment of the regular fee and any applicable special course fees are paid
- Individual completes TB screening survey upon initial enrollment
- Enrollment is completed by the last day to add a class based on the academic calendar
- Auditors are not permitted to change from audit to credit after the official last day to add the class based on the academic calendar.
- Students may change their enrollment from credit to audit, with completion of the form and the instructor’s permission, until the last day to drop an individual course with a grade of W, as noted in the University Calendar.

Audited courses will not:

- Count in the determination of Full-Time or Part-Time student status
- Apply toward Veteran benefits, federal financial assistance, or student loan deferments
- Provide campus privileges ie. Student health, recreation center, parking permit, etc.
- Be taken prior to a auditor’s attempt to test-out of the course

Audited courses will:

- Follow the same academic calendar as other courses of the same length
- Be taken by PSU benefit earning staff, visiting scholars teaching credit bearing courses as instructor of record at PSU, and individuals 60 or older at no tuition cost. Special course fees may still be assessed.
- Be assessed the same tuition rates as credit earning enrollment for non-PSU staff and those under 60 years of age.
- Be identified on the individual’s transcript with a grade of AU which does not affect the student’s grade-point average.

Instructor discretion will determine the auditors level of class participation, such as taking exams, participation in discussion or completing assignments. Individuals wishing to audit are responsible for identifying the instructors’ expectations for an auditor.
Audit Enrollment Form

Last name ___________________________ First Name ___________________________ Middle Name ___________________________

PSU ID or Social Security Number ___________________________ Day Phone Number ___________________________ Email address ___________________________

Street Address ___________________________ City ___________________________ State ___________________________ Zip Code ___________________________

How long have you resided at this address? ___________________________

Are you 60 or older? _____ Yes _____ No If yes, please provide a copy of your driver’s license.

Are you a benefit earning PSU employee _____ Yes _____ No

Are you currently enrolled or plan to enroll in other PSU courses for credit this semester? Yes No

If you are not presently, nor have you been enrolled at PSU in the past 18 months, please complete the following before proceeding to Course Information:

Are you a U.S. Citizen? _____ Yes _____ No If no, country of citizenship ___________________________

If no, VISA type ___________________________

Date of Birth _____/_____/_______ Gender _____ Male _____ Female

If under 19 years of age: High School Name ___________________________ Graduation Yr ___

COURSE INFORMATION --

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Instructor Signature/Date</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

By signing this audit enrollment form, I verify that I understand the instructors expectations of an auditor in this class, I understand I will not be receiving credit for the class and my only grade will be AU (audit), I will be responsible for the full amount of tuition for the course and any additional class fees, and that I will abide by the policies of the University and the Student Code of Conduct.

Student Signature ________________________________________ Date ___________________

FOR REGISTRAR’S OFFICE USE ONLY

Processed by ______________________ Date _____________ Amount billed for Audit ___________

Hours audited ___________ Hours enrolled ___________ Over 60 ________ PSU employee ________
Requirements for All Baccalaureate Degrees / Undergraduate Degrees and Requirement section of catalog.

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

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

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

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

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

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

Proposed change:
• The Vice President for Academic Affairs shall serve as an ex officio member.
Department: Biology  College: Arts & Sciences

Date of Submission to the Department: 2/11/2013
Contact Person: Dr. Joe Arruda  Faculty member Chair

Title of Course: Principles of Ecology Laboratory  Credit Hours: 1
Course Number: BIO 331  Hegis Number: 0420

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

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

Current listing: Field and laboratory experiences in aquatic and terrestrial ecosystems that focus on hands-on computer methods that illustrate basic ecological principles. Reports emphasize the synthesis of data and the use of basic ecological statistics. Prerequisite: BIOL 212 Principles of Biology II. Prerequisite or corequisite: BIOL 330 Principles of Ecology. May be taken for honors.

Modification (as it will appear in the next catalog): Experience in basic ecological methods of field collections, surveys, and measurements in aquatic and terrestrial systems. Prerequisite or corequisite: BIOL 330 Principles of Ecology. May be taken for honors.

Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: (1) Description: The delivery of the course has diverged from the original course description as the course matured. (2) Prereq: Some students are taking Principles of Ecology while in Principles of Biology II (unfortunate, but it happens with transfers). The computer currently shuts them out of the Ecology Lab even though they can enroll in Ecology which does not have the PoB2 pre-req (for the benefit of minors and other non-majors). It seems that regardless of their status in PoB II, if a student qualifies to take Ecology, they should be able to take the lab at the same time.

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

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

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

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

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

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

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

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

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

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

LEGISLATIVE PROCESS
Authorization/Notification Sign-off Sheet

Signatures:

☒ Approved: Department Chairperson
   Date 2/2/13 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
   Date 2/14/13 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
   Date 2/15/13 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 2/29/13 Signature, Undergraduate Curriculum Committee Chair

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

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

Department: Communication  College: Arts & Sciences

Date of Submission to the Department: 2/22/2013

Contact Person: Cynthia Allan  [ ] Faculty member  [x] Chair

Title of Course: Interpersonal Communication  Credit Hours: 3.0

Course Number: COMM 730  Hegis Number: 0601

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

Type of Modification:

[ ] Course Title  [x] Course Number  [ ] Course Description  [ ] Course content/objectives
[ ] Credit Hour  [ ] Prerequisite Change  [ ] Other

Current listing: COMM 730

Modification (as it will appear in the next catalog): COMM 530
Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: This course used to have dual-listing as COMM 530/730. When that practice stopped, the course was left at COMM 730 for reasons unknown. Changing to COMM 530 more accurately reflects the undergraduate nature of the course and keeps it in line with state core outcomes.

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

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

__________________

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

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

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

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

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

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

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

Please print the final version of this form, apply the appropriate signature, and forward to the Office of the Registrar.
Pittsburg State University

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☒ Approved: Department Chairperson
Date 2/21/13 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
Date 4/11/13 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
Date 4/11/13 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 ______ Signature, Undergraduate Curriculum Committee Chair

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

Please Note
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Department: History, Philosophy, and Social Sciences  
College: Arts and Sciences

Date of Submission to the Department: 3/6/13

Contact Person: Michael A. Kelley  □ Faculty member  □ Chair

Brief Description of Change: Specifying the required number of upper division hours in the major

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

Rationale for Change: Discussion at the Core Outcomes meeting demonstrated that there are lower division courses with content similar to our upper division offerings taught not only at JUCOs but also at universities. GEOG believes there are differences in LD and UD classes but in order to facilitate some course transferability across campuses while not adversely affecting the overall quality of the GEOG degree, the faculty want to specify the number of UD hours students must take in the major. By making the language specific, the program is more transparent and provides guidance to degree checking and transfer credit operations in the Registrar's Office.

Information from Existing Major

Name of Existing Major: Geography  
Current CIP Number: 45.0701

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

The geography major requires a total of 38 hours distributed as follows:
Information for Proposed Modified Major

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

Name of Modified Major: Geography

The geography major requires a total of 38 hours, 29 of which must be upper division geography courses, distributed as follows:

\[ \text{at least} \]
Date first offered: Fall, 2013

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

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

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

   Rationale: _________

Will this modification affect any education majors? □ Yes □ No

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

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

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

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

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

LEGISLATIVE PROCESS

AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☐ Approved: Department Chairperson
Date
Signature, Department Chairperson

☐ Approved: College Curriculum Committee
Date
Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
Date
Signature, Dean

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

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

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

Approval at Kansas Board of Regents level:

☐ COCQO:
Date:

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

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

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

Following Faculty Senate Approval, submit this form and final complete package in electronic format, TO THE OFFICE OF THE PROVOST
(220 Russ Hall) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS
FOR BOARD APPROVAL.
Please Note

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

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

MAJOR:

Geography, 45.0701
(Title and CIP)

☐ New

☒ Derived from Existing Program

3/7/13
(DATE SUBMITTED)

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

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Arts and Sciences

Division of: Office of the Provost - PSU

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

Current Name: Geography

New Name (if applicable): _____

Description of Purpose/Rationale for Change: Discussion at the Core Outcomes meeting demonstrated that there are lower division courses with content similar to our upper division offerings taught not only at JUCOs but also at universities. GEOG believes there are differences in LD and UD classes but in order to facilitate some course transferability across campuses while not adversely affecting the overall quality of the GEOG degree, the faculty want to specify the number of UD hours taught in the major. By making the language specific, the program is more transparent and provides guidance to degree checking and transfer credit operations in the Registrar’s Office.
Provide curriculum for the current major AND indicate proposed course changes:

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Name of Major

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If the above format does not fit your curriculum outline, please use this text box: _____
(Name of Major)

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Total: ______

If the above format does not fit your curriculum outline, please use this text box: _____
Request for Revision to Major Template

Department: History, Philosophy, and Social Sciences  College: Arts and Sciences
Date of Submission to the Department: 3/7/13
Contact Person: Michael A. Kelley  □ Faculty member  □ Chair

Brief Description of Change: Specifying the number of lower division hours allowed in the major

Type of Modification:

□ Name  □ Credit Hour  □ Course content/objectives  □ Prerequisite Change  □ Other

Rationale for Change: Discussion at the Core Outcomes meeting demonstrated that there are lower division courses with content similar to our upper division offerings taught not only at JUCOs but also at universities. JUSt believes there are differences in LD and UD classes but in order to facilitate some course transferability across campuses while not adversely affecting the overall quality of the JUSt degree, the faculty want to specify the number of LD hours students can take in the major. This issue is particularly vexing because of the proliferation of Criminal Justice programs at JUCOs who take identically titled classes that would be UD at PSU. By making the language specific, the program is more transparent and provides guidance to degree checking and transfer credit operations in the Registrar’s Office.

Information from Existing Major

Name of Existing Major: Justice Studies  Current CIP Number: 43.0104

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

The curriculum for the BS degree in justice studies provides interdisciplinary courses in the social science department relevant to law and justice for students interested in studying justice issues, those anticipating justice related careers (including the legal profession), and interested non-majors. The justice studies degree requires a minimum of 49-50 semester hours distributed as follows:
Information for Proposed Modified Major

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

Name of Modified Major: Justice Studies  
CIP Number: 43.0104

The curriculum for the BS degree in justice studies provides interdisciplinary courses in the social science department relevant to law and justice for students interested in studying justice issues, those anticipating justice related careers (including the legal profession), and interested non-majors. The justice studies degree requires a minimum of 49-50 semester hours, with no more than 12 lower division hours, distributed as follows:
Date first offered: Fall, 2013

(Year)

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

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

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

Rationale: _____________________________

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

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☐ Approved: Department Chairperson
Date: 5/15/15 Signature, Department Chairperson

☐ Approved: College Curriculum Committee
Date: 5/15/15 Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
Date: 5/15/15 Signature, Dean

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

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

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

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

Approval at Kansas Board of Regents level:

☐ COCAO:
Date: ______

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

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

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

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS FOR BOARD APPROVAL.
Please Note
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January 4, 2007

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

MAJOR:

Justice Studies, 43.0104
(Title and CIP)

☐ New

☒ Derived from Existing Program

3/7/13
(DATE SUBMITTED)

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

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Arts and Sciences

Division of: Office of the Provost - PSU

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

Current Name: Justice Studies

New Name (if applicable): _____

Description of Purpose/Rationale for Change: Discussion at the Core Outcomes meeting demonstrated that there are lower division courses with content similar to our upper division offerings taught not only at JUCOs but also at universities. JUST believes there are differences in LD and UD classes but in order to facilitate some course transferability across campuses while not adversely affecting the overall quality of the JUST degree, the faculty want to specify the number of LD hours students can take in the major. This issue is particularly vexing because of the proliferation of Criminal Justice programs at JUCOs who take identically titled classes that would be UD at PSU. By making the language specific, the program is more transparent and provides guidance to degree checking and transfer credit operations in the Registrar's Office.
Provide curriculum for the current major AND indicate proposed course changes:

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Name of Major

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**Pittsburg State University**

**(Name of Major)**

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Total: ______

If the above format does not fit your curriculum outline, please use this text box: ______
Department: History, Philosophy, and Social Sciences  
College: Arts and Sciences

Date of Submission to the Department: 3/6/13

Contact Person: Michael A. Kelley  ☑ Faculty member ☑ Chair

Brief Description of Change: Specifying the required number of upper division hours in the major

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

Rationale for Change: Discussion at the Core Outcomes meeting demonstrated that there are lower division courses with content similar to our upper division offerings taught not only at JUCOs but also at universities. POLS believes there are differences in LD and UD classes but in order to facilitate some course transferability across campuses while not adversely affecting the overall quality of the POLS degree, the faculty want to specify the number of UD hours students must take in the major. By making the language specific, the program is more transparent and provides guidance to degree checking and transfer credit operations in the Registrar’s Office.

Information from Existing Major

Name of Existing Major: Political Science  
Current CIP Number: 45.1001

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

The political science major must (1) complete the university’s General Education requirements; (2) meet the distribution and hour requirements (33) in political science; (3) take either MATH 143 Elementary Statistics (substitutes for MATH 113 College Algebra in the university’s General Education requirements) or SOC 388 Social Research Analysis; (4) take ECON 201 Introduction to Macroeconomics as a cognate requirement (meets the university’s General Education requirement in the economics area of the Producing and Consuming category); (5) elect a minor; and (6) take at least 45 upper division hours of classes listed at the 300 level or above.
Information for Proposed Modified Major

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

Name of Modified Major: Political Science

The political science major must (1) complete the university's General Education requirements; (2) meet the distribution and hour requirements (33) in political science; (3) take either MATH 143 Elementary Statistics (substitutes for MATH 113 College Algebra in the university's General Education requirements) or SOSCI 388 Social Research Analysis; (4) take ECON 201 Introduction to Macroeconomics as a cognate requirement (meets the university's General Education requirement in the economics area of the Producing and Consuming category); (5) elect a minor; (6) take at least 45 upper division hours of classes listed at the 300 level or above; and (7) successfully complete at least 27 hours of upper division political science classes.

Strike this word
Date first offered: Fall, 2013

(Year)

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

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

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

Rationale: ______

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

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

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

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

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

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

LEGISLATIVE PROCESS

AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
Date 11/13/13 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 11/13/13 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 11/13/13 Signature, Dean

☑ Approved: Teacher Education Council (If applicable)
Date 11/13/13 Signature, Teacher Education Council Chair

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11/2013 Signature, Undergraduate Curriculum Committee Chair

☑ Approved: Faculty Senate
Date 11/13/13 Signature, Recording Secretary, Faculty Senate

☐ Final approved packet forwarded to Provost's office.
Date 11/13/13 Signature, Recording Secretary, Faculty Senate

Approval at Kansas Board of Regents level:

☐ COCA:
Date:

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

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

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(220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS

FOR BOARD APPROVAL.
Please Note

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January 4, 2007

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

MAJOR:

Political Science, 45.1001
(Title and CIP)

☐ New

☒ Derived from Existing Program

3/6/13
(DATE SUBMITTED)

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

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Arts and Sciences

Division of: Office of the Provost - PSU

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

Current Name: Political Science

New Name (if applicable): _____

Description of Purpose/Rationale for Change: Discussion at the Core Outcomes meeting demonstrated that there are lower division courses with content similar to our upper division offerings taught not only at JUCOs but also at universities. POLS believes there are differences in LD and UD classes but in order to facilitate some course transferability across campuses while not adversely affecting the overall quality of the POLS degree, the faculty want to specify the number of UD hours taught in the major. By making the language specific, the program is more transparent and provides guidance to degree checking and transfer credit operations in the Registrar's Office.
Provide curriculum for the current major AND indicate proposed course changes:

Name of Major

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If the above format does not fit your curriculum outline, please use this text box: _____
Request for Revision to Major Template

Department: History, Philosophy, and Social Sciences    College: Arts and Sciences

Date of Submission to the Department: 3/7/13

Contact Person: Michael A. Kelley  □ Faculty member  □ Chair

Brief Description of Change: Specifying the number of lower division hours allowed in the major

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

Rationale for Change: Discussion at the Core Outcomes meeting demonstrated that there are lower division courses with content similar to our upper division offerings taught not only at JUCOs but also at universities. SOC believes there are differences in LD and UD classes but in order to facilitate some course transferability across campuses while not adversely affecting the overall quality of the SOC degree, the faculty want to specify the number of LD hours students can take in the major. By making the language specific, the program is more transparent and provides guidance to degree checking and transfer credit operations in the Registrar’s Office.

Information from Existing Major

Name of Existing Major: Sociology

Current CIP Number: 45.1101

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

The requirements for the BS degree with a major in sociology are:

Revision to Major    Last Revision: Fall, 2012
Information for Proposed Modified Major

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

Name of Modified Major: Sociology

The Sociology degree requires 38 hours of sociology classes, with no more than 9 lower division sociology hours, distributed as follows:
Date first offered: Fall, 2013

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

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

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

Rationale: ______

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

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

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

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

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

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

LEGISLATIVE PROCESS

AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
  Date 3/15/15 Signature, Department Chairperson
  [Signature]

☑ Approved: College Curriculum Committee
  Date 4/14/15 Signature, College Curriculum Committee Chair
  [Signature]

☑ Approved: Dean of College
  Date 4/7/15 Signature, Dean
  [Signature]

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 11/13/13 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]

Approval at Kansas Board of Regents level:

☐ COCAO: \(\) Date: ______

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

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

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

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

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

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

MAJOR:

Sociology, 45.1101
(Title and CIP)

☐ New

☒ Derived from Existing Program

3/7/13
(DATE SUBMITTED)

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

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Arts and Sciences

Division of: Office of the Provost - PSU

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

Current Name: Sociology

New Name (if applicable): _____

Description of Purpose/Rationale for Change: Discussion at the Core Outcomes meeting demonstrated that there are lower division courses with content similar to our upper division offerings taught not only at JUCOs but also at universities. SOC believes there are differences in LD and UD classes but in order to facilitate some course transferability across campuses while not adversely affecting the overall quality of the SOC degree, the faculty want to specify the number of UD hours taught in the major. By making the language specific, the program is more transparent and provides guidance to degree checking and transfer credit operations in the Registrar's Office.
Provide curriculum for the current major AND indicate proposed course changes:

Name of Major

<table>
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<tr>
<th>CURRENT</th>
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Total: _____

If the above format does not fit your curriculum outline, please use this text box: _____
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If the above format does not fit your curriculum outline, please use this text box:  ______
Department: HPASS  College: Arts & Sciences

Date of Submission to the Department: March 11, 2013

Contact Person: Kristen Humphrey  ☒ Faculty member  ☐ Chair

Brief Description of Change: We would like to add SWK 600 and SWK 601 as required courses in the major, delete SWK 620 as a required course in the major, reduce the number of elective hours in the major by three due to adding three required hours, and stipulate all elective hours in the major are upper-division courses.

Type of Modification:

☐ Name  ☐ Credit Hour  ☐ Course content/objectives  ☐ Prerequisite Change  ☒ Other

Rationale for Change: Social Work proposes changing the advanced practice student experience from the current format using one course, SWK 620, to having this experience spread over two courses (SWK 600 and 601). Both courses are required for majors. See the new course proposals for SWK 600 and 601 as well as the proposal to delete SWK 620.

We also want to keep the same total number of hours required for the major. As a result of adding three hours to the list of required courses, we propose reducing the number of electives from nine to six so our total hours required will remain 61.

Further, discussion at the Core Outcomes meeting demonstrated there are lower division courses with content similar to our upper-division offerings taught not only at community colleges but also at universities. We believe failing to recognize the differences between lower-division and upper-division courses adversely affects our program and so we want to specify all elective hours in the major be upper-division. By making the language specific, the program is more transparent and provides guidance to the degree checking and transfer credit operations in the Registrar’s Office.

Information from Existing Major

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

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

Major Requirements (60-63 hours)
The social work major consists of not less than 60 hours distributed as follows
Pre-Admission Courses (6 hours)
SWK 201: Introduction to Social Work .........................3
SWK 221: Basic Helping Skills .................................3
Post-Admission Courses
SWK 340: Social Work with Families and Children .......... 3
SWK 344: Mental Health Theory and Practice ............. 3
SWK 365: Social Process and Social Policy ................. 3
SWK 375: Multiculturalism and Diversity in Social Work Practice .................................................. 3
or SOC 443: Race and Ethnic Relations .................. 3
or PSYCH 720: Multicultural Issues in Psychology and Counseling .................................................. 3
SWK 385: Human Behavior and Social Environment: Individual and Family Functioning .................. 3
SWK 420: Advanced Social Work Practice I ................ 3
or SOSCI 387: Social Research Design .................... 4
or PSYCH 389: Research Methods in Psychology I ...... 3
and PSYCH 392: Research Methods in Psychology II ........................................................................ 3
SWK 485: Human Behavior in the Social Environment: Groups and Communities .................. 3
SWK 599: Social Work and the Law ......................... 3
SWK 620: Advanced Social Work Practice II .............. 3
SWK 621: Practicum in Social Work .......................... 9
SWK 622: Integrative Seminar in Social Work .......... 3
SWK 620 Advanced Social Work Practice II must be taken the semester prior to or concurrently with the Professional Semester.
SWK 621 Practicum in Social Work is part of the Professional Semester.
SWK 622 Integrative Seminar in Social Work is part of the Professional Semester.
Electives (9 hours)
Choose three courses from the following list
SWK 341: Social Work and the Aged ........................ 3
SWK 342: Health Care and Social Work ................... 3
SWK 343: Social Work with Families Affected by Disability ......................................................... 3
SWK 345: Topics in Social Work (3) ....................... 1-3
SOSCI 388: Social Research Analysis ...................... 4
SWK 399: Social Work and the Court Process .......... 3
GEOG 401: Urban and Regional Planning ............... 3
SOC 443: Race and Ethnic Relations ..................... 3
JUST 500: Criminal Law and Society ..................... 3
JUST 501: Criminal Procedure .............................. 3
SOC 527: Correctional Systems ............................. 3
SOC 548: Juvenile Delinquency ............................. 3
PSYCH 571: Abnormal Psychology ........................ 3
Information for Proposed Modified Major

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

Name of Modified Major: Social Work

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

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

Post-Admission Courses
SWK 340: Social Work with Families and Children .......... 3
SWK 344: Mental Health Theory and Practice ................. 3
SWK 365: Social Process and Social Policy .................... 3
SWK 375: Multiculturalism and Diversity in Social Work Practice ......................................................... 3
or SOC 443: Race and Ethnic Relations ......................... 3
or PSYCH 720: Multicultural Issues in Psychology and Counseling ......................................................... 3
SWK 385: Human Behavior Social Environment:
   Individual and Family Functioning ............................ 3
SWK 420: Advanced Social Work Practice I .................... 3
SWK 465: Social Welfare Policy Analysis ...................... 3
or SOSCI 387: Social Research Design ....................... 4
or PSYCH 389: Research Methods in Psychology I .......... 3
and PSYCH 392: Research Methods in Psychology II ....... 3
SWK 485: Human Behavior in the Social Environment:
   Groups and Communities ...................................... 3
SWK 599: Social Work and the Law .............................. 3
SWK 600: Advanced Social Work Practice II: Mezzo ....... 3
SWK 601: Advanced Social Work Practice III: Macro ...... 3
SWK 621: Practicum in Social Work ............................ 9
SWK 622: Integrative Seminar in Social Work ............... 3
SWK 621 Practicum in Social Work is part of the
   Professional Semester.
SWK 622 Integrative Seminar in Social Work is part of
   the Professional Semester.

Electives (6 hours - all social work electives must be 300 level or above)
Choose two courses from the following list
SWK 341: Social Work and the Aged ........................... 3
SWK 342: Health Care and Social Work ....................... 3
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<th>Course Code</th>
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<td>Social Work with Families Affected by Disability</td>
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<tr>
<td>SWK 345</td>
<td>Topics in Social Work</td>
<td>1-3</td>
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<tr>
<td>SOSCI 388</td>
<td>Social Research Analysis</td>
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<tr>
<td>SWK 399</td>
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<td>SOC 527</td>
<td>Correctional Systems</td>
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<td>SOC 548</td>
<td>Juvenile Delinquency</td>
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<tr>
<td>PSYCH 571</td>
<td>Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>SWK 598</td>
<td>Chemical Abuse Treatment and Services</td>
<td>3</td>
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Date first offered: Fall, Spring 2013
(Year)

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

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

☒ Approved: College Curriculum Committee
  Date 4/12/13 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
  Date 4/12/13 Signature, Dean

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 4/12/13 Signature, Undergraduate Curriculum Committee Chair

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

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

Approval at Kansas Board of Regents level:

☐ COCAO: ____________________________ Date: ______

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

Originating Department(s): After completing this form, in its entirety, please upload it to the Zimbra
Briefcase, “Undergraduate Curriculum Legislation” (within the appropriate College folder, “Preliminary
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FOR BOARD APPROVAL.
Please Note

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January 4, 2007

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING
MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

MAJOR:

Social Work
(Title and CIP)

☐ New
☒ Derived from Existing Program

___
(DATE SUBMITTED)

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

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Arts and Sciences

Division of: Office of the Provost - PSU

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

Current Name: Social Work

New Name (if applicable): 

Description of Purpose/Rationale for Change:

The primary objective of this program is to prepare students to enter social work practice at the beginning professional level upon graduation. The program is accredited by the Council on Social Work Education and graduates from it are eligible to be licensed social workers in Kansas. Completion of this program will also provide students with the foundation for advanced education in social work at graduate schools of social work. Finally, this program will prepare students for informed, responsible citizenship in a society in which social welfare plays a major role.

Rational for our proposed changes:

Social Work proposes changing the advanced practice student experience from the current format using one course, SWK 620, to having this experience spread over two courses (SWK 600 and 601). Both courses are required for majors. See the new course proposals for SWK 600 and 601 as well as the proposal to delete SWK 620.

We also want to keep the same total number of hours required for the major. As a result of adding three hours to the list of required courses, we propose reducing the number of electives from nine to six so our total hours required will remain 61.

Further, discussion at the Core Outcomes meeting demonstrated there are lower division courses with content similar to our upper-division offerings taught not only at community colleges but also at universities. We believe failing to recognize the differences between lower-division and upper-division courses adversely affects our program and so we want to specify all elective hours in the
major be upper-division. By making the language specific, the program is more transparent and provides guidance to the degree checking and transfer credit operations in the Registrar’s Office.
Provide curriculum for the current major AND indicate proposed course changes:

**Social Work**  
Name of Major

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Total: ___

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

**Major Requirements (60-63 hours)**  
The social work major consists of not less than 60 hours distributed as follows  
**Pre-Admission Courses (6 hours)**  
SWK 201: Introduction to Social Work .........................3  
SWK 221: Basic Helping Skills .................................3  
**Post-Admission Courses**
SWK 340: Social Work with Families and Children ........ 3  
SWK 344: Mental Health Theory and Practice ................. 3  
SWK 365: Social Process and Social Policy ................... 3  
SWK 375: Multiculturalism and Diversity in Social Work Practice ......................................................... 3  
or SOC 443: Race and Ethnic Relations ......................... 3  
or PSYCH 720: Multicultural Issues in Psychology and Counseling ................................................................. 3  
SWK 385: Human Behavior Social Environment: Individual and Family Functioning ........................................ 3  
SWK 420: Advanced Social Work Practice I .................. 3  
SWK 465: Social Welfare Policy Analysis ...................... 3  
or SOSCI 387: Social Research Design ......................... 4  
or PSYCH 389: Research Methods in Psychology I ......... 3  
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SWK 599: Social Work and the Law .......................... 3  
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SWK 622: Integrative Seminar in Social Work .............. 3  
SWK 620 Advanced Social Work Practice II must be taken the semester prior to or concurrently with the Professional Semester. 
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SWK 622 Integrative Seminar in Social Work is part of the Professional Semester.  
Electives (9 hours)  
Choose three courses from the following list  
SWK 341: Social Work and the Aged .......................... 3  
SWK 342: Health Care and Social Work ........................ 3  
SWK 343: Social Work with Families Affected by Disability ................................................................. 3  
SWK 345: Topics in Social Work (_____ ) .................. 1-3  
SOSCI 388: Social Research Analysis ......................... 4  
SWK 399: Social Work and the Court Process ............. 3  
GEOG 401: Urban and Regional Planning .................. 3  
SOC 443: Race and Ethnic Relations .......................... 3  
JUST 500: Criminal Law and Society ........................ 3  
JUST 501: Criminal Procedure .................................. 3  
SOC 527: Correctional Systems ................................ 3  
SOC 548: Juvenile Delinquency ................................ 3  
PSYCH 571: Abnormal Psychology ............................ 3  

Pittsburg State University
Social Work  
(Name of Major)

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Total:  

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

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

**Pre-Admission Courses (7 hours)**
- SWK 201: Introduction to Social Work ................. 3
- SWK 221: Basic Helping Skills .................................. 3
- SWK 222: Basic Helping Skills Experience ............... 1

**Post-Admission Courses**
- SWK 340: Social Work with Families and Children ...... 3
- SWK 344: Mental Health Theory and Practice ........... 3
- SWK 365: Social Process and Social Policy ............ 3
- SWK 375: Multiculturalism and Diversity in Social Work Practice .................................................. 3
- or SOC 443: Race and Ethnic Relations ................. 3
- or PSYCH 720: Multicultural Issues in Psychology and Counseling ................................................... 3
- SWK 385: Human Behavior Social Environment:  
  Individual and Family Functioning ....................... 3
- SWK 420: Advanced Social Work Practice I .............. 3
- or SOSCI 387: Social Research Design ................. 4
- or PSYCH 389: Research Methods in Psychology I ...... 3
- and PSYCH 392: Research Methods in Psychology II .................................................. 3
SWK 485: Human Behavior in the Social Environment: Groups and Communities ............... 3
SWK 599: Social Work and the Law .................................. 3
SWK 600: Advanced Social Work Practice II: Mezzo .................. 3
SWK 601: Advanced Social Work Practice III: Macro .................. 3
SWK 621: Practicum in Social Work .................................... 9
SWK 622: Integrative Seminar in Social Work .......................... 3
SWK 621 Practicum in Social Work is part of the Professional Semester.
SWK 622 Integrative Seminar in Social Work is part of the Professional Semester.
Electives (6 hours - all social work electives must be at the 300 level or above)
Choose two courses from the following list
SWK 341: Social Work and the Aged .................................. 3
SWK 342: Health Care and Social Work ................................. 3
SWK 343: Social Work with Families Affected by Disability .................. 3
SWK 345: Topics in Social Work (___) .................................. 1-3
SOSCI 388: Social Research Analysis ................................... 4
SWK 399: Social Work and the Court Process ......................... 3
GEOG 401: Urban and Regional Planning ............................. 3
SOC 443: Race and Ethnic Relations ................................. 3
JUST 500: Criminal Law and Society ................................. 3
JUST 501: Criminal Procedure ........................................... 3
SOC 527: Correctional Systems ........................................... 3
SOC 548: Juvenile Delinquency ......................................... 3
PSYCH 571: Abnormal Psychology .................................... 3
SWK 598: Chemical Abuse Treatment and Services .................. 3
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HPASS  College: Arts & Sciences

Date of Submission to the Department: March 8, 2013

Contact Person: Kristen Humphrey  ☑ Faculty member  ☐ Chair

Title of Course: Advanced Social Work Practice II: Mezzo  Credit Hours: 3

Course Number: 600  Hegis Number: _____

Date first offered: Spring 2014  Estimated Enrollment: 20
(Semester/Year)

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

Prerequisite(s): SWK 420 Advanced SW Practice I

This course is: ☑ Required  ☐ Elective

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

Course Description: SWK 600. Advanced Social Work Practice II. 3 Credit Hours. Continuation of SWK 420 Advanced Social Work Practice I. This course covers social work practice at the group (mezzo) level. Students learn about the group process, participate in a student led group, and lead a group. Prerequisites: SWK 420 Advanced Social Work Practice I. Prerequisite OR Corequisite: SWK 485 HBSE: Groups and Communities. Open to social work majors only. May be taken for honors.
(as it will appear in the catalog)

Purpose/Justification for Course: Currently, we teach SWK 620 Advanced Social Work Practice II. We propose to eliminate SWK 620 Advanced Practice II and turn this into two classes: SWK 600 Advanced Social Work Practice II: Mezzo and SWK 601 Advanced Social Work Practice III: Macro. The current class addresses social work with groups and communities. The current workload is extremely heavy for a 3 hour course, and it is difficult to cover the necessary content adequately in the 3 hours per week. We would like to cover the mezzo/group content in one class and the macro/community content in another class. Advanced Practice II and III may be taken in the same semester or in different semesters, and it does not matter which one comes first. Ideally, students will take them the semester before practicum. However, Advanced Practice I must be taken before both classes. A copy of the ideal sequence of courses is attached.

Objectives/Student Learning Outcomes:
Students will demonstrate:

1. An understanding of and a beginning ability to apply the generalist model of practice at the mezzo level. (Program Objective 8) (EP 2.1.10)
2. An understanding of group dynamics and a beginning ability to engage in group work under supervision. (Program Objective 8) (EP 2.1.1; 2.1.10)

3. An integration of social work values and ethics into the systemic perspective of practice at the mezzo level. (Program objective 2) (EP 2.1.2)

Practice behaviors which are part of CSWE accreditation are measured. See the grid in the syllabus; I am unable to paste it here.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):

Students are assessed through exams, in-class discussions, and observation of the group they plan and lead in class.

The grid in the syllabus identifies the CSWE practice behaviors that are measured in this class and the way that they are assessed.

See attached syllabus

PLEASE ATTACH SYLLABUS

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

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: N/A
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:
N/A

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.)? N/A

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.
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
   Date 4/12/13 Signature, Department Chairperson
   [Signature]

☑ Approved: College Curriculum Committee
   Date 4/12/13 Signature, College Curriculum Committee Chair
   [Signature]

☑ Approved: Dean of College
   Date 4/12/13 Signature, Dean
   [Signature]

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 4/28/13 Signature, Undergraduate Curriculum Committee Chair
   [Signature]

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

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.
ATTACH SYLLABUS HERE:

DEPARTMENT OF HISTORY, PHILOSOPHY, AND SOCIAL SCIENCES
PITTSBURG STATE UNIVERSITY

Spring 2014

ADVANCED SOCIAL WORK PRACTICE II

SWK 600-01

CREDIT HOURS: 3
INSTRUCTOR: Dr. Kristen Humphrey, LMSW
TIME: Monday 1:00 – 4:00
OFFICE: 412c
ROOM: 321 Russ Hall
PHONE: 235-4329
OFFICE HOURS:
E-MAIL: kruhumpery@pittstate.edu

MW 9:00-11:00
W 12:30-3:00
SKYPE NAME: dr.humphrey
TU & TH: 2:00-3:00
F 12:30-3:00

I. COURSE DESCRIPTION:

SWK 600: Advanced Social Work Practice II: Mezzo. 3 Credit Hours. Continuation of SWK 420 Advanced Social Work Practice I. This course covers social work practice at the group (mezzo) level. Students learn about the group process, participate in a student led group, and lead a group. Prerequisites: SWK 420 Advanced Social Work Practice I. Prerequisite OR Corequisite: SWK 485 HBSE: Groups and Communities. Open to social work majors only. May be taken for honors.

II. MISSION OF SOCIAL WORK PROGRAM:
The mission of PSU's social work program is to prepare bachelor level social workers to utilize the knowledge, skills, and values of the social work profession to enhance the lives of individuals and families and to promote social and economic justice.
The mission of Pittsburg State University's Social Work Program will be achieved by:
1. Preparing social work practitioners for entry-level generalist practice who are capable of effectively intervening with diverse client systems and populations at the individual, family, group, organizational and community levels and who are dedicated to the values of human diversity, a global perspective, and continuing personal and professional development.
2. Preparing students for graduate study.
3. Contributing to the advancement of social work values, knowledge, and skills.
4. Responding to the continuing education needs of practitioners, especially in Southeast Kansas, Southwest Missouri and Northeast Oklahoma.

III. COURSE OBJECTIVES:
Students will demonstrate:

1. An understanding of and a beginning ability to apply the generalist model of practice at the mezzo level. (Program Objective 8) (EP 2.1.10)

2. An understanding of group dynamics and a beginning ability to engage in group work under supervision. (Program Objective 8) (EP 2.1.1; 2.1.10)

3. An integration of social work values and ethics into the systemic perspective of practice at the mezzo level. (Program objective 2) (EP 2.1.2)

The following Competences are covered in this class. (This is a table which won’t copy and paste into this form correctly)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>How is this content covered?</th>
<th>How is this assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Identify as a professional social worker and conduct oneself accordingly</td>
<td>In the text, and discussed in class in regard to group leadership</td>
<td>Students conduct a group in class.</td>
</tr>
<tr>
<td>c. Attend to professional roles and boundaries</td>
<td>Students are assessed in their group leadership.</td>
<td></td>
</tr>
<tr>
<td>d. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Discussed in class.</td>
<td></td>
</tr>
<tr>
<td>f. Use supervision and consultation</td>
<td>Students consult with the instructor the week before their group</td>
<td></td>
</tr>
<tr>
<td>Students turn in a plan for their group and then revise as needed after consulting with the instructor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graded as part of their group leadership.

2—Apply social work ethical principles to guide professional practice.

b. Make ethical decisions by applying standards of the NASW Code of Ethics | Ethics regarding group work are covered in the text and discussed in class. |
| Ethics regarding group work are covered in the text and discussed in class. |
| Questions regarding ethics are on the exam and discussed in group. P/F |

3—Apply critical thinking to inform and communicate professional judgments.

c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | Students conduct a group, write a 4 week lesson plan for a group, and carry out a macro project. |
| A rubric is used for grading each of these projects. |

6—Engage in research-informed practice and practice-informed research.

b. Use research evidence to inform practice | Research regarding group work and making changes are covered in the text and supplementary materials |

10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities | Students prepare a 4 session lesson plan for a group, lead a group in class, and prepare and carry out a macro project. |
| Rubrics are used to grade each of these activities. |
| Students’ skills in leading their group are assessed by the instructor. |
| Students use empathy and other interpersonal skills | |

b. Use empathy and other interpersonal skills | |

| Rubrics are used to grade each of these activities. |

Students’ skills in leading their group are assessed by the instructor.
IV. TEXTS

Required:


Recommended:


V. METHODS OF INSTRUCTION:

Lecture, discussion, audio-visual materials, written assignments, examinations.

VI. ROLE OF STUDENTS:

Conduct

Students are expected to attend class, actively participate, practice active listening skills, complete reading assignments, and complete assignments on or before the due dates.

Our social work classes focus on knowledge, values, and skills. One skill we want students to begin practicing in classes is professional behavior. We want to be confident that students who graduate from our program will conduct themselves in a professional manner. Students display their ability to behave like a professional by arriving to class on time, paying attention in class, turning in assignments on time, doing their best work (as opposed to doing the minimum to get by), and dressing appropriately (wearing the proper clothes for the occasion).

Cell phones, lap tops, and other electronic devices – please turn off cell phones or put the on vibrate during class. Please put your phones, lap tops, and other electronic devices away during class. Refrain from sending emails, text-messaging, listening to iPods, organizing files, or doing anything else that would distract you or your peers. Activities such as chatting with your neighbor, texting in class, or doing homework for another class may result in zero points for the day. If you have a disability that requires you to use your computer or other electronic device in class, please see me before the 2nd class period to discuss that.

Communicating with the instructor

Please ask me right away if you need help with something or have concerns that you want to address. You may talk to me in person, call me, or email me. I try to respond to emails within 24 hours. If you ever email me and fail to receive a response within 24 hours, please feel free to email me again.
If you email me through Canvas, I will respond and you will receive the response in Canvas and any other location you have chosen to receive notifications from Canvas. I expect you to check your email on a regular basis since you will frequently receive messages from me and from others from the university. Alternatively, if you email me directly, my response will go to whatever account you used to send the message to me. Please check that email for a response.

Attendance, Homework, Class Activities

Participation in Class Discussions and Attendance make up 15 percent of your grade. The policy for the Department of Social Science states that regular attendance is expected and that the instructor may drop a student after three absences. Your class is a commitment that you have made. You should plan other things such as work, doctor appointments, meetings, and vacations around your classes.

I want you to be in class and to come to class prepared. Sometimes I will give a small assignment for you to bring to class, sometimes you will have a quiz over the readings, and sometimes you will participate in a class activity that requires you to have prepared for it.

Life happens while you are in school. Even with planning other things around class, there will invariably be times when you are ill, have family emergencies, or have other issues that interfere with school work. I will drop the lowest participation score at the end of the semester; therefore, you have one “free pass.”

If you have a contagious illness such as the flu, I do not want you coming to class! Flu symptoms include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills and fatigue. Some people also experience diarrhea and vomiting. The CDC recommends self-isolation if you get the flu. They recommend staying home (except to seek medical care) for 24 hours after your fever subsides. If contact me about this, I will give you an alternate means of getting participation credit.

Please get contact information from 2 other people in class during the first week of class. If you miss a class, please contact those classmates to get notes, handouts, or important information that you will have missed.

Due dates for assignments

Because you are aware of due dates early in the semester, I expect you to plan ahead. Please complete your work early enough that you have time to deal with issues that may come up such as computer crashes, printer problems, illnesses, or other unexpected circumstances. Late work will result in a reduction of 10% each day that the assignment is late. An assignment is late if it is not turned in at the beginning of the class period. Papers must be uploaded to the drop box on Canvas before the beginning of the class period on the day it is due. Papers submitted late will be subject to the 10% reduction in points each day. You should not try to submit the assignment at 12:55. Sometimes computers crash; sometimes Canvas has issues. You must plan ahead so you will have time to deal with those issues if they arise. I may also require you to bring a hard copy of the assignment to class. If so, the same rules apply. It is due at the beginning of the class period. Please do not email assignments to me. An emailed assignment will be deleted and it will be as if you did not turn the assignment in.
Make up exams

Exams must be taken on scheduled exam days. Make up exams will be allowed only when arrangements are made in advance. Exams must be made up during the week the exam was given. Make up exams must be taken during the times designated by the Department of Social Science.

Grading

All assignments must be complete by the end of the semester. Please contact me within one week of receiving a grade on any assignment if you feel you have been graded unfairly.

Incompletes:

I will give Incompletes only in unusual circumstances. If a circumstance warrants an Incomplete, you must contact me to request the Incomplete. Under no circumstances will I grant an open-ended Incomplete. If an Incomplete is warranted, I will meet with you to develop a contract stating what needs to be done and the date it must be complete. If you do not satisfy the conditions of the contract by the due date, I will assign an appropriate grade at that time which will be a D or F depending on the situation.

Work load

“You can get help from teachers, but you are going to have to learn a lot by yourself, sitting alone in a room.” Dr. Seuss.

In college courses you should generally plan to spend one hour to three hours outside of class for every three in class which means 3-9 hours outside of class each week depending on the level of the course.

Instructor absence

If it is ever necessary for me to miss class, class may take place on CANVAS. You will log into CANVAS, go to the Advanced Social Work Practice II tab, and then go to the Lessons tabs to find instructions.

Snow policy

If local elementary schools in Pittsburg or in your town cancel school, I do not expect you to drive to class. If Pittsburg schools are closed, I may hold class online. If Pittsburg schools are open, but schools in your community are closed, you may participate by completing an assignment at my discretion. If you need to use this option, please call me in the morning.

Confidentiality:
This is your Field Practicum semester. Please remember to maintain client confidentiality and take care when discussing issues from your practicum in class. Also remember that the classroom is to be considered an area of confidentiality. *Do not discuss what you have heard in class regarding your classmates’ clients, practicum agency, field instructor, etc. with ANYONE.* Please refer to your Student Handbook/Field Practicum Manual for the Policy on Confidentiality.

Academic Integrity

Please do your own work. I expect you to follow the university’s guidelines on academic integrity.

Here is PSU’s policy on Dishonesty in Academic Work:

Dishonesty in Academic Work

Academic Misconduct

Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements. Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement. Academic dishonesty by a student is defined as unethical activity associated with course work or grades.

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. Plagiarism is defined as using ideas or writings of another and claiming them as one's own. 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 is plagiarism. Plagiarism also includes paraphrasing another individuals’ ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered. Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students’ quizzes or exams, as well as presenting as one’s own work an assignment prepared wholly or in part by another is in violation of academic honesty.

The above guidelines do not preclude group study for exams, sharing of sources for research projects, or students discussing their ideas with other members of the class unless explicitly prohibited by the instructor.

Since the violation of academic honesty strikes at the heart of the educational process, it is subject to the severest sanctions, up to and including receiving an "F" or "XF" (an "XF" indicates the "F" was the result of academic dishonesty) for the entire class and dismissal from the university.

When an instructor has a reasonable good faith belief that a student has committed academic misconduct, that instructor has the sole discretion to give the student an F on the assignment/test to which the student committed academic misconduct or an F for the entire course. If such an F negatively affects the student’s
final grade in the course, that student may appeal the final grade pursuant to the current Pittsburg State University Catalog's Grade Appeal process.

When the instructor wishes to impose an "XF", and/or more severe sanctions, he or she must first notify their department chair, dean, and the University's Academic Honesty Committee Chairperson in writing. In addition, the same procedure applies if similar sanctions see warranted for a student or former student who have assisted in a serious act of academic dishonesty.

(Taken from the Pittsburg State University 2007-2009 University Catalog.)

My policy on plagiarism:

I take plagiarism seriously. Anything that you write and turn in needs to be written by you. You must include proper citations for sources that you used for your writing. When writing, you must read what others say, think about it, synthesize it, and use your own words to express your ideas. You then cite sources that you used. If you use a direct quote from a source, put quotation marks around the words you use, and then cite it properly. Direct quotes are used minimally in papers. Students who plagiarize any amount of work will fail the course.

Accommodations for disabilities

If you need accommodations because of a disability, please talk to me before the 2nd class period.

Papers must be written using APA style. You can purchase an APA manual:


Canvas:

Sometimes I post things for you on Canvas. I will also email you through Canvas. You can set up Canvas to notify you in whatever way you prefer.

Student Support for Canvas

Student support for Canvas will be provided through the OIS Gorilla Geeks Help Center at the library, 620-235-4600 or geeks@pittstate.edu. Training options will be available for students through the Gorilla Geeks Help Center and through Freshman Experience courses. More information may be found at http://www.pittstate.edu/geeks.

Syllabus Supplement

University policies that are relevant to you are nicely packaged in this syllabus supplement. Please take a few minutes to open this file to review university policies on matters such as dead week policies, final exam schedule, incompletes, and many other topics. The supplement also includes important dates and services offered to students. The syllabus supplement is found here: http://www.pittstate.edu/dotAsset/951abb38-06ee-4727-9356-fcdef1bf497f.pdf

Dress Code and General Appearance While in Public for Macro Project and When You Conduct Your Group
You are making the transition from student to professional. Your appearance is part of the professional role. We have developed these policies for clothing and general appearance to help you make a good impression, to represent the university well, and to represent the profession well.

Making a good impression begins with good hygiene. Bathe daily, wear antiperspirant, and brush your teeth before going to work. Please be aware that even if you bathe and brush your teeth, if you go out drinking at night, you may still smell like alcohol the next day. Please do not go to your Experience Rotations, Practicum, or other social work events smelling of alcohol.

Your clothing does not have to be fancy, but you should look well groomed and professional. In most of our settings, business casual is appropriate. Some settings may have a dress code more stringent than ours. In that case, follow their dress code. In other settings, our dress code may be more stringent than the agency policy. In that case, follow ours. It is ok to hold yourself to a higher standard. The dress code was developed with input from area agencies. Everything that is in the dress code is there because one or more of the agencies require it.

Guidelines for clothing:

Pants:
Pants should be free of holes.
No spandex.
No sweat pants.
Not too tight.
Not too low. (no one wants to see your belly, back, or bum)

Skirts:
Not tight (you shouldn’t have to keep pulling it down b/c it is riding up)
Knee length or longer
Practice sitting in the skirt before wearing it out. Skirts become shorter when you sit.

Shirts:
Not low cut – don’t display cleavage
Wear sleeves – cover your shoulders – no straps showing
No graphic tees (unless provided by the agency with their logo or PSU gear)
Long enough that there is no gap between the bottom of your shirt and the top of your pants when you are sitting down

Dresses:
Knee length or longer
Not tight – you should not have to tug at it to keep it from riding up
Professional - not party dress
No sun dresses unless you put a shrug or jacket with it

Shoes:
Sensible – no higher than 2 inch heels. Heels that are too high are unsafe in social work settings (and they look silly for work)
No flip-flops unless your practicum site is at a beach or pool
Shoes must have enclosed toe and heels
No crocs or croc-type shoes

Jewelry:
Minimal – depends on the setting. In some settings it can be a safety issue (example: when I was working with children with severe behavior disorders, I did not like to wear a necklace because they might grab and pull it during tantrums)
No large dangling or hoop earrings.
No visible piercings anywhere but the ears.

Tattoos:
No vulgar, inappropriate, offensive or unsightly tattoos shall be visible. Tattoos should not be visible in a court setting.

VII. STUDENTS GRADE

A student’s grade will be a result of his/her performance in the following areas:

1) Attendance/Participation/Short assignments 20%
2) Midterm Exam 20%
3) Final Exam 20%
4) Group work (Mezzo) assignment
   Conducting the group 20%
   Lesson Plan 20%

VIII. COURSE OUTLINE -- Tentative Schedule (This outline may be altered at the instructor’s discretion):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Read &amp; be prepared to discuss</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HPASS College: Arts & Sciences

Date of Submission to the Department: March 8, 2013

Contact Person: Kristen Humphrey ☒ Faculty member ☐ Chair

Title of Course: Advanced Social Work Practice III: Macro
Credit Hours: 3

Course Number: 601
Hegis Number: _____

Date first offered: Spring 2014
(Semester/Year)

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

Estimated Enrollment: 20

Prerequisite(s): SWK 420 Advanced SW Practice I

This course is: ☒ Required ☐ Elective

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

Course Description: SWK 601. Advanced Social Work Practice III. 3 Credit Hours. Continuation of SWK 420 Advanced Social Work Practice I. This course covers social work practice at the community (macro) level. Students learn about facilitating change at the organizational or community level. Students organize and lead a project which benefits people at the community level. Prerequisites: SWK 420 Advanced Social Work Practice I. Prerequisite OR Corequisite: SWK 465 Social Welfare Policy Analysis; SWK 485 HBSE: Groups and Communities. Open to social work majors only. May be taken for honors.
(as it will appear in the catalog)

Purpose/Justification for Course: Currently, we teach SWK 620 Advanced Social Work Practice II. We propose to eliminate SWK 620 Advanced Practice II and turn this into two classes: SWK 600 Advanced Social Work Practice II: Mezzo and SWK 601 Advanced Social Work Practice III: Macro. The current class addresses social work with groups and communities. The current workload is extremely heavy for a 3 hour course, and it is difficult to cover the necessary content adequately in the 3 hours per week. We would like to cover the mezzo/group content in one class and the macro/community content in another class. Advanced Practice II and III may be taken in the same semester or in different semesters, and it does not matter which one comes first. Ideally, students will take them the semester before practicum. However, Advanced Practice I must be taken before both classes.

Objectives/Student Learning Outcomes:
Students will demonstrate:

1. An understanding of and a beginning ability to apply the generalist model of practice at the macro levels. (Program Objective 8) (EP 2.1.10)
2. An understanding of community dynamics and a beginning ability to engage in community organization practice under supervision. [Program Objective 4, 10 & 11] (EP 2.1.3; 2.1.5; 2.1.8; 2.1.10)

3. A sensitivity to the effects of discrimination and prejudice upon all of the citizens of a community, but especially upon members of minority groups and women. [Program Objective 2] (EP 2.1.4; 2.1.5)

4. An understanding of the ways in which agency policies and program operations affect the social worker’s capacity to deliver services. [Program Objective 10] (EP 2.1.3; 2.1.5; 2.1.8; 2.1.9; 2.1.10)

5. An integration of social work values and ethics into the systemic perspective of practice at the macro levels. [Program objective 2] (EP 2.1.2)

Practice behaviors which are part of CSWE accreditation are measured.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):

Students are assessed through a major community advocacy project and exams.

The grid in the syllabus identifies the CSWE practice behaviors that are measured in this class and the way that they are assessed.

PLEASE ATTACH SYLLABUS

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

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: N/A
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:
N/A

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.)?  N/A

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.
Approved: Department Chairperson
Date 4/12/13 Signature, Department Chairperson

Approved: College Curriculum Committee
Date 4/12/13 Signature, College Curriculum Committee Chair

Approved: Dean of College
Date 4/12/13 Signature, Dean

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

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

Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 4/12/13 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.
CREDIT HOURS: 3
TIME:
ROOM: 321 Russ Hall
OFFICE HOURS:
    MW 9:00-11:00
    W 12:30-3:00
TU & TH: 2:00-3:00
F 12:30-3:00

II. MISSION OF SOCIAL WORK PROGRAM:
The mission of PSU’s social work Program is to prepare bachelor level social workers to utilize the knowledge, skills, and values of the social work profession to enhance the lives of individuals and families and to promote social and economic justice.
The mission of Pittsburg State University’s Social Work Program will be achieved by:
1. Preparing social work practitioners for entry-level generalist practice who are capable of effectively intervening with diverse client systems and populations at the individual, family, group, organizational and community levels and who are dedicated to the values of human diversity, a global perspective, and continuing personal and professional development.
2. Preparing students for graduate study.
3. Contributing to the advancement of social work values, knowledge, and skills.
4. Responding to the continuing education needs of practitioners, especially in Southeast Kansas, Southwest Missouri and Northeast Oklahoma.
III. COURSE OBJECTIVES:

Students will demonstrate:

1. An understanding of and a beginning ability to apply the generalist model of practice at the macro levels. (Program Objective 8) (EP 2.1.10)

2. An understanding of community dynamics and a beginning ability to engage in community organization practice under supervision. (Program Objective 4, 10 & 11) (EP 2.1.3; 2.1.5; 2.1.8; 2.1.10)

3. A sensitivity to the effects of discrimination and prejudice upon all of the citizens of a community, but especially upon members of minority groups and women. (Program Objective 2) (EP 2.1.4; 2.1.5)

4. An understanding of the ways in which agency policies and program operations affect the social worker’s capacity to deliver services. (Program Objective 10) (EP 2.1.3; 2.1.5; 2.1.8; 2.1.9; 2.1.10)

5. An integration of social work values and ethics into the systemic perspective of practice at the macro levels. (Program objective 2) (EP 2.1.2)

The following Competences are covered in this class. (THIS IS A GRID & THE FORMATTING IS NOT PRESERVED WHEN PASTING INTO THIS FORM)

Competencies How is this content covered? How is this assessed?
1 -Identify as a professional social worker and conduct oneself accordingly
   a. Advocate for client access to the services of social work Students learn about advocacy in the text and through class discussions Measured in Macro project assignment
   d. Demonstrate professional demeanor in behavior, appearance, and communication Students are assessed in their group leadership and in their macro project.

2—Apply social work ethical principles to guide professional practice.
   b. Make ethical decisions by applying standards of the NASW Code of Ethics Ethics regarding community work are covered in the text and discussed in class.
      Students read, “The Power of Ethical Management.” Discussed in group. P/F
   c. Tolerate ambiguity in resolving ethical conflicts Ethics regarding community work are covered in the text and discussed in class.
      Students read, “The Power of Ethical Management.” Questions regarding ethics are on the exam and discussed in group. P/F
   d. Apply strategies of ethical reasoning to arrive at principled decisions Students learn the “Ethics Check” Students are presented with scenarios and practice using the “Ethics Check” to come to a decision. P/F

3—Apply critical thinking to inform and communicate professional judgments.
   c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues Students carry out a macro project. A rubric is used for grading the macro project.

5—Advance human rights and social and economic justice.
   c. Engage in practices that advance social and economic justice Ways of advancing social and economic justice are covered in the text and discussed in class Macro projects
8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

b. Collaborate with colleagues and clients for effective policy action  
   Students participate in peer groups as their formulate and implement their macro projects.  
   Macro project

10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities  
   Students prepare and carry out a macro project.  
   Rubrics are used to grade the macro project and the small assignments associated with it.

b. Use empathy and other interpersonal skills  
   Students use empathy and other interpersonal skills in their macro projects.  
   Students’ skills in leading their macro project are assessed by the instructor.

IV. TEXTS

Required:


Some other text – to be determined.


Recommended:


V. METHODS OF INSTRUCTION:

Lecture, discussion, audio-visual materials, written assignments, examinations.

VI. ROLE OF STUDENTS:

Conduct

Students are expected to attend class, actively participate, practice active listening skills, complete reading assignments, and complete assignments on or before the due dates.
Our social work classes focus on knowledge, values, and skills. One skill we want students to begin practicing in classes is professional behavior. We want to be confident that students who graduate from our Program will conduct themselves in a professional manner. Students display their ability to behave like a professional by arriving to class on time, paying attention in class, turning in assignments on time, doing their best work (as opposed to doing the minimum to get by), and dressing appropriately (wearing the proper clothes for the occasion).

Cell phones, lap tops, and other electronic devices – please turn off cell phones or put the on vibrate during class. Please put your phones, lap tops, and other electronic devices away during class. Refrain from sending emails, text-messaging, listening to iPods, organizing files, or doing anything else that would distract you or your peers. Activities such as chatting with your neighbor, texting in class, or doing homework for another class may result in zero points for the day. If you have a disability that requires you to use your computer or other electronic device in class, please see me before the 2nd class period to discuss that.

Communicating with the instructor

Please ask me right away if you need help with something or have concerns that you want to address. You may talk to me in person, call me, or email me. I try to respond to emails within 24 hours. If you ever email me and fail to receive a response within 24 hours, please feel free to email me again.

If you email me through Canvas, I will respond and you will receive the response in Canvas and any other location you have chosen to receive notifications from Canvas. I expect you to check your email on a regular basis since you will frequently receive messages from me and from others from the university. Alternatively, if you email me directly, my response will go to whatever account you used to send the message to me. Please check that email for a response.

Attendance, Homework, Class Activities

Participation in Class Discussions and Attendance make up 15 percent of your grade. The policy for the Department of Social Science states that regular attendance is expected and that the instructor may drop a student after three absences. Your class is a commitment that you have made. You should plan other things such as work, doctor appointments, meetings, and vacations around your classes.

I want you to be in class and to come to class prepared. Sometimes I will give a small assignment for you to bring to class, sometimes you will have a quiz over the readings, and sometimes you will participate in a class activity that requires you to have prepared for it.

Life happens while you are in school. Even with planning other things around class, there will invariably be times when you are ill, have family emergencies, or have other issues that interfere with school work. I will drop the lowest participation score at the end of the semester; therefore, you have one “free pass.”

If you have a contagious illness such as the flu, I do not want you coming to class! Flu symptoms include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills and fatigue. Some people also experience diarrhea and vomiting. The CDC recommends self-isolation if you get the flu. They recommend
staying home (except to seek medical care) for 24 hours after your fever subsides. If contact me about this, I will give you an alternate means of getting participation credit.

Please get contact information from 2 other people in class during the first week of class. If you miss a class, please contact those classmates to get notes, handouts, or important information that you will have missed.

Due dates for assignments

Because you are aware of due dates early in the semester, I expect you to plan ahead. Please complete your work early enough that you have time to deal with issues that may come up such as computer crashes, printer problems, illnesses, or other unexpected circumstances. Late work will result in a reduction of 10% each day that the assignment is late. An assignment is late if it is not turned in at the beginning of the class period. Papers must be uploaded to the drop box on Canvas before the beginning of the class period on the day it is due. Papers submitted late will be subject to the 10% reduction in points each day. You should not try to submit the assignment at 12:55. Sometimes computers crash; sometimes Canvas has issues. You must plan ahead so you will have time to deal with those issues if they arise. I may also require you to bring a hard copy of the assignment to class. If so, the same rules apply. It is due at the beginning of the class period. Please do not email assignments to me. An emailed assignment will be deleted and it will be as if you did not turn the assignment in.

Make up exams

Exams must be taken on scheduled exam days. Make up exams will be allowed only when arrangements are made in advance. Exams must be made up during the week the exam was given. Make up exams must be taken during the times designated by the Department of Social Science.

Grading

All assignments must be complete by the end of the semester. Please contact me within one week of receiving a grade on any assignment if you feel you have been graded unfairly.

Incompletes:

I will give Incompletes only in unusual circumstances. If a circumstance warrants an Incomplete, you must contact me to request the Incomplete. Under no circumstances will I grant an open-ended Incomplete. If an Incomplete is warranted, I will meet with you to develop a contract stating what needs to be done and the date it must be complete. If you do not satisfy the conditions of the contract by the due date, I will assign an appropriate grade at that time which will be a D or F depending on the situation.

Work load

"You can get help from teachers, but you are going to have to learn a lot by yourself, sitting alone in a room.” Dr. Seuss.
In college courses you should generally plan to spend one hour to three hours outside of class for every three in class which means 3-9 hours outside of class each week depending on the level of the course.

Instructor absence

If it is ever necessary for me to miss class, class may take place on CANVAS. You will log into CANVAS, go to the Advanced Social Work Practice II tab, and then go to the Lessons tabs to find instructions.

Snow policy

If local elementary schools in Pittsburg or in your town cancel school, I do not expect you to drive to class. If Pittsburg schools are closed, I may hold class online. If Pittsburg schools are open, but schools in your community are closed, you may participate by completing an assignment at my discretion. If you need to use this option, please call me in the morning.

Confidentiality:

This is your Field Practicum semester. Please remember to maintain client confidentiality and take care when discussing issues from your practicum in class. Also remember that the classroom is to be considered an area of confidentiality. *Do not discuss what you have heard in class regarding your classmates' clients, practicum agency, field instructor, etc. with ANYONE.* Please refer to your Student Handbook/Field Practicum Manual for the Policy on Confidentiality.

Academic Integrity

Please do your own work. I expect you to follow the university's guidelines on academic integrity.

Here is PSU's policy on Dishonesty in Academic Work:

Dishonesty in Academic Work

Academic Misconduct

Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements. Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement.

Academic dishonesty by a student is defined as unethical activity associated with course work or grades.

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. Plagiarism is defined as using ideas or writings of another and claiming them as one's own.

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 is plagiarism. Plagiarism also includes paraphrasing another individuals' ideas or
concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered. Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students’ quizzes or exams, as well as presenting as one’s own work an assignment prepared wholly or in part by another is in violation of academic honesty.

The above guidelines do not preclude group study for exams, sharing of sources for research projects, or students discussing their ideas with other members of the class unless explicitly prohibited by the instructor.

Since the violation of academic honesty strikes at the heart of the educational process, it is subject to the severest sanctions, up to and including receiving an “F” or “XF” (an “XF” indicates the “F” was the result of academic dishonesty) for the entire class and dismissal from the university.

When an instructor has a reasonable good faith belief that a student has committed academic misconduct, that instructor has the sole discretion to give the student an F on the assignment/test to which the student committed academic misconduct or an F for the entire course. If such an F negatively affects the student’s final grade in the course, that student may appeal the final grade pursuant to the current Pittsburg State University Catalog’s Grade Appeal process.

When the instructor wishes to impose an “XF”, and/or more severe sanctions, he or she must first notify their department chair, dean, and the University’s Academic Honesty Committee Chairperson in writing. In addition, the same procedure applies if similar sanctions see warranted for a student or former student who have assisted in a serious act of academic dishonesty.

(Taken from the Pittsburg State University 2007-2009 University Catalog.)

My policy on plagiarism:

I take plagiarism seriously. Anything that you write and turn in needs to be written by you. You must include proper citations for sources that you used for your writing. When writing, you must read what others say, think about it, synthesize it, and use your own words to express your ideas. You then cite sources that you used. If you use a direct quote from a source, put quotation marks around the words you use, and then cite it properly. Direct quotes are used minimally in papers. Students who plagiarize any amount of work will fail the course.

Accommodations for disabilities

If you need accommodations because of a disability, please talk to me before the 2nd class period.

Papers must be written using APA style. You can purchase an APA manual:


Canvas:
Sometimes I post things for you on Canvas. I will also email you through Canvas. You can set up Canvas to notify you in whatever way you prefer.
Student Support for Canvas
Student support for Canvas will be provided through the OIS Gorilla Geeks Help Center at the library, 620-235-4600 or geeks@pittstate.edu. Training options will be available for students through the Gorilla Geeks Help Center and through Freshman Experience courses. More information may be found at http://www.pittstate.edu/geeks.

Syllabus Supplement

University policies that are relevant to you are nicely packaged in this syllabus supplement. Please take a few minutes to open this file to review university policies on matters such as dead week policies, final exam schedule, incompletes, and many other topics. The supplement also includes important dates and services offered to students. The syllabus supplement is found here: http://www.pittstate.edu/dotAsset/951abb38-06ee-4727-9356-fcdbf1bf497f.pdf

Dress Code and General Appearance While in Public for Macro Project

You are making the transition from student to professional. Your appearance is part of the professional role. We have developed these policies for clothing and general appearance to help you make a good impression, to represent the university well, and to represent the profession well.

Making a good impression begins with good hygiene. Bathe daily, wear antiperspirant, and brush your teeth before going to work. Please be aware that even if you bathe and brush your teeth, if you go out drinking at night, you may still smell like alcohol the next day. Please do not go to your Experience Rotations, Practicum, or other social work events smelling of alcohol.

Your clothing does not have to be fancy, but you should look well groomed and professional. In most of our settings, business casual is appropriate. Some settings may have a dress code more stringent than ours. In that case, follow their dress code. In other settings, our dress code may be more stringent than the agency policy. In that case, follow ours. It is ok to hold yourself to a higher standard. The dress code was developed with input from area agencies. Everything that is in the dress code, is there because one or more of the agencies require it.

Guidelines for clothing:
Pants:
Pants should be free of holes.
No spandex.
No sweat pants.
Not too tight.
Not too low. (no one wants to see your belly, back, or bum)

Skirts:
Not tight (you shouldn’t have to keep pulling it down b/c it is riding up)
Knee length or longer
Practice sitting in the skirt before wearing it out. Skirts become shorter when you sit.
Shirts:
Not low cut – don’t display cleavage
Wear sleeves – cover your shoulders – no straps showing
No graphic tees (unless provided by the agency with their logo or PSU gear)
Long enough that there is no gap between the bottom of your shirt and the top of your pants when you are sitting down

Dresses:
Knee length or longer
Not tight – you should not have to tug at it to keep it from riding up
Professional - not party dress
No sun dresses unless you put a shrug or jacket with it

Shoes:
Sensible – no higher than 2 inch heels. Heels that are too high are unsafe in social work settings (and they look silly for work)
No flip-flops unless your practicum site is at a beach or pool
Shoes must have enclosed toe and heels
No crocs or croc-type shoes

Jewelry:
Minimal – depends on the setting. In some settings it can be a safety issue (example: when I was working with children with severe behavior disorders, I did not like to wear a necklace because they might grab and pull it during tantrums)
No large dangling or hoop earrings.
No visible piercings anywhere but the ears.

Tattoos:
No vulgar, inappropriate, offensive or unsightly tattoos shall be visible. Tattoos should not be visible in a court setting.

VII. STUDENTS GRADE

A student’s grade will be a result of his/her performance in the following areas:

1) Attendance/Participation/Small Assignments 20%
2) Midterm & Final Exams 30%
3) Community action/advocacy (Macro) assignment 50%

VIII. COURSE OUTLINE – Tentative Schedule (This outline may be altered at the instructor’s discretion):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Read &amp; be prepared to discuss</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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Request for Deletion of Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HPASS     College: Arts & Sciences

Date of Submission to the Department: March 9, 2013

Contact Person: Kristen Humphrey  ☑ Faculty member  ☐ Chair

Title of Course: Advanced Social Work Practice II  Credit Hours: 3

Course Number: SWK 620  Hegis Number: _____

Deletion Effective: Spring 2014  (Semester/Year)

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

This course is currently: ☑ Required  ☐ Elective

If this course is “required,” which majors require it? Social Work

Justification for Deleting this Course: Currently, we teach SWK 620 Advanced Social Work Practice II. We propose to eliminate SWK 620 Advanced Practice II and turn this into two classes: SWK 600 Advanced Social Work Practice II: Mezzo and SWK 601 Advanced Social Work Practice III: Macro. The current class addresses social work with groups and communities. The current workload is extremely heavy for a 3 hour course, and it is difficult to cover the necessary content adequately in the 3 hours per week. We would like to cover the mezzo/group content in one class and the macro/community content in another class. Advanced Practice II and III may be taken in the same semester or in different semesters, and it does not matter which one comes first. Ideally, students will take them the semester before practicum. However, Advanced Practice I must be taken before both classes.

Was this course a part of the General Education package? ☐ Yes  ☑ No

Is there a departmental course that will be proposed as a substitute? ☑ Yes  ☐ No

Please realize that the General Education Committee should be notified.

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

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

Will deleting 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.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☐ Approved: Department Chairperson
   Date 4/17/13 Signature, Department Chairperson
   [Signature]

☐ Approved: College Curriculum Committee
   Date 4/17/13 Signature, College Curriculum Committee Chair
   [Signature]

☐ Approved: Dean of College
   Date 4/17/13 Signature, Dean
   [Signature]

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

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

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

☐ Approved: Faculty Senate
   Date _______ Signature, Recording Secretary, Faculty Senate
   ___________________________________________________________________

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

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

Please Note
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Department: NURS  College: Arts & Sciences
Date of Submission to the Department: 2/22/13
Contact Person: Mary Carol Pomatto  □ Faculty member  □ Chair
Title of Course: **Musculoskeletal Assessment of the Athlete**  Credit Hours: 2
Course Number: 606  Hegis Number: _____
Date first offered: Fall 2013  (Semester/Year)
To be Offered: □ Fall □ Spring □ Summer  (check all that apply)  Estimated Enrollment: 15
Prerequisite(s): NURS 410 (Nursing the Adult Medical Surgical Client and completed the Peri-Operative lecture/lab content). Students in the Exercise Science Major or other HPRR programs will need permission of their academic advisor and the course instructor.
This course is: □ Required  □ Elective
If this course is "required," which major(s) will require it? _____
Course Description: This 3-hour elective course will explore the introductory interprofessional care of athletes — injury prevention, orthopedic assessments, treatment, surgery, and rehabilitation. Students will review current literature on sports medicine topics and learn orthopedic assessment skills. (as it will appear in the catalog)
Purpose/Justification for Course: Clinical Bachelor of Science in Nursing students are required to enroll in 2 hours of elective credit allowing concentrated study in areas of interest. This will open a new field of intense study to our majors focusing on sports medicine.
Objectives/Student Learning Outcomes:
1. To integrate professional articles and research on topics related to sports medicine that improves the care of athletes.
2. To analyze research findings and information from professional journals for future application in the delivery of care for health promotion of athletes.
3. To learn and demonstrate musculoskeletal physical assessments as it applies to bio-psycho-social concepts of athletes.
4. To observe the multi-disciplinary care of athletes (athletic trainers, nurses, nurse practitioners, surgeons, physician assistants, physical therapist, exercise physiologist, coaches) as they experience minor to major adaptations/maladaptation.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):

Creation of Course  Last Revision: Fall, 2012
• Students will keep a log of multi-disciplinary care of the athlete through observational assignments (12-15 hours) in Canvas.
• Students will actively engage in discussion board assignments related to research articles by sharing the information they learned from the article, their interpretation of the research, how they see this research impacting athletes and the care they receive. Discussions will be graded by both quantity and quality of communication.
• Students will watch videos via Canvas of common musculoskeletal assessments in preparation to demonstrate the assessments.
• Students will meet on 6 occasions over the semester to practice and demonstrate musculoskeletal physical assessments and discuss their observational assignments.

PLEASE ATTACH SYLLABUS

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

Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? [ ] Yes [X] 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  X 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  X 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  X 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., MAT1343.version2.docx) and uploaded as well.

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PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
   Date: [Signature, Department Chairperson]
   [Signature]

☑ Approved: College Curriculum Committee
   Date: [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: Teacher Education Council (if applicable)
   Date: [Signature, Teacher Education Council Chair]
   [Signature]

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

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

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Nursing sports medicine elective

From: Amy Hite <ahite@pittstate.edu>  
Subject: Nursing sports medicine elective  
To: Mike Carper <mcarper@pittstate.edu>, Mike Leiker <mleiker@pittstate.edu>

Drs. Leiker and Carper, We have visited previously about an elective in nursing with an interest in sports medicine. I offered this as an independent study in the fall of 2012 with 6 students. I presented this to the Dept of Nursing’s Curriculum committee and it was approved to be created as a course in nursing.

I wanted an opportunity to discuss this course and if it something we could further use for inter-disciplinary opportunities with the Exercise Science Major. I have attached my syllabus for you to review. Let me know if there are some times in the near future that we could meet. Thanks, Amy

Amy Hite, DNP, APRN, FNP-C  
Assistant Professor  
Pittsburg State University  
Department of Nursing

Sports Injury Elective Syllabus.doc
34 KB
and ortho surgeries. I may even have them do some PT observation. I think there is an opportunity to work together and apply for summer teaching enhancement through the Provost's office during summer 2013, if you are interested? Thanks, Amy

Dr. Amy Hite
Assistant Professor
Pittsburg State University
Department of Nursing
Re: Thanks

From: Amy Hite <ahite@pittstate.edu>  
Subject: Re: Thanks  
To: Mike Leiker <mleiker@pittstate.edu>  

Mike, thanks for getting back with me. I don’t really know All the Clare’s for the Exercise Science degree, maybe we can meet and see if there are any classes where we have similar objectives and could collaborate? Thanks, Amy

Sent from my iPad

On Aug 22, 2012, at 3:23 PM, Mike Leiker <mleiker@pittstate.edu> wrote:

Thanks, I have to dig around for the website (I seem to lose it every year)! Sounds good to some collaborating as well! What did you have in mind?

Mike

From: "Amy Hite" <ahite@pittstate.edu>  
To: "Mike Leiker" <mleiker@pittstate.edu>  
Sent: Wednesday, August 22, 2012 10:40:11 AM  
Subject: Thanks

Mike, Thanks so much for your "awesome" talk at the professional development day. I am going to use your "Skeleton dance" during my mobility lecture next week.

You mentioned a website for checking b/p, that would be great for our nursing students. Do you mind sharing?

It would also be great to meet with you and Phil Carr in the near future about a multi-disciplinary class between nursing and exercise science. I am doing an independent study with 5 senior nursing students this fall called "Nursing care of the athlete", it is really a sports medicine course. We are doing a variety of class activities: articles on sports injury surveillance from CDC, learning/practicing general ortho exams, observing athletic injury clinics, ortho clinic
Pittsburg State University
Department of Nursing
NURS 606 Musculoskeletal Assessment of the Athlete
Syllabus

Course Title: Orthopedic Assessment of the Athlete

Credit Hours: 2 hours

Faculty:
Amy Hite, DNP, APRN, FNP-BC
Assistant Professor
Office: McPherson Nurse Education Building #115
620-235-6528 office 620-249-1711 cell
ahite@pittstate.edu

Catalogue Course Description: This 2 hour elective course will explore the introductory interprofessional care of athletes – injury prevention, orthopedic assessments, treatment, surgery, and rehabilitation. Students will review current literature on sports medicine topics and learn orthopedic assessment skills.

Course Objectives:
1. To integrate professional articles and research on topics related to sports medicine that improves the care of athletes. (Program objective 9 level 3)
2. To analyze research findings and information from professional journals for future application in the delivery of care for health promotion and injury assessment of athletes. (Program objective 4 level 3)
3. To learn and demonstrate musculoskeletal physical assessments as it applies to bio-psycho-social concepts of athletes. (Program objective 1 level 3)
4. To observe the multi-disciplinary care of athletes (athletic trainers, nurses, nurse practitioners, surgeons, physician assistants, physical therapist, exercise physiologist, coaches) as they experience minor to major adaptations/maladaptation. (Program objective 1 and 5 level 3)

Method of Instruction: Hybrid class with theory and observational assignments of athletes in different aspects of the health care system.

Pre/Co-Requeste: Nurs 410 (Nursing the Adult Medical Surgical Client and completed the Peri-Operative lecture/lab content) or special permission of the academic advisor and the course instructor.

Course Requirements:

- The course will be self-directed by the student’s area of interest in sports medicine.
- Students and Faculty will meet during the second week of the semester on Friday at 12:00 to discuss observation assignments, determine a schedule and topics of interest for research discussions. Areas of focus in sports medicine may include: concussions, female athlete triad, returning to play after injury, new operative/rehabilitative
approaches for specific injuries, ACL injuries, female knee problems, over-use injuries, psychological impact of sports participation, and prevention of injuries.

- Recent research articles will be located and read by all members of the course. Discussions of the articles will take place via Canvas.
- The first discussion will be a review of the CDC Epidemiological data collected about sports injuries in the United States.
- Discussion of injury surveillance data from the CDC will be reviewed.

Evaluation and Assessment:

- Students will keep a log of interprofessional care of the athlete through observational assignments (12-15 hours) in Canvas.

- Students will actively engage in discussion board assignments related to research articles by sharing the information they learned from the article, their interpretation of the research, how they see this research impacting athletes and the care they receive. Discussions will be graded by both quantity and quality of communication.

- Students will watch videos via Canvas of common musculoskeletal assessments in preparation to demonstrate the assessments.

- Students will meet on 6 occasions over the semester to practice and demonstrate musculoskeletal physical assessments and discuss their observational assignments.

Grading Scale: Based on participation in above mentioned course activities will be graded.

\[
\begin{align*}
91 - 100 &= A \\
83 - 90 &= B \\
75 - 82 &= C \\
65 - 74 &= D \\
64 - 0 &= F
\end{align*}
\]
Request for Revision to Major Template

Department: ACIS  College: Business

Date of Submission to the Department: 2/11/13

Contact Person: Rebecca Casey  ☒ Faculty member ☐ Chair

Brief Description of Change: Adjustment to tax and audit curriculum: from one required tax course to two and a change in the second required audit course to external audit from information systems audit. The information systems audit course will continue to be offered as an elective.

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

Rationale for Change: Employers and advisory board members have recommended, and our Accounting faculty concur, that our Accounting majors need to have exposure to additional taxation topics as well as to external audit principles, necessitating the need for two taxation courses (ACCTG 411 and ACCTG 611) instead of the current single course in taxation (ACCTG 416) and also necessitating the need to add ACCTG 610 External Auditing and Assurance Services. Currently, a second tax course and an external audit course are offered as electives, but will now be required. A specialized audit course, ACCTG 522 Information Systems Auditing and Controls, will move from the required major courses to an elective. These changes will enhance our graduates' ability to compete in the marketplace and also increase their CPA exam preparedness.

Information from Existing Major

Name of Existing Major: Accounting

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

MAJOR (27 hours)
ACCTG 315 Intermediate Managerial Accounting (3)
ACCTG 318 Intermediate Financial Accounting I (3)
ACCTG 410 Intermediate Financial Accounting II (3)
ACCTG 416 Business Taxation (3)
ACCTG 422 Internal Auditing (3)
ACCTG 522 Information Systems Auditing & Controls (3)
ACCTG 585 Accounting Law (3)
ACCTG 620 Advanced Financial Accounting (3)
Accounting elective above 299 (3)
Information for Proposed Modified Major

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

Name of Modified Major: Accounting

MAJOR (30 hours)
ACCTG 315 Intermediate Managerial Accounting (3)
ACCTG 318 Intermediate Financial Accounting I (3)
ACCTG 410 Intermediate Financial Accounting II (3)
ACCTG 411 Tax Accounting (3)
ACCTG 422 Internal Auditing (3)
ACCTG 585 Accounting Law (3)
ACCTG 610 External Auditing and Assurance Services (3)
ACCTG 611 Advanced Taxation (3)
ACCTG 620 Advanced Financial Accounting (3)
Accounting elective above 299 (3)
Date first offered: Fall, 2013

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

Will any additional student fees be required [e.g. equipment, clothing, travel, licensing, etc.]? Yes ☑ No ☐

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

Rationale: ______

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

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

What additional costs will be required for this modification [e.g. staffing, equipment, etc.]? none

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

If "yes," have relevant discussion occurred? Yes ☐ No ☑

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

LEGISLATIVE PROCESS

AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
   Date: 2/2/13  Signature, Department Chairperson: Lawrence Gay

☑ Approved: College Curriculum Committee
   Date: 2/13/13  Signature, College Curriculum Committee Chair: [Signature]

☑ Approved: Dean of College
   Date: 2/13/13  Signature, Dean: [Signature]

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date: 2/13/13  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

Approval at Kansas Board of Regents level:

☐ COCAG:
   Date: 

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

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

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

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

Revision to Major: Last Revision: Fall, 2012
Please Note
This is at least a two-to-three month process from the time of first submission and is designed to eliminate concerns and questions at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate Undergraduate Curriculum Committee may result in an additional month added to the process, before it is sent to the Kansas Board of Regents for approval, which may result in a delay in implementation.
January 4, 2007

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

MAJOR:

Accounting
(Title and CIP)

☐ New
☒ Derived from Existing Program

2/11/13
(DATE SUBMITTED)

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

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Business

Division of: Office of the Provost - PSU

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

Current Name: **Accounting**

New Name (if applicable): *n/a*

Description of Purpose/Rationale for Change: **Adjustment to tax and audit curriculum: from one required tax course to two and a change in the second required audit course to external audit from information systems audit. The information systems audit course will continue to be offered as an elective.**

Employers and advisory board members have recommended, and our Accounting faculty concur, that our accounting majors need to have exposure to additional taxation topics as well as to external audit principles, necessitating the need for two taxation courses (ACCTG 411 and ACCTG 611) instead of the current single course in taxation (ACCTG 416) and also necessitating the need to add ACCTG 610 External Auditing and Assurance Services. Currently, a second tax course and an external audit course are offered as electives, but will now be required. A specialized audit course, ACCTG 522 Information Systems Auditing and Controls, will move from the required major courses to an elective. These changes will enhance our graduates' ability to compete in the marketplace and also increase their CPA exam preparedness.
Provide curriculum for the current major AND indicate proposed course changes:

**Accounting**
Name of Major

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<th>Course Name &amp; Number</th>
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Total: ____

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

**MAJOR (27 hours)**

ACCTG 315 Intermediate Managerial Accounting (3)
ACCTG 318 Intermediate Financial Accounting I (3)
ACCTG 410 Intermediate Financial Accounting II (3)
ACCTG 416 Business Taxation (3)
ACCTG 422 Internal Auditing (3)
ACCTG 522 Information Systems Auditing & Controls (3)
ACCTG 585 Accounting Law (3)
ACCTG 620 Advanced Financial Accounting (3)
Accounting elective above 299 (3)
Accounting  
(Name of Major)

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Concentration/Emphasis:  

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

**MAJOR (30 hours)**

- **ACCTG 315 Intermediate Managerial Accounting (3)**
- **ACCTG 318 Intermediate Financial Accounting I (3)**
- **ACCTG 410 Intermediate Financial Accounting II (3)**
- **ACCTG 411 Tax Accounting (3)**
- **ACCTG 422 Internal Auditing (3)**
- **ACCTG 585 Accounting Law (3)**
- **ACCTG 610 External Auditing and Assurance Services (3)**
- **ACCTG 611 Advanced Taxation (3)**
- **ACCTG 620 Advanced Financial Accounting (3)**
- **Accounting elective above 299 (3)**

Total:  

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

Department: ACIS  College: Business
Date of Submission to the Department: 2/11/13
Contact Person: Rebecca Casey  ☑ Faculty member  ☑ Chair

Title of Course: Tax Accounting  Credit Hours: __
Course Number: 411  Regis Number: _____
Revision Effective: WF/13  Offered: ☑ Fall  ☑ Spring  ☑ Summer
(Semester/Year)  (check all that apply)

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

Current listing: Not listed  *Inactive course being reactivated for this revision to our curriculum.

Modification (as it will appear in the next catalog): Development of taxation in the United States; emphasis on income taxes; a comprehensive analysis of the Internal Revenue Code as it applies to individual income taxes and research in federal tax problems and planning. Prerequisite: ACCTG 201 Financial Accounting and junior standing. May be taken for honors.

Please highlight the change in the proposed listing.

Purpose/Justification for Revision of Course: Adjustment to tax curriculum from one required tax course to two. Employers and advisory board members have recommended, and our Accounting faculty concur, that our Accounting majors need to have exposure to additional taxation topics necessitating the need for two taxation courses (ACCTG 411 and ACCTG 611) instead of the current single course in taxation (ACCTG 416). Currently a second tax course is offered as an elective, but will now be required. These changes will enhance our graduates' ability to compete in the marketplace and increase their CPA exam preparedness.

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

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

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

Is this course required of any education majors?  ☑ Yes  ☑ No
If "yes," please realize that it will need to have the approval of the Teacher Education Council.

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

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

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

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

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

This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Department: ACIS  College: Business

Date of Submission to the Department: 2/11/13

Contact Person: Rebecca Casey  [ ] Faculty member  [x] Chair

Title of Course: Information Technology and Accounting Systems  Credit Hours: 3

Course Number: 420  Hepis Number: 

Revision Effective: WF/13  Offered: [x] Fall  [x] Spring  [ ] Summer
(Semester/Year)  (check all that apply)

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

Current listing: Prerequisite: CIS 130 Computer Information Systems and ACCTG 201 Financial Accounting and junior standing.


Please highlight the change in the proposed listing.

Purpose/Justification for Revision of Course: The current prerequisite of ACCTG 201 does not provide a sufficient accounting knowledge base for the ACCTG 420 course. Knowledge of the material covered in the first part of the ACCTG 318 course is needed for the ACCTG 420 course.

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

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

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

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

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

What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)? none
Will this revision impact any other department’s/college’s/unit’s curricula or programs? □ Yes □ No

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

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

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Department: ACIS    College: Business

Date of Submission to the Department: 2/11/13

Contact Person: Rebecca Casey

Title of Course: Information Systems Auditing and Controls

Course Number: 527

Credit Hours: 3

Hegis Number: ____

Revision Effective: WF/13

Offered: ☑ Fall     ☑ Spring

(Semester/Year) (check all that apply)

Type of Modification:

☐ Course Title  ☐ Course Number  ☐ Course Description  ☐ Course content/objectives

☐ Credit Hour  ☑ Prerequisite Change  ☐ Other

Current listing: Prerequisite: ACCTG 422 Internal Auditing and junior standing.

Modification (as it will appear in the next catalog): 1) ACCTG 420 Information Technology & Accounting Systems or CIS 420 Management Information Systems and 2) ACCTG 422 Internal Auditing.

Please highlight the change in the proposed listing.

Purpose/Justification for Revision of Course: The addition to the course prerequisites of ACCTG 420 or CIS 420 will provide the students with a better foundation of systems related terminology utilized in the ACCTG 527 course.

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

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

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

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

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

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

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

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

Originating Department: Please complete this form and upload to the Zimbra Briefcase, "Undergraduate Curriculum Legislation" (within the appropriate College folder, "Preliminary Legislation"), to allow for review and questions. Any modifications should be saved as "original file name.version2.docx" (e.g. MATH 343.version2.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 11/26/13 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
  Date 11/13 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
  Date 11/13 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 11/26/13 Signature, Undergraduate Curriculum Committee Chair

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

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

Department: ACIS  College: Business

Date of Submission to the Department: 2/11/13

Contact Person: Rebecca Casey  Faculty member  Chair

Title of Course: External Auditing and Assurance Services  Credit Hours: 3

Course Number: 610  Hegis Number: ___

Revision Effective: WF/13  Offered: Fall  Spring  Summer

(Semester/Year)  (check all that apply)

Type of Modification:

☐ Course Title  ☐ Course Number  ☑ Course Description  ☐ Course content/objectives

☐ Credit Hour  ☐ Prerequisite Change  ☐ Other

Current listing: Not listed  *Inactive course being reactivated for this revision to our curriculum.

Modification (as it will appear in the next catalog): Procedure in making audits of the various accounts of a business enterprise. Prerequisite: ACCT G 410 Intermediate Financial Accounting II. May be taken for honors. Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: A change in the name is warranted to reflect the change in contemporary audit terminology and to provide more obvious distinction between this course and our other two audit related courses.

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

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

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

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

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

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

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

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

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

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

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

Department: ACIS  College: Business

Date of Submission to the Department: 2/11/13

Contact Person: Rebecca Casey  Faculty member  Chair

Title of Course: Advanced Taxation  Credit Hours: 3

Course Number: 611  Hegis Number: ___

Revision Effective: WF/13  Offered:  Fall  Spring  Summer
(Semester/Year)  (check all that apply)

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

Current listing: Prerequisite: ACCTG 416 Business Taxation and junior standing.

Modification (as it will appear in the next catalog): Prerequisite: ACCTG 411 Tax Accounting and junior standing.

Please highlight the change in the proposed listing.

Purpose/Justification for Revision of Course: The current prerequisite, ACCTG 416, will no longer be offered and ACCTG 411 will be offered in its place.

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

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

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

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

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

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

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

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

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

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

LEGISLATIVE PROCESS

AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
   Date: 2/24/13  Signature: Department Chairperson
   
☐ Approved: College Curriculum Committee
   Date: 7/1/13  Signature: College Curriculum Committee Chair
   
☑ Approved: Dean of College
   Date: 8/16/13  Signature: Dean
   
☐ Approved: General Education Committee (if applicable)
   Date: 11/1/13  Signature: General Education Committee Chair
   
☐ Approved: Teacher Education Council (if applicable)
   Date: 2/12/13  Signature: Teacher Education Council Chair
   
☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date: 4/26/13  Signature: Undergraduate Curriculum Committee Chair
   
☐ Approved: Faculty Senate
   Date: 6/3/13  Signature, Recording Secretary, Faculty Senate
   
Please Note - This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HHPR  College: COE

Date of Submission to the Department: 10/4/2012

Contact Person: Dr. John Oppinger  □ Faculty member  □ Chair

Title of Course: Topics in Exercise Science  Credit Hours: 1-3

Course Number: EXSCI 440  Hegis Number: ___

Date first offered: Fall 2013
(Semester/Year)

To be Offered:  □ Fall  □ Spring  □ Summer  Estimated Enrollment: 5
(check all that apply)

Prerequisite(s): N/A

This course is:  □ Required  □ Elective

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

Course Description: Directed class or seminar study at the undergraduate level in various areas of Exercise Science. The specific topic or topics will be designated each time the course is offered. Maybe repeated if subject matter differs. Maybe be offered for pass fail or graded credit
(as it will appear in the catalog)

Purpose/Justification for Course: The purpose is to allow students opportunities to study a specific area of interest.

Objectives/Student Learning Outcomes:
1. Have a better understanding of chosen topic from an exercise science perspective.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Writing assignments and projects.

PLEASE ATTACH SYLLABUS

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

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 3/6/13 Signature, Department Chairperson
   
☐ Approved: College Curriculum Committee
   Date 4/2/13 Signature, College Curriculum Committee Chair
   
☐ Approved: Dean of College
   Date 4/2/13 Signature, Dean
   
☐ Approved: General Education Committee (if applicable)
   Date ______ Signature, General Education Committee Chair
   
☐ Approved: Teacher Education Council (if applicable)
   Date ______ Signature, Teacher Education Council Chair
   
☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 4/12/13 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.
Topics in Exercise Science
EXSCI 440
(1-3 credit hours)
By Appointment

Instructor: TBA
Office: TBA
Office Hours: TBA
Phone: TBA
E-mail: TBA

Course Description:
This is a directed class or seminar study at the undergraduate level in one or more of the various areas of Exercise Science. The specific topic or topics will be designated each time the course is offered. The class may be repeated if the subject matter differs. May be offered for pass-fail or graded credit.

TEACHING STRATEGIES
Requirements for this course are reading and writing. It is expected the student will acquire more in-depth knowledge of a particular topic related to Exercise Science. It is an arranged course which can be a convenience for students with busy schedules. However, it is up to the student to complete required assignments, correspond with the instructor and meet deadlines. All students will be expected to meet the following requirements:

REQUIRED LEARNING EXPERIENCES

- Gain instructor approval of an appropriate topic.

To Earn a Grade of "C" Complete the Following:

- Gain instructor approval of an appropriate topic.

- Following topic approval, the student will read and critique
  
  - 5 articles pertaining to the topic if taking for 1 credit hour
  - 10 articles pertaining to the topic if taking for 2 credit hours
  - 15 articles pertaining to the topic if taking for 3 credit hours

*** Critiques may be one page in length. They must include the source (journal name, issue, title & author), approximately ½ of a page describing what was said in the article, and ½ page of the student's opinion of the article.
To Earn a Grade of “B”

- Gain instructor approval of an appropriate topic.
  - 10 articles pertaining to the topic if taking for 1 credit hour
  - 15 articles pertaining to the topic if taking for 2 credit hours
  - 20 articles pertaining to the topic if taking for 3 credit hours

*** Critiques may be one page in length. They must include the source (journal name, issue, title & author), approximately ½ of a page describing what was said in the article, and ½ page of the student’s opinion of the article.

To Earn a Grade of “A”

- Gain instructor approval of an appropriate topic.
  - 15 articles pertaining to the topic if taking for 1 credit hour
  - 20 articles pertaining to the topic if taking for 2 credit hours
  - 20 articles pertaining to the topic if taking for 3 credit hours and the student will write one, concise, three-page paper relating to the course topic using a minimum of 7 of the articles used in the critiques as sources.

The student is expected to visit with the instructor every two weeks to discuss/gauge progress.

Student:

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

Department: HHPR  College: COE

Date of Submission to the Department: 2/8/2013

Contact Person: Dr. John Opliger  [ ] Faculty member  [x] Chair

Title of Course: Theory of Therapeutic Recreation Program Service and Development  Credit Hours: 3

Course Number: REC 460

Hegis Number: ______

Revision Effective: Spring 2014  Offered: [ ] Fall  [x] Spring  [ ] Summer
(Semester/Year)  (check all that apply)

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

Current listing: REC 460. Theory of Therapeutic Recreation Program Service and Development. Focus in on internship preparation, issues and trends in the profession, analyzing personal strengths and setting professional goals, professional involvement and seeking employment after graduation. Prerequisites: REC 160 Introduction to Recreation and Leisure, REC 275 Recreation Practicum, and REC 320 Management Strategies and Financing in Recreation. May be taken for Honors.

Modification (as it will appear in the next catalog): REC 471. Theory of Therapeutic Recreation Program Service and Development. Course focuses on comprehensive therapeutic recreation program development, budgeting, marketing, promotion and evaluation methods. Also included are leisure education theories, and basic pharmacology concepts. Prerequisites: REC 320 Management Strategies and Financing in Recreation, REC 469 Interventions in Therapeutic Recreation, REC 465 Assessment and Documentation in Therapeutic Recreation. May be taken for Honors.

Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: New course description better describes what will be occurring in the class. Changing prerequisites will give students proper knowledge base for class.

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

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

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

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

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

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

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

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

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

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PITTSBURG STATE UNIVERSITY

LECTISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☐ Approved: Department Chairperson
   Date 2/18/13  Signature, Department Chairperson
   [Signature]

☐ Approved: College Curriculum Committee
   Date 12/13  Signature, College Curriculum Committee Chair
   [Signature]

☐ Approved: Dean of College
   Date 12/13  Signature, Dean
   [Signature]

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 12/17  Signature, Undergraduate Curriculum Committee Chair
   [Signature]

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

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

Department: HHPR      College: COE

Date of Submission to the Department: 2/8/2013

Contact Person: Dr. John Oppiger   □ Faculty member  □ Chair

Title of Course: Assessment and Documentation in Therapeutic Recreation
Credit Hours: 3

Course Number: REC 465
Hegis Number: ______

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

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

Current listing: REC 465. Assessment and Documentation in Therapeutic Recreation. 3 hours. This course will provide the student with the skills necessary to assess the patient/client who has physical, cognitive, psychological, social and/or leisure disabilities and to assess the impact of those limitations as they relate to leisure functioning. It will also provide knowledge of medical terminology and methods in documenting initial progress, transition, and discharge notes. Prerequisites: REC 369 Intervention in Therapeutic Recreation, REC 460 Theory of Therapeutic Recreation Program and Service Development, REC 275 Recreation Practicum, and REC 311 Program Design and Leadership (may be taken concurrently).

Modification (as it will appear in the next catalog): REC 465. Assessment and Documentation in Therapeutic Recreation. 3 hours. This course will provide the student with the skills necessary to assess the patient/client who has physical, cognitive, psychological, social and/or leisure disabilities and to assess the impact of those limitations as they relate to leisure functioning. It will also provide knowledge of medical terminology and methods in documenting initial progress, transition, and discharge notes. Prerequisites: REC 240 Introduction to Therapeutic Recreation, REC 469 Intervention in Therapeutic Recreation (may be taken concurrently), REC 275 Recreation Practicum, and REC 311 Program Design and Leadership (may be taken concurrently)

Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: Changing the prequisites will give the students the proper knowledge base needed for class comprehension.

Is this course approved for General Education? □ Yes  □ No

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

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

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

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

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

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

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

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

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

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PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
   Date 3/13/13 Signature, Department Chairperson
   ____________________________

☑ Approved: College Curriculum Committee
   Date 4/3/13 Signature, College Curriculum Committee Chair
   ____________________________

☑ Approved: Dean of College
   Date 4/2/13 Signature, Dean
   ____________________________

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 4/1/13 Signature, Undergraduate Curriculum Committee Chair
   ____________________________

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

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

Department: HHPR     College: COE

Date of Submission to the Department: 2/8/2013

Contact Person: Dr. John Oppliger

☐ Faculty member  ☒ Chair

Title of Course: Professional Trends and Issues in Therapeutic Recreation     Credit Hours: 3

Course Number: REC 480

Hegis Number: _____

Revision Effective: Spring 2014  Offered: ☐ Fall  ☒ Spring  ☐ Summer  
(Semester/Year)  (check all that apply)

Type of Modification:

☐ Course Title  ☐ Course Number  ☐ Course Description  ☐ Course content/objectives

☐ Credit Hour  ☒ Prerequisite Change  ☐ Other

Current listing: REC 480. The purpose of this course is to explore and examine current trends, issues and professional concerns in Therapeutic Recreation. Prerequisite: REC 240 Introduction to Therapeutic Recreation, REC 469 Intervention in Therapeutic Recreation.

Modification (as it will appear in the next catalog): REC 480. The purpose of this course is to explore and examine current trends, issues and professional concerns in Therapeutic Recreation. Prerequisite: REC 469 Intervention in Therapeutic Recreation and REC 465 Assessment and Documentation in Therapeutic Recreation.

Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: Adding the prerequisite of REC 465 will give the students required background knowledge for the purpose of the class.

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

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

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

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

If "yes," please realize that it will need to have the approval of the Teacher Education Council.
What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)? **NONE**

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑  Approved: Department Chairperson
   Date 2/28/13 Signature, Department Chairperson
   [Signature]

☑  Approved: College Curriculum Committee
   Date 4/2/13 Signature, College Curriculum Committee Chair
   [Signature]

☑  Approved: Dean of College
   Date 4/2/13 Signature, Dean
   [Signature]

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

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

☐  Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 4/2/13 Signature, Undergraduate Curriculum Committee Chair
   [Signature]

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

Please Note

This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Department: Psychology and Counseling  College: Education
Date of Submission to the Department: February 8, 2013
Contact Person: Dr. Bruce Warner  ☒ Faculty member  ☐ Chair

Brief Description of Change: In the BSEd degree core, Positive Psychology (PSYCH 430) will replace Psychology of Adjustment (PSYCH 275). Evolutionary Psychology (PSYCH 691) will be offered as an elective.

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

Rationale for Change: In response to recent deliberations by our faculty concerning program assessment and student learning, we are proposing modifications to the degree core and electives in order to incorporate important new trends in psychology.

In the BSEd degree core, Psychology of Adjustment (PSYCH 275), a writing-to-learn course, will be replaced by Positive Psychology (PSYCH 430), a non-writing-to-learn course. Positive Psychology is a recent and important movement in psychology focused on scientific research into issues of human happiness, personal growth, and well-being. Psychology of Adjustment will no longer be offered due to limited faculty resources and the superior scientific basis of Positive Psychology.

As an elective, we are proposing a new course, Evolutionary Psychology (PSYCH 691), which will survey the research and theory of an increasingly important framework in psychology. This course will provide students with the necessary foundation for understanding how mind, emotion and behavior have been shaped by evolutionary forces. With evolution as a unifying framework for understanding psychology, Evolutionary Psychology is an important course for students, especially for those interested in pursuing doctoral-level degrees. Inclusion of this course will place PSU on the forefront of an important trend in psychology. Currently, the only Kansas Regents institutions to offer a similar course are University of Kansas and Fort Hays State.

Information from Existing Major

Name of Existing Major: Bachelor of Science in Education Degree with a Major in Psychology  Current CIP Number: _____

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

Bachelor of Science in Education Degree with a Major in Psychology

The BSEd degree with a major in psychology is for persons interested in careers as teachers and, with further study, as college teachers or school counselors. It emphasizes human development, educational psychology...
and psychology of exceptional children. Along with the study of psychology, students pursue the coursework necessary to meet licensure requirements to teach some other subject in addition to psychology in the secondary schools of Kansas. A Basic Skills test must be passed prior to admission to teacher education. Also see Scholastic Achievement in Common Core.

**Common Core (Required) (24 hours)**

- PSYCH-165: Psychology as a Profession I (2 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-389: Research Methods in Psychology I (3 hours)
- PSYCH-392: Research Methods in Psychology II (3 hours)
- PSYCH-394: Principles of Learning (3 hours)
- PSYCH-463: Cognitive Processes (3 hours)
- PSYCH-571: Abnormal Psychology (3 hours)
- PSYCH-665: Psychology as a Profession II (1 hour)
- PSYCH-724: Physiological Psychology (3 hours)
- OR PSYCH-698: Sensation and Perception (3 hours)

**BSEd Psychology Core**

**Degree Core Required (in addition to required Common Core) (6 hours)**

- PSYCH-275: Psychology of Adjustment (3 hours)
- PSYCH-357: Educational Psychology (3 hours)

---

**Must be admitted to Teacher Education to enroll in PSYCH 357.**

**Electives in Psychology (6 hours)**

---

**Total hours in the major (36 hours)**

Students must meet requirements for certification to teach some other subject in the secondary schools in Kansas (second teaching field which replaces the requirements of a minor). Students must also complete all teacher education admission and course requirements.

**Professional Education Requirements***

- PSYCH-155: General Psychology (3 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-357: Educational Psychology (3 hours)
- EDUC-261: Explorations in Education (3 hours)
- @ 479 Techniques of Teaching (____) (3 hours)
- SPED-510: Overview of Special Education (3 hours)
- EDUC-520: Methods and Materials for Academic Literacy (3 hours)

**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)

- @ 579 Supervised Student Teaching and Follow-up of Teachers (2 hours)

**General Education Degree Requirements for Students Preparing to Teach Secondary School (43-51 hours)**
(see General Education Requirements for Students Preparing to Teach Secondary School)

General Electives (to bring total to 124 hours)

Total hours for Bachelor of Science in Education Degree with a Major in Psychology (124 hours)

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

****Applications for the professional semester must be made by February 15 for the fall semester and September 15 for the spring semester.

@This course to be taken in the department of the student’s second teaching field.

PSYCH 263 and PSYCH 357 count toward requirements for the 36 hour psychology major.

EDUC 261 recommended this course be taken in sophomore year.

PSYCH 155 General Psychology satisfies 3 hours of the general education Health and Well Being requirement.

Must be admitted to Teacher Education to enroll in PSYCH 357, EDUC 520 and 479 Techniques of Teaching.

SPED 510 or its equivalent.

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.
Information for Proposed Modified Major

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

Name of Modified Major: Bachelor of Science in Education Degree with a Major in Psychology CIP Number:

Bachelor of Science in Education Degree with a Major in Psychology

The BSEd degree with a major in psychology is for persons interested in careers as teachers and, with further study, as college teachers or school counselors. It emphasizes human development, educational psychology and psychology of exceptional children. Along with the study of psychology, students pursue the coursework necessary to meet licensure requirements to teach some other subject in addition to psychology in the secondary schools of Kansas. A Basic Skills test must be passed prior to admission to teacher education. Also see Scholastic Achievement in Common Core.

Common Core (Required) (24 hours)
- PSYCH-165: Psychology as a Profession I (2 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-389: Research Methods in Psychology I (3 hours)
- PSYCH-392: Research Methods in Psychology II (3 hours)
- PSYCH-394: Principles of Learning (3 hours)
- PSYCH-463: Cognitive Processes (3 hours)
- PSYCH-571: Abnormal Psychology (3 hours)
- PSYCH-665: Psychology as a Profession II (1 hour)
- PSYCH-724: Physiological Psychology (3 hours)
- OR PSYCH-698: Sensation and Perception (3 hours)

BSEd Psychology Core
- Degree Core Required (in addition to required Common Core) (6 hours)
- PSYCH-357: Educational Psychology (3 hours)
- PSYCH-430: Positive Psychology (3 hours)

Electives in Psychology (6 hours)

Total hours in the major (36 hours)

Students must meet requirements for certification to teach some other subject in the secondary schools in Kansas (second teaching field which replaces the requirements of a minor). Students must also complete all teacher education admission and course requirements.

Professional Education Requirements*
- PSYCH-155: General Psychology (3 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-357: Educational Psychology (3 hours)
- EDUC-261: Explorations in Education (3 hours)
- @ 479 Techniques of Teaching (____) (3 hours)
- SPED-510: Overview of Special Education (3 hours)
EDUC-520: Methods and Materials for Academic Literacy (3 hours)
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)

@ 579 Supervised Student Teaching and Follow-up of Teachers (2 hours)
General Education Degree Requirements for Students Preparing to Teach Secondary School (43-51 hours)

(see General Education Requirements for Students Preparing to Teach Secondary School)
General Electives (to bring total to 124 hours)

Total hours for Bachelor of Science in Education Degree with a Major in Psychology (124 hours)

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

****Applications for the professional semester must be made by February 15 for the fall semester and September 15 for the spring semester.

@ This course to be taken in the department of the student's second teaching field.

PSYCH 263 and PSYCH 357 count toward requirements for the 36 hour psychology major.

EDUC 261 recommended this course be taken in sophomore year.

PSYCH 155 General Psychology satisfies 3 hours of the general education Health and Well Being requirement.

Must be admitted to Teacher Education to enroll in PSYCH 357, EDUC 520 and 479 Techniques of Teaching.

SPED 510 or its equivalent.

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.
Date first offered: Fall, 2013 (Year)

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

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

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

Rationale: _____

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

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

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

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

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

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

LEGISLATIVE PROCESS

AUTHORIZED/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
Date 2-11-13 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 4-2-13 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 4-2-13 Signature, Dean

☑ Approved: Teacher Education Council (if applicable)
Date 4/3/13 Signature, Teacher Education Council Chair

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 4/26/13 Signature, Undergraduate Curriculum Committee Chair

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

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

Approval at Kansas Board of Regents level:

☐ COCAO: Date: ______

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

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

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

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

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

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

MAJOR:

Bachelor of Science in Education Degree with a Major in Psychology
(Title and CIP)

☐ New

☒ Derived from Existing Program

February 8, 2013
(DATE SUBMITTED)

(Signature of Vice-President/or Provost)
I. Give the name and describe the purpose of the existing major:

Current Name: Bachelor of Science in Education Degree with a Major in Psychology

New Name (if applicable): _____

Description of Purpose/Rationale for Change: In response to recent deliberations by our faculty concerning program assessment and student learning, we are proposing modifications to the degree core and electives in order to incorporate important new trends in psychology.

In the BSED degree core, Psychology of Adjustment (PSYCH 275), a writing-to-learn course, will be replaced by Positive Psychology (PSYCH 430), a non-writing-to-learn course. Positive Psychology is a recent and important movement in psychology focused on scientific research into issues of human happiness, personal growth, and well-being. Psychology of Adjustment will no longer be offered due to limited faculty resources and the superior scientific basis of Positive Psychology.

As an elective, we are proposing a new course, Evolutionary Psychology (PSYCH 691), which will survey the research and theory of an increasingly important framework in psychology. This course will provide students with the necessary foundation for understanding how mind, emotion and behavior have been shaped by evolutionary forces. With evolution as a unifying framework for understanding psychology, Evolutionary Psychology is an important course for students, especially for those interested in pursuing doctoral-level degrees. Inclusion of this course will place PSU on the forefront of an important trend in psychology. Currently, the only Kansas Regents institutions to offer a similar course are University of Kansas and Fort Hays State.
Provide curriculum for the current major AND indicate proposed course changes:

**Bachelor of Science in Education Degree with a Major in Psychology**

Name of Major

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
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<tbody>
<tr>
<td><strong>Core Courses:</strong></td>
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| **Electives:**       |              |
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| **Research:**        |              |
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| **Practica:**        |              |
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Total: ____

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

**Bachelor of Science in Education Degree with a Major in Psychology**

The BSEd degree with a major in psychology is for persons interested in careers as teachers and, with further study, as college teachers or school counselors. It emphasizes human development, educational psychology and psychology of exceptional children. Along with the study of psychology, students pursue the coursework necessary to meet licensure requirements to teach some other subject in addition to psychology in the secondary schools of Kansas. A Basic Skills test must be passed prior to admission to teacher education. Also see Scholastic Achievement in Common Core.
Common Core (Required) [24 hours]

- PSYCH-165: Psychology as a Profession I (2 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-389: Research Methods in Psychology I (3 hours)
- PSYCH-392: Research Methods in Psychology II (3 hours)
- PSYCH-394: Principles of Learning (3 hours)
- PSYCH-463: Cognitive Processes (3 hours)
- PSYCH-571: Abnormal Psychology (3 hours)
- PSYCH-665: Psychology as a Profession II (1 hour)
- PSYCH-724: Physiological Psychology (3 hours)
- OR PSYCH-698: Sensation and Perception (3 hours)

BSEd Psychology Core

Degree Core Required (in addition to required Common Core) [6 hours]

- PSYCH-275: Psychology of Adjustment (3 hours)
- PSYCH-357: Educational Psychology (3 hours)

Must be admitted to Teacher Education to enroll in PSYCH 357.

Electives in Psychology (6 hours)

Total hours in the major (36 hours)

Students must meet requirements for certification to teach some other subject in the secondary schools in Kansas (second teaching field which replaces the requirements of a minor). Students must also complete all teacher education admission and course requirements.

Professional Education Requirements*

- PSYCH-155: General Psychology (3 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-357: Educational Psychology (3 hours)
- EDUC-261: Explorations in Education (3 hours)
- @ 479 Techniques of Teaching (___) (3 hours)
- SPED-510: Overview of Special Education (3 hours)
- EDUC-520: Methods and Materials for Academic Literacy (3 hours)

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)

- @ 579 Supervised Student Teaching and Follow-up of Teachers (2 hours)

General Education Degree Requirements for Students Preparing to Teach Secondary School (43-51 hours)

(see General Education Requirements for Students Preparing to Teach Secondary School)

General Electives (to bring total to 124 hours)

Total hours for Bachelor of Science in Education Degree with a Major in Psychology (124 hours)
* See Admission to Professional Semester for professional education grade point requirements.

****Applications for the professional semester must be made by February 15 for the fall semester and September 15 for the spring semester.

@This course to be taken in the department of the student's second teaching field.

PSYCH 263 and PSYCH 357 count toward requirements for the 36 hour psychology major.

EDUC 261 recommended this course be taken in sophomore year.

PSYCH 155 General Psychology satisfies 3 hours of the general education Health and Well Being requirement.

Must be admitted to Teacher Education to enroll in PSYCH 357, EDUC 520 and 479 Techniques of Teaching.

SPED 510 or its equivalent.

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.
Bachelor of Science in Education Degree with a Major in Psychology
(Name of Major)

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

**Bachelor of Science in Education Degree with a Major in Psychology**

The BSEd degree with a major in psychology is for persons interested in careers as teachers and, with further study, as college teachers or school counselors. It emphasizes human development, educational psychology and psychology of exceptional children. Along with the study of psychology, students pursue the coursework necessary to meet licensure requirements to teach some other subject in addition to psychology in the secondary schools of Kansas. A Basic Skills test must be passed prior to admission to teacher education. Also see Scholastic Achievement in Common Core.

**Common Core (Required) (24 hours)**

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<tr>
<td>PSYCH-724</td>
<td>Physiological Psychology (3 hours)</td>
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<tr>
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<td>OR PSYCH-698: Sensation and Perception (3 hours)</td>
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**BSEd Psychology Core**

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<tbody>
<tr>
<td>PSYCH-357</td>
<td>Educational Psychology (3 hours)</td>
</tr>
<tr>
<td>PSYCH-430</td>
<td>Positive Psychology (3 hours)</td>
</tr>
</tbody>
</table>

Must be admitted to Teacher Education to enroll in PSYCH 357.

**Electives in Psychology (6 hours)**
Total hours in the major (36 hours)

Students must meet requirements for certification to teach some other subject in the secondary schools in Kansas (second teaching field which replaces the requirements of a minor). Students must also complete all teacher education admission and course requirements.

Professional Education Requirements*

PSYCH-155: General Psychology (3 hours)
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EDUC-261: Explorations in Education (3 hours)

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General Education Degree Requirements for Students Preparing to Teach Secondary School (43-51 hours)

(see General Education Requirements for Students Preparing to Teach Secondary School)

General Electives (to bring total to 124 hours)

Total hours for Bachelor of Science in Education Degree with a Major in Psychology (124 hours)

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

****Applications for the professional semester must be made by February 15 for the fall semester and September 15 for the spring semester.

@This course to be taken in the department of the student's second teaching field.

PSYCH 263 and PSYCH 357 count toward requirements for the 36 hour psychology major.

EDUC 261 recommended this course be taken in sophomore year.

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Must be admitted to Teacher Education to enroll in PSYCH 357, EDUC 520 and 479 Techniques of Teaching.

SPED 510 or its equivalent.
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.
Department: Psychology and Counseling  College: Education
Date of Submission to the Department: February 8, 2013
Contact Person: Dr. Bruce Warner  X Faculty member  □ Chair

Brief Description of Change: In the Degree Core, History and Systems of Psychology will be replaced with a new course. Evolutionary Psychology (PSYCH 691), Social Psychology (PSYCH 756) will replace Social Psychology (PSYCH 456), and Psychology of Personality (PSYCH 685) will be removed as an option. Psychology of Adjustment (PSYCH 275), an elective course, will be replaced by a new course, Positive Psychology (PSYCH 430).

Type of Modification:
□ Name  □ Credit Hour  X Course content/objectives  □ Prerequisite Change  □ Other

Rationale for Change: In response to recent deliberations by our faculty concerning program assessment and student learning, we are proposing modifications to the degree core and electives in order to incorporate important new trends in psychology. These changes will also have the added benefit of freeing critical faculty resources for the teaching of core courses in psychology.

In the BA degree core, we are proposing a new course, Evolutionary Psychology (PSYCH 691), which will survey the research and theory associated with an increasingly important framework in psychology. This course will provide students with the necessary foundation for understanding how mind, emotion and behavior have been shaped by evolutionary forces. Evolutionary Psychology, which will replace History and Systems of Psychology as a requirement in the Degree Core, is an important new course for students, especially for those interested in pursuing doctoral-level degrees. History and Systems of Psychology will remain on the books as an elective. Inclusion of Evolutionary Psychology will place PSU on the forefront of an important trend in psychology. Currently, the only Kansas Regents institutions to offer a similar course are University of Kansas and Fort Hays State.

Psychology of Adjustment (PSYCH 275), a writing-to-learn elective for the program, will be replaced by Positive Psychology (PSYCH 430) as a non-writing-to-learn elective. Positive Psychology is a recent and important movement in psychology focused on scientific research into issues of human happiness, personal growth, and well-being. Psychology of Adjustment will no longer be offered due to limited faculty resources and the superior scientific basis of Positive Psychology.

Social Psychology (PSYCH 756) will replace Introduction to Social Psychology (PSYCH 456) in the degree core in order to provide a richer and more academically challenging experience for our majors. In order to promote successful performance in the course by undergraduates, the requirements are being changed to read “successful completion of PSYCH 389 and PSYCH 392 or permission of the instructor.” PSYCH 389 and 392 are key research methods courses necessary for understanding the course readings and for successfully completing projects required in PSYCH 756. Based upon a motion passed in the department faculty meeting of October 18, 2012, Psychology of Personality (PSYCH 685) will be removed from the Degree Core.
Consolidation of the social psychology courses and removal of PSYCH 685 as a core course will free instructor time so that additional sections of core courses can be offered.

Information from Existing Major

Name of Existing Major: Bachelor of Arts Degree with a Major in Psychology  Current CIP Number: ______

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

Bachelor of Arts Degree with a Major in Psychology

The BA degree with a major in psychology is designed for the student who wishes to pursue the scientific study of psychology as part of a liberal arts education. It is also designed for students who wish to obtain a graduate degree in psychology. Beyond the minimum course requirements in psychology, the student takes courses in the liberal arts and in a foreign language in order to better understand the place of psychology in today's international community.

Common Core (Required) (24 hours)
- PSYCH-165: Psychology as a Profession I (2 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-389: Research Methods in Psychology I (3 hours)
- PSYCH-392: Research Methods in Psychology II (3 hours)
- PSYCH-394: Principles of Learning (3 hours)
- PSYCH-463: Cognitive Processes (3 hours)
- PSYCH-571: Abnormal Psychology (3 hours)
- PSYCH-665: Psychology as a Profession II (1 hour)
- PSYCH-724: Physiological Psychology (3 hours)
- OR PSYCH-698: Sensation and Perception (3 hours)

BA Psychology Core

Degree Core Required (in addition to required Common Core) (6 hours)
- PSYCH-456: Introduction to Social Psychology (3 hours)
- OR PSYCH-685: Psychology of Personality (3 hours)
- PSYCH-761: History and Systems of Psychology (3 hours)

Electives in Psychology (6 hours)

Total hours in the major (36 hours)

Minor (20 hours)

A minor of at least 20 hours in some other field is required.

Foreign Language (10 hours)

The BA requires 10 hours in one foreign language.
General Education Requirements (46-53 hours)
General Electives (to bring total to 124 hours)

Total hours for Bachelor of Arts Degree with a Major in Psychology (124 hours)
Information for Proposed Modified Major

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

Name of Modified Major: Bachelor of Arts Degree with a Major in Psychology

Bachelor of Arts Degree with a Major in Psychology

The BA degree with a major in psychology is designed for the student who wishes to pursue the scientific study of psychology as part of a liberal arts education. It is also designed for students who wish to obtain a graduate degree in psychology. Beyond the minimum course requirements in psychology, the student takes courses in the liberal arts and in a foreign language in order to better understand the place of psychology in today's international community.

Common Core (Required) (24 hours)
- PSYCH-165: Psychology as a Profession I (2 hours)
- PSYCH-263: Developmental Psychology (3 hours)
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- PSYCH-665: Psychology as a Profession II (1 hour)
- PSYCH-724: Physiological Psychology (3 hours)
- OR PSYCH-698: Sensation and Perception (3 hours)

BA Psychology Core

Degree Core Required (in addition to required Common Core) (6 hours)
- PSYCH-691: Evolutionary Psychology (3 hours)
- PSYCH-756: Social Psychology (3 hours)
- Electives in Psychology (6 hours)

Total hours in the major (36 hours)

Minor (20 hours)

A minor of at least 20 hours in some other field is required.

Foreign Language (10 hours)

The BA requires 10 hours in one foreign language.

General Education Requirements (46-53 hours)

General Electives (to bring total to 124 hours)

Total hours for Bachelor of Arts Degree with a Major in Psychology (124 hours)
Date first offered: Fall, 2013
(Year)

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

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

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

Rationale: _______

Will this modification affect any education majors? □ Yes □ No

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

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

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

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

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

LEGALISITVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
Date 3-11-13  Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 4-26-13  Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 4-26-13  Signature, Dean

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

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

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

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

Approval at Kansas Board of Regents level:

☐ COCAO:  Date: _____

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(220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS
FOR BOARD APPROVAL.

Revision to Major  Last Revision: Fall, 2012
Please Note

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January 4, 2007

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
ADDRESS

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

MAJOR:

Bachelor of Arts Degree with a Major in Psychology
(Title and CIP)

☐ New
☒ Derived from Existing Program

February 8, 2013
(DATE SUBMITTED)

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

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Education

Division of: Office of the Provost - PSU

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

Current Name: Bachelor of Arts Degree with a Major in Psychology

New Name (if applicable): ______

Description of Purpose/Rationale for Change: In response to recent deliberations by our faculty concerning program assessment and student learning, we are proposing modifications to the degree core and electives in order to incorporate important new trends in psychology. These changes will also have the added benefit of freeing critical faculty resources for the teaching of core courses in psychology.

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Provide curriculum for the current major AND indicate proposed course changes:

**Bachelor of Arts Degree with a Major in Psychology**  
Name of Major

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Total: ____

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

**Bachelor of Arts Degree with a Major in Psychology**

The BA degree with a major in psychology is designed for the student who wishes to pursue the scientific study of psychology as part of a liberal arts education. It is also designed for students who wish to obtain a graduate degree in psychology. Beyond the minimum course requirements in psychology, the student takes courses in the liberal arts and in a foreign language in order to better understand the place of psychology in today's international community.
Common Core (Required) (24 hours)
- PSYCH-165: Psychology as a Profession I (2 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-389: Research Methods in Psychology I (3 hours)
- PSYCH-392: Research Methods in Psychology II (3 hours)
- PSYCH-394: Principles of Learning (3 hours)
- PSYCH-463: Cognitive Processes (3 hours)
- PSYCH-571: Abnormal Psychology (3 hours)
- PSYCH-665: Psychology as a Profession II (1 hour)
- PSYCH-724: Physiological Psychology (3 hours)
- OR PSYCH-698: Sensation and Perception (3 hours)
- BA Psychology Core

Degree Core Required [In addition to required Common Core] (6 hours)
- PSYCH-456: Introduction to Social Psychology (3 hours)
- OR PSYCH-685: Psychology of Personality (3 hours)
- PSYCH-751: History and Systems of Psychology (3 hours)
- Electives in Psychology (6 hours)

Total hours in the major (36 hours)
- Minor (20 hours)

A minor of at least 20 hours in some other field is required.

Foreign Language (10 hours)

The BA requires 10 hours in one foreign language.

General Education Requirements (46-53 hours)

General Electives (to bring total to 124 hours)

Total hours for Bachelor of Arts Degree with a Major in Psychology (124 hours)
Bachelor of Arts Degree with a Major in Psychology

(Name of Major)

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<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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Total: __________

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Bachelor of Arts Degree with a Major in Psychology

The BA degree with a major in psychology is designed for the student who wishes to pursue the scientific study of psychology as part of a liberal arts education. It is also designed for students who wish to obtain a graduate degree in psychology. Beyond the minimum course requirements in psychology, the student takes courses in the liberal arts and in a foreign language in order to better understand the place of psychology in today's international community.

Common Core (Required) (24 hours)

- PSYCH-165: Psychology as a Profession I (2 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-389: Research Methods in Psychology I (3 hours)
- PSYCH-392: Research Methods in Psychology II (3 hours)
- PSYCH-394: Principles of Learning (3 hours)
- PSYCH-463: Cognitive Processes (3 hours)
- PSYCH-571: Abnormal Psychology (3 hours)
- PSYCH-665: Psychology as a Profession II (1 hour)
- PSYCH-724: Physiological Psychology (3 hours)

OR PSYCH-698: Sensation and Perception (3 hours)

BA Psychology Core

Degree Core Required (in addition to required Common Core) (6 hours)

- PSYCH-691: Evolutionary Psychology (3 hours)
- PSYCH-756: Social Psychology (3 hours)

Electives in Psychology (6 hours)

Total hours in the major (36 hours)
Minor (20 hours)

A minor of at least 20 hours in some other field is required.

Foreign Language (10 hours)

The BA requires 10 hours in one foreign language.

General Education Requirements (46-53 hours)

General Electives (to bring total to 124 hours)

Total hours for Bachelor of Arts Degree with a Major in Psychology (124 hours)
Request for Revision to Major Template

Department: Psychology and Counseling College: Education
Date of Submission to the Department: February 8, 2013
Contact Person: Dr. Bruce Warner ☑ Faculty member ☐ Chair

Brief Description of Change: In the Degree Core, Social Psychology (PSYCH 756) will replace Introduction to Social Psychology (PSYCH 456). Two new electives, Evolutionary Psychology (PSYCH 691) and Positive Psychology (PSYCH 430) are introduced. In the Psychology and Legal Issues and Case Management concentrations, Positive Psychology will replace Psychology of Adjustment (PSYCH 275). In the Developmental Disabilities concentration, Positive Psychology will be added as an option (ORed with Educational Psychology, PSYCH 357). SPED 510 will be removed as an option, and Introduction to Group Processes (PSYCH 616) will be added as an option (ORed with Human Resources Management, MGMT 629).

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

Rationale for Change: In response to recent deliberations by our faculty concerning program assessment and student learning, we are proposing modifications to the degree core and electives in order to incorporate important new trends in psychology.

In the BS Degree Core, Social Psychology (PSYCH 756) will replace Introduction to Social Psychology (PSYCH 456) in the degree core in order to provide a richer and more academically challenging experience for our majors. In order to promote successful performance in the course by undergraduates, the requirements are being changed to read "successful completion of PSYCH 389 and PSYCH 392 or permission of the instructor." PSYCH 389 and 392 are key research methods courses necessary for understanding the course readings and for successfully completing projects required in PSYCH 756.

As an elective, we are proposing a new course, Evolutionary Psychology (PSYCH 691), which will survey the research and theory of an increasingly important framework in psychology. This course will provide students with the necessary foundation for understanding how mind, emotion and behavior have been shaped by evolutionary forces. With evolution as a unifying framework for understanding psychology, Evolutionary Psychology is an important course for students, especially for those interested in pursuing doctoral-level degrees. Inclusion of this course will place PSU on the forefront of an important trend in psychology. Currently, the only Kansas Regents institutions to offer a similar course are University of Kansas and Fort Hays State.

Psychology of Adjustment (PSYCH 275), a writing-to-learn elective for the program, will be replaced by Positive Psychology (PSYCH 430) as a non-writing-to-learn elective. Positive Psychology is a recent and important movement in psychology focused on scientific research into issues of human happiness, personal growth, and well-being. Psychology of Adjustment will no longer be offered due to limited faculty resources and the superior scientific basis of Positive Psychology. Positive Psychology will replace Psychology of...
Adjustment as a requirement for the Psychology and Legal Issues Concentration, and will replace Psychology of Adjustment as an elective for the Case Management Concentration.

In the Developmental Disabilities concentration, Positive Psychology will be added as an option (ORed with PSYCH 357, Educational Psychology). SPED 510 will be removed as an option, and Introduction to Group Processes (PSYCH 616) will be added as an option (ORed with Human Resources Management, MGMKT 629). These changes are intended to offer students, acting in coordination with their advisors, more flexibility in their coursework.

Information from Existing Major

Name of Existing Major: Bachelor of Science Degree with a Major in Psychology
Current CIP Number: 

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

Bachelor of Science Degree with a Major in Psychology

The BS degree with a major in psychology is for the student interested in the study of the applied aspects of psychology with an emphasis on practical skills. This program requires a concentration of courses in developmental disabilities, case management, substance abuse services, human resource development, human factors, or psychology and legal issues.

Common Core (Required) (24 hours)

PSYCH-165: Psychology as a Profession I (2 hours)
PSYCH-263: Developmental Psychology (3 hours)
PSYCH-389: Research Methods in Psychology I (3 hours)
PSYCH-392: Research Methods in Psychology II (3 hours)
PSYCH-394: Principles of Learning (3 hours)
PSYCH-463: Cognitive Processes (3 hours)
PSYCH-571: Abnormal Psychology (3 hours)
PSYCH-665: Psychology as a Profession II (1 hour)
PSYCH-724: Physiological Psychology (3 hours)
OR PSYCH-698: Sensation and Perception (3 hours)

BS Psychology Core

Degree Core Required (in addition to required Common Core) (3 hours)

PSYCH-456: Introduction to Social Psychology (3 hours)
OR PSYCH-685: Psychology of Personality (3 hours)

Electives in Psychology (9 hours)

Total hours in the major (36 hours)

Area of Concentration

Option I: Developmental Disabilities (27 hours)
MGMKT-327: Organizational Theory and Behavior (3 hours)
MGMKT-629: Human Resource Management (3 hours)
PSYCH-357: Educational Psychology (3 hours)
PSYCH-736: Psychology of Family Development (3 hours)
PSYCH-741: Behavior Modification (3 hours)
REC-311: Recreation Program Design and Leadership (3 hours)
SPED-510: Overview of Special Education (3 hours)
OR PSYCH-781: Psychology of Exceptional Children (3 hours)
SPED-738: Characteristics of Students with Adaptive Learning Needs (3 hours)
SWK-344: Mental Health Theory and Practice (3 hours)

Option II: Case Management (30 hours)
PSYCH-701: Ethics in Human Services (3 hours)
PSYCH-703: Mental Health Case Management (3 hours)
PSYCH-711: Addictions I (3 hours)
PSYCH-736: Psychology of Family Development (3 hours)
PSYCH-741: Behavior Modification (3 hours)
PSYCH-781: Psychology of Exceptional Children (3 hours)
SWK-201: Introduction to Social Work (3 hours)
SWK-599: Social Work and the Law (3 hours)

And 6 hours chosen from:
PSYCH-275: Psychology of Adjustment (3 hours)
PSYCH-616: Introduction to Group Processes (3 hours)
PSYCH-778: Fieldwork in Psychology (1-3 hours)
PSYCH-720: Multicultural Issues in Psychology and Counseling (3 hours)
SWK-345: Topics in Social Work (1-3 hours)
SWK-365: Social Process and Social Policy (3 hours)
SWK-385: Human Behavior Social Environment: Individual and Family Functioning (3 hours)

Or additional workshops or courses by advisement

PSYCH 701, PSYCH 703 and PSYCH 720 offered odd number summers only.

PSYCH 711 offered every summer.

SWK 345 Topic is Correctional Case Management.

NOTE: To complete Option II: Case Management, the student must apply (application available in the department office) and be accepted before undertaking coursework in Option II. Completion of Option II requires enrollment during at least two summer sessions.

Option III: Substance Abuse Services (30 hours)
PSYCH-616: Introduction to Group Processes (3 hours)
PSYCH-701: Ethics in Human Services (3 hours)
PSYCH-711: Addictions I (3 hours)
PSYCH-720: Multicultural Issues in Psychology and Counseling (3 hours)
PSYCH-727: Pharmacology and Substance Abuse (3 hours)
PSYCH-774: Family and Addictions (3 hours)
PSYCH-775: Individual Counseling in Addictions (3 hours)
PSYCH-776: Addiction Services Coordination (3 hours)
PSYCH-777: Fieldwork in Psychology for Substance Abuse Services (3 hours)

PSYCH 777 should be taken for a total of 6 hours.
PSYCH 701, PSYCH 720 offered odd number summers only.

PSYCH 727, PSYCH 774, PSYCH 775 and PSYCH 776 offered even number summers only.

PSYCH 711 offered every summer.

NOTE: To complete Option III: Substance Abuse Services, the student must apply (application available in the department office) and be accepted before undertaking coursework in Option III: Substance Abuse Services. (Completion of all coursework qualifies graduates for licensure as addictions counselors through the Behavioral Sciences Regulatory Board in Kansas.) Completion of this option requires enrollment during at least two summer sessions.

Option IV: Human Resource Development (27 hours)
PSYCH-575: Industrial and Organizational Psychology (3 hours)
HRD-596: Introduction to Human Resource Development (3 hours)
And 21 hours chosen from:
ECON-465: Collective Bargaining (3 hours)
EST-393: Introduction to Industrial Safety (3 hours)
HRD-575: Instructional Media in Human Resource Development (3 hours)
HRD-706: Personnel Development in Business and Industry (3 hours)
HRD-793: Evaluation in Human Resource Development (3 hours)
MGMT-327: Organizational Theory and Behavior (3 hours)
MGMT-444: Legal and Social Environment of Business (3 hours)
MGMT-629: Human Resource Management (3 hours)
PSYCH-616: Introduction to Group Processes (3 hours)
PSYCH-779: Fieldwork in Psychology: Human Resource Development Practicum (1-3 hours)
LDSP-600: Foundations of Leadership (3 hours)
LDSP-601: Service Learning Seminar (1 hour)
LDSP-602: Leadership Seminar (2 hours)
TM-390: Trade and Job Analysis (3 hours)
TM-653: Workforce Preparation (3 hours)
TM-679: Presentation Skills (3 hours)
TTED-606: Industrial Supervision (3 hours)

ECON 465, MGMT 444, MGMT 629 - See course description for prerequisite information.

MGMT 327 is a pre-requisite for MGMT 629.

LDSP 601 and LDSP 602 permission of instructor is required.

Option V: Human Factors (27 hours minimum)
PSYCH-575: Industrial and Organizational Psychology (3 hours)
PSYCH-675: Human Factors Psychology (3 hours)
PSYCH-724: Physiological Psychology (3 hours)
OR PSYCH-698: Sensation and Perception (3 hours)
Electives chosen from the following categories (18-20 hours)

Biology
BIOL-257: Anatomy and Physiology (3 hours)
AND BIOL-258: Anatomy and Physiology Laboratory (2 hours)

BIOL 257/258 see course description for prerequisite information.

Safety (no more than three courses from this category count toward concentration):
- EST-393: Introduction to Industrial Safety (3 hours)
- EST-512: Risk Assessment (3 hours)
- EST-604: Occupational Health and Safety (3 hours)
- EST-629: Legal Issues in Environmental Health and Safety (3 hours)

Mathematics and Computer Information Systems (no more than three courses from this category count toward concentration)
- MATH-150: Calculus I (5 hours)
- MATH-155: Calculus II (5 hours)
- CIS-230: Visual Basic Programming (3 hours)
- CIS-325: Advanced Visual Basic Programming (3 hours)
- CIS-380: Application Systems Analysis and Design Methods (3 hours)

CIS 230, CIS 325 and CIS 380 see course description for prerequisite information.

Electronics Engineering Technology:
- EET-141: Introductory Electronics (3 hours)
- EET-144: D.C. Circuit Analysis Methods (3 hours)
- EET-244: Logic Circuits (3 hours)

EET 144 and EET 244 see course description for prerequisite information.

General Technology:
- GT-191: Foundations of Technology and Engineering (2 hours)
- GT-330: Engineering Materials and Processes (3 hours)
- GT-380: Manufacturing Enterprise (3 hours)

GT 380 see course description for prerequisite information.

PSYCH 724 or PSYCH 698 whichever course was not taken as a part of the core.

Option VI: Psychology and Legal Issues (27 hours)
- JUST-104: Introduction to the Justice System (3 hours)
- OR JUST-109: Principles of Justice Studies (3 hours)
- PSYCH-275: Psychology of Adjustment (3 hours)
- PSYCH-575: Industrial and Organizational Psychology (3 hours)
- PSYCH-741: Behavior Modification (3 hours)
- PSYCH-771: Psychology and the Law (3 hours)
- PSYCH-773: Criminal Psychopathology (3 hours)

And 9 hours chosen from:
- FCS-580: Family Violence and Child Abuse (3 hours)
- JUST-480: Women, Crime, and Justice (3 hours)
- JUST-500: Criminal Law and Society (3 hours)
- JUST-501: Criminal Procedure (3 hours)
- JUST-521: Special Topics in Justice Studies (1-3 hours)
- JUST-522: Crime Scenes and the Law of Evidence (3 hours)
- POLS-661: Constitutional Law I (3 hours)
SOC-527: Correctional Systems (3 hours)
SOC-547: Criminology (3 hours)
SOC-548: Juvenile Delinquency (3 hours)

Or other additional course(s) or workshops through advisement

PSYCH 771 and PSYCH 773 offered even number summers only.

General Education Requirements (46-53 hours)

General Electives (to bring total to 124 hours)

Total hours for Bachelor of Science Degree with a Major in Psychology (124 hours)

NOTE: Completion of Option VI requires enrollment during at least one summer session.
Information for Proposed Modified Major

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

Name of Modified Major: Bachelor of Science Degree with a Major in Psychology CIP Number: ___

Bachelor of Science Degree with a Major in Psychology

The BS degree with a major in psychology is for the student interested in the study of the applied aspects of psychology with an emphasis on practical skills. This program requires a concentration of courses in developmental disabilities, case management, substance abuse services, human resource development, human factors, or psychology and legal issues.

Common Core (Required) (24 hours)
- PSYCH-165: Psychology as a Profession I (2 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-389: Research Methods in Psychology I (3 hours)
- PSYCH-392: Research Methods in Psychology II (3 hours)
- PSYCH-394: Principles of Learning (3 hours)
- PSYCH-463: Cognitive Processes (3 hours)
- PSYCH-571: Abnormal Psychology (3 hours)
- PSYCH-665: Psychology as a Profession II (1 hour)
- PSYCH-724: Physiological Psychology (3 hours)
- OR PSYCH-698: Sensation and Perception (3 hours)

BS Psychology Core

Degree Core Required (in addition to required Common Core) (3 hours)
- PSYCH-756: Social Psychology (3 hours)

Electives in Psychology (9 hours)

Total hours in the major (36 hours)

Area of Concentration

Option I: Developmental Disabilities (27 hours)
- MGMT-327: Organizational Theory and Behavior (3 hours)
- MGMT-629: Human Resource Management (3 hours)
- OR PSYCH 616: Introduction to Group Processes (3 hours)
- PSYCH-357: Educational Psychology (3 hours)
- OR PSYCH 430: Positive Psychology (3 hours)
- PSYCH-736: Psychology of Family Development (3 hours)
- PSYCH-741: Behavior Modification (3 hours)
- REC-311: Recreation Program Design and Leadership (3 hours)
- PSYCH-781: Psychology of Exceptional Children (3 hours)
- SPED-738: Characteristics of Students with Adaptive Learning Needs (3 hours)
- SWK-344: Mental Health Theory and Practice (3 hours)

Option II: Case Management (30 hours)
- PSYCH-701: Ethics in Human Services (3 hours)
- PSYCH-703: Mental Health Case Management (3 hours)

Revision to Major Last Revision: Fall, 2012
PSYCH-711: Addictions I (3 hours)

PSYCH-736: Psychology of Family Development (3 hours)

PSYCH-741: Behavior Modification (3 hours)

PSYCH-781: Psychology of Exceptional Children (3 hours)

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

SWK-599: Social Work and the Law (3 hours)

And 6 hours chosen from:

PSYCH-430: Positive Psychology (3 hours)

PSYCH-616: Introduction to Group Processes (3 hours)

PSYCH-778: Fieldwork in Psychology (1-3 hours)

PSYCH-720: Multicultural Issues in Psychology and Counseling (3 hours)

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SWK-365: Social Process and Social Policy (3 hours)

SWK-385: Human Behavior Social Environment: Individual and Family Functioning (3 hours)

Or additional workshops or courses by advisement

PSYCH 703 and PSYCH 720 offered odd number summers only.

PSYCH 711 offered every summer.

SWK 345 Topic is Correctional Case Management.

NOTE: To complete Option II: Case Management, the student must apply (application available in the department office) and be accepted before undertaking coursework in Option II. Completion of Option II requires enrollment during at least one summer session.

Option III: Substance Abuse Services (30 hours)

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PSYCH-777: Fieldwork in Psychology for Substance Abuse Services (3 hours)

PSYCH 777 should be taken for a total of 6 hours.

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PSYCH 711 offered every summer.

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Pittsburg State University

Services. (Completion of all coursework qualifies graduates for licensure as addictions counselors through the Behavioral Sciences Regulatory Board in Kansas.) Completion of this option requires enrollment during at least two summer sessions.

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ECON 465, MGMKT 444, MGMKT 629 - See course description for prerequisite information.

MGMKT 327 is a pre-requisite for MGMKT 629.

LDSP 601 and LDSP 602 permission of instructor is required.

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- PSYCH-575: Industrial and Organizational Psychology (3 hours)
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  AND BIOL-258: Anatomy and Physiology Laboratory (2 hours)

BIOL 257/258 see course description for prerequisite information.

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- EST-393: Introduction to Industrial Safety (3 hours)
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- EST-629: Legal Issues in Environmental Health and Safety (3 hours)
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- MATH-150: Calculus I (5 hours)
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- CIS-325: Advanced Visual Basic Programming (3 hours)
- CIS-380: Application Systems Analysis and Design Methods (3 hours)

CIS 230, CIS 325 and CIS 380 see course description for prerequisite information.

Electronics Engineering Technology:
- EET-141: Introductory Electronics (3 hours)
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- EET-244: Logic Circuits (3 hours)

EET 144 and EET 244 see course description for prerequisite information.

General Technology:
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- GT-330: Engineering Materials and Processes (3 hours)
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GT 380 see course description for prerequisite information.

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- JUST-104: Introduction to the Justice System (3 hours)
- OR JUST-109: Principles of Justice Studies (3 hours)
- PSYCH-430: Positive Psychology (3 hours)
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- PSYCH-741: Behavior Modification (3 hours)
- PSYCH-771: Psychology and the Law (3 hours)
- PSYCH-773: Criminal Psychopathology (3 hours)

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- SOC-527: Correctional Systems (3 hours)
- SOC-547: Criminology (3 hours)
- SOC-548: Juvenile Delinquency (3 hours)

Or other additional course(s) or workshops through advisement

PSYCH 771 and PSYCH 773 offered even number summers only.
General Education Requirements (46-53 hours)

General Electives (to bring total to 124 hours)

Total hours for Bachelor of Science Degree with a Major in Psychology (124 hours)

NOTE: Completion of Option VI requires enrollment during at least one summer session.
Date first offered: Fall, 2013
(Year)

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
  Date 1/17/13  Signature, Department Chairperson

☑ Approved: College Curriculum Committee
  Date 1/22/13  Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
  Date 1/22/13  Signature, Dean

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 1/22/13  Signature, Undergraduate Curriculum Committee Chair

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

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

Approval at Kansas Board of Regents level:

☐ COCAO:  
  Date: ______

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

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

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

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

Revision to Major  Last Revision: Fall, 2012
Please Note

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

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING MAJOR

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

MAJOR:

Bachelor of Science Degree with a Major in Psychology
(Title and CIP)

☐ New

☒ Derived from Existing Program

February 8, 2013
(DATE SUBMITTED)

__________________________
(Signature of Vice-President/or Provost)
I. Give the name and describe the purpose of the existing major:

Current Name: Bachelor of Science Degree with a Major in Psychology

New Name (if applicable): ______

Description of Purpose/Rationale for Change: In response to recent deliberations by our faculty concerning program assessment and student learning, we are proposing modifications to the degree core and electives in order to incorporate important new trends in psychology.

In the BS Degree Core, Social Psychology (PSYCH 456) will replace Introduction to Social Psychology (PSYCH 456) in the degree core in order to provide a richer and more academically challenging experience for our majors. In order to promote successful performance in the course by undergraduates, the requirements are being changed to read "successful completion of PSYCH 389 and PSYCH 392 or permission of the instructor." PSYCH 389 and 392 are key research methods courses necessary for understanding the course readings and for successfully completing projects required in PSYCH 756.

As an elective, we are proposing a new course, Evolutionary Psychology (PSYCH 691), which will survey the research and theory of an increasingly important framework in psychology. This course will provide students with the necessary foundation for understanding how mind, emotion and behavior have been shaped by evolutionary forces. With evolution as a unifying framework for understanding psychology, Evolutionary Psychology is an important course for students, especially for those interested in pursuing doctoral-level degrees. Inclusion of this course will place PSU on the forefront of an important trend in psychology. Currently, the only Kansas Regents Institutions to offer a similar course are University of Kansas and Fort Hays State.

Psychology of Adjustment (PSYCH 275), a writing-to-learn elective for the program, will be replaced by Positive Psychology (PSYCH 430) as a non-writing-to-learn elective. Positive Psychology is a recent and important movement in psychology focused on scientific research into issues of human happiness, personal growth, and well-being. Psychology of Adjustment will no longer be offered due to limited faculty resources and the superior scientific basis of Positive Psychology. Positive Psychology will replace Psychology of Adjustment as a requirement for the Psychology and Legal
Issues Concentration, and will replace Psychology of Adjustment as an elective for the Case Management Concentration.

In the Developmental Disabilities concentration, Positive Psychology will be added as an option (ORed with PSYCH 357, Educational Psychology). SPED 510 will be removed as an option, and Introduction to Group Processes (PSYCH 616) will be added as an option (ORed with Human Resources Management, MGMKT 629). These changes are intended to offer students, acting in coordination with their advisors, more flexibility in their coursework.
Provide curriculum for the current major AND indicate proposed course changes:

**Bachelor of Science Degree with a Major in Psychology**

Name of Major

**CURRENT**

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Courses:</td>
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Total: ______

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**Bachelor of Science Degree with a Major in Psychology**

_The BS degree with a major in psychology is for the student interested in the study of the applied aspects of psychology with an emphasis on practical skills. This program requires a concentration of courses in developmental disabilities, case management, substance abuse services, human resource development, human factors, or psychology and legal issues._

**Common Core (Required) (24 hours)**
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSYCH-165</td>
<td>Psychology as a Profession I (2 hours)</td>
</tr>
<tr>
<td>PSYCH-263</td>
<td>Developmental Psychology (3 hours)</td>
</tr>
<tr>
<td>PSYCH-389</td>
<td>Research Methods in Psychology I (3 hours)</td>
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<tr>
<td>PSYCH-392</td>
<td>Research Methods in Psychology II (3 hours)</td>
</tr>
<tr>
<td>PSYCH-394</td>
<td>Principles of Learning (3 hours)</td>
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<tr>
<td>PSYCH-463</td>
<td>Cognitive Processes (3 hours)</td>
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<td>PSYCH-571</td>
<td>Abnormal Psychology (3 hours)</td>
</tr>
<tr>
<td>PSYCH-665</td>
<td>Psychology as a Profession II (1 hours)</td>
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<tr>
<td>PSYCH-724</td>
<td>Psychological Psychology (3 hours)</td>
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<tr>
<td>OR PSYCH-698</td>
<td>Sensation and Perception (3 hours)</td>
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</tbody>
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**BS Psychology Core**

<table>
<thead>
<tr>
<th>Degree Core Required (in addition to required Common Core) (3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH-456: Introduction to Social Psychology (3 hours)</td>
</tr>
<tr>
<td>OR PSYCH-685: Psychology of Personality (3 hours)</td>
</tr>
</tbody>
</table>

**Electives in Psychology (9 hours)**

**Total hours in the major (36 hours)**

**Area of Concentration**

<table>
<thead>
<tr>
<th>Option I: Developmental Disabilities (27 hours)</th>
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<tbody>
<tr>
<td>MGMKT-327: Organizational Theory and Behavior (3 hours)</td>
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<td>PSYCH-357: Educational Psychology (3 hours)</td>
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<td>PSYCH-736: Psychology of Family Development (3 hours)</td>
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<td>PSYCH-741: Behavior Modification (3 hours)</td>
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<tr>
<td>REC-311: Recreation Program Design and Leadership (3 hours)</td>
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<tr>
<td>SPED-510: Overview of Special Education (3 hours)</td>
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<tr>
<td>OR PSYCH-781: Psychology of Exceptional Children (3 hours)</td>
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<tr>
<td>SPED-738: Characteristics of Students with Adaptive Learning Needs (3 hours)</td>
</tr>
<tr>
<td>SWK-344: Mental Health Theory and Practice (3 hours)</td>
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<tr>
<th>Option II: Case Management (30 hours)</th>
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<td>PSYCH-701: Ethics in Human Services (3 hours)</td>
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<td>PSYCH-703: Mental Health Case Management (3 hours)</td>
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<tr>
<td>SWK-201: Introduction to Social Work (3 hours)</td>
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<tr>
<td>SWK-599: Social Work and the Law (3 hours)</td>
</tr>
</tbody>
</table>

And 6 hours chosen from:

| PSYCH-275: Psychology of Adjustment (3 hours)                       |
| PSYCH-616: Introduction to Group Processes (3 hours)                 |
| PSYCH-778: Fieldwork in Psychology (1-3 hours)                       |
| PSYCH-720: Multicultural Issues in Psychology and Counseling (3 hours) |
| SWK-345: Topics in Social Work (1-3 hours)                           |
| SWK-365: Social Process and Social Policy (3 hours)                  |
| SWK-385: Human Behavior Social Environment: Individual and Family Functioning (3 hours) |
Or additional workshops or courses by advisement

PSYCH 701, PSYCH 703 and PSYCH 720 offered odd number summers only.

PSYCH 711 offered every summer.

SWK 345 Topic is Correctional Case Management.

NOTE: To complete Option II: Case Management, the student must apply (application available in the department office) and be accepted before undertaking coursework in Option II. Completion of Option II requires enrollment during at least two summer sessions.

Option III: Substance Abuse Services (30 hours)

PSYCH-616: Introduction to Group Processes (3 hours)
PSYCH-701: Ethics in Human Services (3 hours)
PSYCH-711: Addictions I (3 hours)
PSYCH-720: Multicultural Issues in Psychology and Counseling (3 hours)
PSYCH-727: Pharmacology and Substance Abuse (3 hours)
PSYCH-774: Family and Addictions (3 hours)
PSYCH-775: Individual Counseling in Addictions (3 hours)
PSYCH-776: Addiction Services Coordination (3 hours)
PSYCH-777: Fieldwork in Psychology for Substance Abuse Services (3 hours)

PSYCH 777 should be taken for a total of 6 hours.

PSYCH 701, PSYCH 720 offered odd number summers only.

PSYCH 727, PSYCH 774, PSYCH 775 and PSYCH 776 offered even number summers only.

PSYCH 711 offered every summer.

NOTE: To complete Option III: Substance Abuse Services, the student must apply (application available in the department office) and be accepted before undertaking coursework in Option III: Substance Abuse Services. (Completion of all coursework qualifies graduates for licensure as addictions counselors through the Behavioral Sciences Regulatory Board in Kansas.) Completion of this option requires enrollment during at least two summer sessions.

Option IV: Human Resource Development (27 hours)

PSYCH-575: Industrial and Organizational Psychology (3 hours)
HRD-596: Introduction to Human Resource Development (3 hours)
And 21 hours chosen from:
ECON-465: Collective Bargaining (3 hours)
EST-395: Introduction to Industrial Safety (3 hours)
HRD-575: Instructional Media in Human Resource Development (3 hours)
HRD-706: Personnel Development in Business and Industry (3 hours)
HRD-793: Evaluation in Human Resource Development (3 hours)
MGMT-327: Organizational Theory and Behavior (3 hours)
MGMT-444: Legal and Social Environment of Business (3 hours)
MGMKT-629: Human Resource Management (3 hours)
PSYCH-616: Introduction to Group Processes (3 hours)
PSYCH-779: Fieldwork in Psychology: Human Resource Development Practicum (1-3 hours)
LDSP-600: Foundations of Leadership (3 hours)
LDSP-601: Service Learning Seminar (1 hour)
LDSP-602: Leadership Seminar (2 hours)
TM-390: Trade and Job Analysis (3 hours)
TM-653: Workforce Preparation (3 hours)
TM-679: Presentation Skills (3 hours)
TTED-606: Industrial Supervision (3 hours)

ECON 465, MGMKT 444, MGMKT 629 - See course description for prerequisite information.

MGMKT 327 is a pre-requisite for MGMKT 629.

LDSP 601 and LDSP 602 permission of instructor is required.

Option V: Human Factors (27 hours minimum)
PSYCH-575: Industrial and Organizational Psychology (3 hours)
PSYCH-675: Human Factors Psychology (3 hours)
PSYCH-724: Physiological Psychology (3 hours)
OR PSYCH-698: Sensation and Perception (3 hours)
Electives chosen from the following categories (18-20 hours)
Biology
BIOL-257: Anatomy and Physiology (3 hours)
AND BIOL-258: Anatomy and Physiology Laboratory (2 hours)

BIOL 257/258 see course description for prerequisite information.

Safety (no more than three courses from this category count toward concentration):
EST-393: Introduction to Industrial Safety (3 hours)
EST-512: Risk Assessment (3 hours)
EST-604: Occupational Health and Safety (3 hours)
EST-629: Legal Issues in Environmental Health and Safety (3 hours)

Mathematics and Computer Information Systems (no more than three courses from this category count toward concentration)
MATH-150: Calculus I (5 hours)
MATH-155: Calculus II (5 hours)
CIS-230: Visual Basic Programming (3 hours)
CIS-325: Advanced Visual Basic Programming (3 hours)
CIS-380: Application Systems Analysis and Design Methods (3 hours)

CIS 230, CIS 325 and CIS 380 see course description for prerequisite information.

Electronics Engineering Technology:
EET-143: Introductory Electronics (3 hours)
EET-144: D.C. Circuit Analysis Methods (3 hours)
EET-244: Logic Circuits (3 hours)

EET 144 and EET 244 see course description for prerequisite information.
General Technology:

GT-191: Foundations of Technology and Engineering (2 hours)

GT-330: Engineering Materials and Processes (3 hours)

GT-380: Manufacturing Enterprise (3 hours)

GT 380 see course description for prerequisite information.

PSYCH 724 or PSYCH 698 whichever course was not taken as a part of the core.

Option VI: Psychology and Legal Issues (27 hours)

JUST-104: Introduction to the Justice System (3 hours)

OR JUST-109: Principles of Justice Studies (3 hours)

PSYCH-275: Psychology of Adjustment (3 hours)

PSYCH-575: Industrial and Organizational Psychology (3 hours)

PSYCH-741: Behavior Modification (3 hours)

PSYCH-771: Psychology and the Law (3 hours)

PSYCH-773: Criminal Psychopathology (3 hours)

And 9 hours chosen from:

FCS-580: Family Violence and Child Abuse (3 hours)

JUST-480: Women, Crime, and Justice (3 hours)

JUST-500: Criminal Law and Society (3 hours)

JUST-501: Criminal Procedure (3 hours)

JUST-521: Special Topics in Justice Studies (1-3) (1-3 hours)

JUST-522: Crime Scenes and the Law of Evidence (3 hours)

POLI-661: Constitutional Law I (3 hours)

SOC-527: Correctional Systems (3 hours)

SOC-547: Criminology (3 hours)

SOC-548: Juvenile Delinquency (3 hours)

Or other additional course(s) or workshops through advisement

PSYCH 771 and PSYCH 773 offered even number summers only.

General Education Requirements (46-53 hours)

General Electives (to bring total to 124 hours)

Total hours for Bachelor of Science Degree with a Major in Psychology (124 hours)

NOTE: Completion of Option VI requires enrollment during at least one summer session.
**Bachelor of Science Degree with a Major in Psychology**

*(Name of Major)*

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- PSYCH-665: Psychology as a Profession II (1 hour)
- PSYCH-724: Physiological Psychology (3 hours)
- OR PSYCH-698: Sensation and Perception (3 hours)

**BS Psychology Core**

**Degree Core Required (in addition to required Common Core) (3 hours)**
- PSYCH-756: Social Psychology (3 hours)

**Electives in Psychology (9 hours)**

**Total hours in the major (36 hours)**
- **Area of Concentration**
  - **Option I: Developmental Disabilities (27 hours)**
MGMKT-327: Organizational Theory and Behavior (3 hours)  
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OR PSYCH 616: Introduction to Group Processes (3 hours)  
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PSYCH 703 and PSYCH 720 offered odd number summers only.  
PSYCH 711 offered every summer.

**SWK 345 Topic Is Correctional Case Management.**

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JUST-501: Criminal Procedure (3 hours)
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JUST-522: Crime Scenes and the Law of Evidence (3 hours)
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Or other additional course(s) or workshops through advisement

PSYCH 771 and PSYCH 773 offered even number summers only.

General Education Requirements (46-53 hours)

General Electives (to bring total to 124 hours)

Total hours for Bachelor of Science Degree with a Major in Psychology (124 hours)

NOTE: Completion of Option VI requires enrollment during at least one summer session.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: Psychology and Counseling    College: Education

Date of Submission to the Department: February 7, 2013

Contact Person: Tysha Potter    ☒ Faculty member    ☐ Chair

Title of Course: Positive Psychology    Credit Hours: 3

Course Number: PSYCH 430    Hegis Number: 2001

Date first offered: Fall 2013
(Semester/Year)

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

Estimated Enrollment: 45

Prerequisite(s): Psychology major or minor or permission of instructor

This course is: ☒ Required    ☒ Elective

If this course is “required,” which major(s) will require it? Bachelor of Arts, Bachelor of Science in Education, Bachelor of Science, Option II Developmental Disabilities, , Option III Case Management, Option VI Psychology and Legal Issues

Course Description: This course provides an introduction to the study of topics related to science of positive psychology. It is designed to provide you with a basic understanding of the principles and concepts that are most relevant to you as an individual and as an individual in society. You will be strongly encouraged to apply these concepts to your life and to develop a fuller understanding of yourself, and your personal and social relationships.
(as it will appear in the catalog)

Purpose/Justification for Course: Positive psychology is an overwhelmingly accepted new sub-discipline within psychology focusing on the scientific study of what makes life worth living. The introduction of this new course should replace the existing course of Psychology of Adjustment due to the increase in positive psychology courses across western culture and the addition of scientific research that is sorely lacking in Psychology of Adjustment.

Objectives/Student Learning Outcomes:
The objective of this course is to promote human potential, personal growth and awareness, and mental health by relating the research and principles of positive psychology with one’s self through lecture, readings, writing, video clips, discussion, student presentations, creativity, in-class activities, and out-of-class exercises.

Specifically, this course will:

1. Understand the history and elements related to positive psychology.
2. Identify and define the five elements of Positive Psychology.
3. Distinguish between hedonic and eudaimonic happiness.
4. Increase awareness of the benefits of positive thinking and its association with emotions and behavior.
5. Understand the characteristics, communication skills, and habits of a healthy relationship.
6. Develop an understanding of goal-oriented behavior and its relationship to finding meaning in one's life.
7. Demonstrate that some or parts of the five elements can be integrated into one's own daily life.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
There will be weekly written assignments that assess construct knowledge of positive psychology principles. In addition there will be individual projects/class presentations requiring the student to choose a topic in positive psychology and examine the literature that supports the benefits of using positive psychology in one's daily life.

A. In-class Discussions
B. Individual and Group Activities
C. In-and-Out-of Class Writing
D. Homework Exercises
E. Positive Psychology Presentation and Paper

PLEASE ATTACH SYLLABUS

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

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
AUTHORIZED NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
  Date: 2/11/13 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
  Date: 4/2/13 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
  Date: 4/2/13 Signature, Dean

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

☑ Approved: Teacher Education Council (if applicable)
  Date: 4/3/13 Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date: 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.
Attach syllabus here:
Pittsburg State University
PSYCH 430 (Introduction to) Positive Psychology
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
Face-to-Face

INSTRUCTOR: Tysha Potter, MS
OFFICE LOCATION: 208C Whitesitt Hall
VOICE MAIL: 235-4841
EMAIL: tpotter@pittstate.edu

TIME: 8:00-8:50 am
Days: MWF
Room: 202 Whitesitt
OFFICE HOURS: TBA

COURSE DESCRIPTION: This course provides an introduction to the study of topics related to science of positive psychology. It is designed to provide you with a basic understanding of the principles and concepts that are most relevant to you as an individual and as an individual in society. The purpose of Positive Psychology is to understand and promote the human strengths that enable individuals and communities to thrive. You will be strongly encouraged to apply these concepts to your life and to develop a fuller understanding of yourself, and your personal and social relationships.

PREREQUISITIES: Psychology major or minor or permission of instructor.

COURSE OBJECTIVES: The objective of this course is to promote human potential, personal growth and awareness, and mental health by relating the research and principles of positive psychology with one’s self through lecture, readings, writing, video clips, discussion, student presentations, creativity, in-class activities, and out-of-class exercises.

Specifically, this course will:

1. Understand the history and elements related to positive psychology.
2. Identify and define the five elements of Positive Psychology.
3. Distinguish between hedonic and eudaimonic happiness.
4. Increase awareness of the benefits of positive thinking and its association with emotions and behavior.
5. Understand the characteristics, communication skills, and habits of a healthy relationship.
6. Develop an understanding of goal-oriented behavior and its relationship to finding meaning in one’s life.
7. Demonstrate that some or parts of the five elements can be integrated into one’s own daily life.

INSTRUCTIONAL RESOURCES: To Be Determined

LEARNING STRATEGIES

A. Assigned Readings
B. Lectures, Video Clips & In-class Discussions
C. Individual and Group Activities
D. In-and-Out-of Class Writing
E. Homework Exercises
F. Positive Psychology Presentation and Paper
COURSE REQUIREMENTS AND EVALUATION

A. YOUR RESPONSIBILITY

1. ATTEND CLASS and ARRIVE ON TIME.
2. Participate actively in class. This means that you are here and that you contribute to discussions.
3. Have an open mind towards others' thoughts, ideas, beliefs and background, as well as the concepts presented in class.
4. Be willing to examine yourself and your life with honesty and clarity.
5. Complete and hand in all class and homework assignments on time.
6. Complete class projects and be present for activities.

If you approach the exercises we do in and outside of class with cynicism or half-a-heart, then of course they won't bring you the intended benefits. You may be skeptical and even afraid to try something that is not only new but also on the face of it, seems corny, but give it a shot anyway. You never know until you try. You need to discover what works for you and what doesn't.

B. ATTENDANCE AND PARTICIPATION

Because of the nature of this course, it is imperative that you attend class and participate in class discussions and group activities; roll will be taken every day, and your attendance and participation will count for at least 20% of your grade. If you have an extended absence, please email me. Absences will be excused for the following reasons: extended illness (a week or more) with doctor's note, funeral attendance with documentation, or academic activity with validation from course instructor. All other absences are not excused. This means you will not earn attendance points with an unexcused absence, so please do not ask. Attendance is worth up to 100 points with 5 points deducted with each unexcused absence.

The instructor reserves the right to drop anyone from the course who misses more than three class periods without validation.

C. WRITING ASSIGNMENTS and ACTIVITIES

1. IN-CLASS WRITING AND HOMEWORK EXERCISES: Prepare for frequent, if not daily, homework exercises and occasional in-class writing. Each assignment varies in terms of points possible. NO LATE WORK IS ACCEPTED.

2. ACTIVITIES AND DISCUSSION: We will have a variety of activities and frequent discussion in class. You must be present, aware, and active to receive any possible points.

3. LIFE REVIEW: You will write a 3-5 page review of your life up to this point. A Life Review should include specific people and experiences that stand out because they have created growth in your life. You will write. Ultimately, what you write about (or don't write about) is your personal choice. ALL INFORMATION WILL BE KEPT STRICTLY CONFIDENTIAL – YOU HAVE MY WORD. Your Life Review is worth up to 20 points. Ten points are deducted for each additional page after your first five.
4. **OUT-OF-CLASS REACTION PAPERS:** You will write three one-page reaction papers related to concepts presented in class, each worth 10 points. These papers are graded pass/fail. If you turn in a paper when it is due, you receive 10 points, if you don’t turn in a paper when it is due, you will receive zero points. These papers will likely be submitted through Canvas. Details will be announced in class.

5. **POSITIVE PSYCHOLOGY PROJECT:** The purpose of this project is for you to research a topic in Positive Psychology that you will find meaningful in your own life. In addition, the project will be used to open your eyes, increase your knowledge base, share what you’ve learned with others, and allow us all to become more than we are today. Your goal is to discover (or remember) something in Psychology that you are passionate about. For this project, you will do outside research (primarily internet), write a paper, prepare a media presentation, and share what you've discovered with the rest of the class. Exact details follow. Due date for your presentation and paper will vary. You will need to follow the Writing Rubric to design your best work.

This project is worth a total of up to 80 points.

D. **NECESSARY MATERIALS FOR CLASS:** spiral notebook; creative tools such as scissors and glue stick; current photo of yourself; tennis shoes.

E. **GRADES**

Grades are based on the number of points you accumulate in the class. The grading criteria and scale are as follows:

- **Attendance:** 100 points possible (5 points deducted for each day absent)
- **Activities/Homework/Discussion/Groups/In-Class Writing:** generally worth 10 points each
- **Three Out-of-Class Reaction Papers:** 10 points each
- **Life Review:** 20 points possible
- **Positive Psychology Research Project:** 80 points
- **Student Responses to Presentations:** about 120 points

**GRADING SCALE:**

- 90% - 100% of total points: A
- 80% - 89% of total points: B
- 70% - 79% of total points: C
- 60% - 69% of total points: D
- less than 60%: F
Positive Psychology Presentation with Media and Accompanying Paper

YOUR PAPER IS DUE ON THE DAY OF YOUR PRESENTATION

The purpose of this assignment is for you to discover or remember a cause or topic that brings meaning into your life. Research indicates that finding meaning and purpose in your life, as well as helping others to increase the quality of their life, brings increased well-being. What can you do to make a difference? How can your life have a positive impact on others, the environment, the country or even the world?

Instructions:

1. Choose a topic. You are strongly encouraged to choose any topic that provides and demonstrates meaning to you. Please see me to discuss your topic, either through a personal appointment or after class. Your final choice of topic should be something you are interested in learning about, and of course, will teach you something that you can teach others. This is meant to be a learning opportunity for both you and your classmates.

2. Write a paper. Your paper must be no more and no less than three pages in length. Please use 1.5 spacing; do not double space. Your paper must include at least three sources. Your sources may come from books, peer-reviewed journals, reputable magazines, or the internet. If you use the internet, make sure most of your sources are reputable. However, I encourage you to visit grass-roots sites that offer alternative viewpoints so you can get a different perspective.

3. Site your sources on the fourth page of your paper. In many cases, you will find varying thoughts or findings from different sources. If so, include the various viewpoints, but you may conclude your paper by stating your personal opinion or belief in regard to your findings. Do not plagiarize (cut & paste) words from websites. Give credit for paraphrases and quotes. Websites will be checked before papers are returned.

4. Prepare a presentation with media. You will be given up to ten minutes of class time, and no more, to present your findings. Your presentation must include two forms of media that should include power point and a video of three minutes or less in length. Please come to class early to prepare your media before class starts. Your personal presentation must be a minimum of 7 minutes, maximum of 10 minutes. Points will be deducted if your presentation is less than 7 minutes or greater than 10 minutes.

Time your presentation carefully!

Classmate Response. Your class mates will each provide you with a response to your presentation in writing. However, these responses will not be included as part of your grade, but instead, as a component of their grade. The responses will be typed up and presented anonymously. It is not for the fellow student to judge or criticize or aim to correct anything in the presentation or presenter. That's my job. Your job is to figure out what is right, or good, or meaningful about how they have presented and/or the topic of their presentation.

5. Grading:
Paper: 30 points; Presentation: 30 points; Power Point: 10 points; Video: 10 points (80 points)
Classmate responses are worth 5 points for each presentation (ending up being about 120 points)

Your paper will be graded according the PSU Writing Center Rubric (modified to fit our class). This will be posted on Canvas.

Note: You do not have an opportunity to make up your presentation. If there is a dire circumstance that prohibits you from presenting on the date you drew, you will need to try to swap dates with a classmate. If you do not present, obviously the 50 points will be forfeited.

If you are nervous about presenting, please read Uh Oh! I have to deliver a speech! Available on Canvas under FILES.

Course Schedule (subject to change with prior notification to students)

Course Readings/Discussions: To fully and actively participate in class discussions and presentations, students must be thoroughly familiar with the readings assigned. The following schedule is provided as a guideline for readings.

Week 1: Syllabus, “Serious Introductions,” Icebreaker

Week 2: History, Introduction to Positive Psychology, Happiness Set-Point

Week 3: Creativity, In-Class Project (Bring Supplies)

Week 4: Genetic bias and Negative Emotions, Coping Strategies, Disputing Negative Thinking

Week 5: Positive Emotions, Happiness Ratio, In-Class Activity

Week 6: Gratitude, Forgiveness, Presentation #1

Week 7: Positive Relationships Part 1, Presentation #2

Week 8: Positive Relationships Part 2, Presentation #3

Week 9: Relaxation, Humor, Presentation #4

Week 10: Spring Break

Week 11: Engagement/Flow, Character Strengths & Virtues, Presentation #5

Week 12: Work Satisfaction, Presentation #6, Presentation #7

Week 13: Achievement, Success, In-Class Project (Bring Supplies)

Week 14: Exercise and Health, Healing through touch, Presentation #8

Week 15: Meaning & Purpose, Coping with Loss, Leaving Your Legacy

Creation of Course Last Revision: Fall, 2012 Page 9 of 10
Week 16: Longevity, "Serious Goodbyes," Course Conclusion

Important information from the PSU Syllabus Supplement is available to you on Canvas. It includes information such as important dates, attendance policy, dropping a course, financial aid, severe weather information, academic integrity policy, counseling services, services for students with learning disabilities, and more.

A NOTE ON LEARNING DISABILITIES
If you have a diagnosed learning disability, ADHD, or a physical/mental illness which substantially impairs one or more major life activities, you should contact the PSU Center for Student Accommodations located in the Bryant Student Health Center or call 235-6584. See the Syllabus Supplement on Canvas for more information.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: Psychology and Counseling   College: Education

Date of Submission to the Department: February 7, 2013

Contact Person: Dr. Gwen Murdock   Faculty member   Chair

Title of Course: Evolutionary Psychology   Credit Hours: 3

Course Number: PSYCH 691   Hegis Number: 2002

Date first offered: Fall 2013
(Semester/Year)

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

Estimated Enrollment: 30

Prerequisite(s): PSYCH 155 General Psychology and senior standing

This course is: ☑ Required   ☒ Elective

If this course is “required,” which major(s) will require it? BA in Psychology, elective for other degrees in Psychology and Counseling

Course Description: A survey of how the basic principles of natural selection and sexual selection govern behavior and mental processes. A major focus will be research findings that describe how evolutionary processes apply to behavior, including human behavior and mental processes.
(as it will appear in the catalog)

Purpose/Justification for Course: This course addresses the goal of the department to require courses that help the student stay current with leading trends in the discipline. It has an added feature of providing a framework (evolutionary theory) that will allow students to integrate material from a variety of subdisciplines within psychology into a unified perspective that has endured across disciplines, cultures and through time.

Objectives/Student Learning Outcomes:
At the end of the course the student will be able to identify and describe:
1. The historical roots of evolutionary thinking in psychology;
2. How researchers test evolutionary hypotheses and what data are available to researchers;
3. The basic elements of natural selection: Variation, inheritance and differential reproduction;
4. The basic elements of sexual selection: Introsexual competition and intersexual selection;
5. How the four questions in psychology apply to particular psychological phenomena: Proximate cause, ultimate cause, ontogeny and phylogeny;
6. Examples of the continuities and discontinuities in human and other species’ phylogeny;
7. The concept of deep time in human and other species’ phylogeny;
8. The role of natural and sexual selection in determining human nervous system structure and function;
9. Examples of the role of cultural evolution in contemporary human behavior and mental processes;
10. Examples of recent research findings in evolutionary psychology, e.g. mating, cooperation, aggression, social conflict, common clinical problems: Depression, eating disorders, etc.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
There will be 4 exams. In addition, there will be an individual project/class presentation requiring the student to take a classic study in Psychology (See Hock (2009) 'Forty Studies that Changed Psychology') and examine the literature that supports an evolutionary explanation for the results described in the study.

PLEASE ATTACH SYLLABUS

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

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.
Legislative Process
Authorization/Notification Sign-Off Sheet

Signatures:

☑ Approved: Department Chairperson
  Date 2/11/13 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
  Date 4/2/13 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
  Date 4/2/13 Signature, Dean

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 4/13/13 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.
Attach syllabus here:
Pittsburg State University – College of Education – Department of Psychology & Counseling
Evolutionary Psychology – PSYCH 691 – 3 credit hours – Fall 2013
Days Times: TBA
face-to-face

Instructor:  Gwen Murdock, Ph.D.
Phone: 620-235-4524
Office: WH 208A
Email: gmurdoch@pittstate.edu

Office hours:  TBA

Course description: A survey of how the basic principles of natural selection and sexual selection govern behavior and mental processes. A major focus will be research findings that describe how evolutionary processes apply to behavior, including human behavior and mental processes.

Prerequisites: PSYCH 155 General Psychology and senior standing.

Course objectives: The main point of this class is to give one the basic background information so that as new developments are discovered in psychology, one can understand and incorporate their findings into the evolutionary framework central to psychology. At the end of the course the student will be able to identify and describe:
1. The historical roots of evolutionary thinking in psychology;
2. How researchers test evolutionary hypotheses and what data are available to researchers;
3. The basic elements of natural selection: Variation, inheritance and differential reproduction;
4. The basic elements of sexual selection: Intrasexual competition and intersexual selection;
5. How the four questions in psychology apply to particular psychological phenomena: Proximate cause, ultimate cause, ontogeny and phylogeny;
6. Examples of the continuities and discontinuities in human and other species’ phylogeny;
7. The concept of deep time in human and other species’ phylogeny;
8. The role of natural and sexual selection in determining human nervous system structure and function;
9. Examples of the role of cultural evolution in contemporary human behavior and mental processes;
10. Examples of recent research findings in evolutionary psychology, e.g. mating, cooperation, aggression, social conflict, common clinical problems: Depression, eating disorders, etc.

The web site for the text will be used for in-class activities: www.mysearchlab.com

Course Schedule:
The course will cover the material from the textbook in the order listed below, with the general plan of covering one chapter per week.
Chapter 1: Scientific Movements Leading to Evolutionary Psychology
Chapter 2: The New Science of Evolutionary Psychology
Chapter 3: Survival Problems and Solutions
Chapter 4: Women’s Long-Term Mating Strategies
Chapter 5: Men’s Long-Term Mating Strategies
Chapter 6: Short-Term Sexual Strategies
Chapter 7: Principles of Parenting
Chapter 8: Problems of Kinship
Chapter 9: Cooperative Alliances
Chapter 10: Aggression and Warfare
Chapter 11: Conflict between the Sexes
Chapter 12: Status, Prestige, and Social Dominance
Chapter 13: Toward a Unified Evolutionary Psychology

Important Dates are the four exams, which will be posted on Canvas after the last class period in a week and will be due before the first class period in the following week, roughly 4 weeks apart. The research project will be due toward the end of the semester.

Grading:
Exams (20% each) = 80%
Class project/presentation = 20%

Final grade assignment: 90-100 = A; 75-89 = B; 60-74 = C; 50-59 = D; 0-49 = F.

Exams will be based on reading assignments, lectures, class discussions and activities. Each exam will be open book and open notes and will consist of 20 multiple choice questions (worth ½ point each) and 2 essay questions (worth 5 points each).

The material in the course is cumulative, by its very nature. Expect to be graded on your ability to continually integrate material from the beginning of the semester into what you are currently being examined on. A study guide will be distributed before each exam, which will consist of basic definition items to know and the scope of material that will be the basis for the multiple choice questions. The study guide will list the topics to be familiar with on the exam. I recommend organizing and studying the material even though the exams are open book & notes, because then you will be able to think more clearly about what the questions are asking. Questions will focus on application of the material, not recitation of basic facts and definitions. You will need to have the basic facts at your fingertips to answer the questions, but you will have to apply that information, not regurgitate it.

CANVAS: All handouts, power point slides, study guides and grades will be posted on Canvas. If you must miss a lecture for any reason, you are still responsible for the material covered in class that day and must get the class notes from another student.

CLASSROOM BEHAVIOR: Some faculty members describe specific rules about classroom behavior that they will not allow. These include specific rules about cell phones, texting, computer use, coming late, leaving early, etc.

In this class, you may do whatever you want in this classroom as long as the instructor and other students are not aware of you doing anything except taking notes, asking questions, participating in class discussion or sitting quietly. It is rude to others if you distract them from class activities. It is a waste of time to sit in class and do something other than focusing on classwork. Research on texting shows that students sacrifice about 30% of the lecture material, if they text during class. I will keep a tally of the names of students I observe texting in class.
CLASS ATTENDANCE: Class attendance is strongly encouraged as it is the most efficient way to learn course content. There will be class activities that will lead directly to essay questions on the exam. Answering the essay questions well will be difficult if you were not directly involved in the class activity.

MAKEUP EXAMS: There will be no makeup exams. By scheduling weekly exams over several days, I hope that you will be able to take the exam at one time or another. I encourage you to develop a backup plan, to use the computer lab in Whitesitt or the library or a friend’s or neighbor’s computer if your computer or internet connection fails. I recommend not waiting until the last minute to take the exam, in case you have to change venue if your computer/internet connection fails. Please email me asap if you have a problem while taking the exam.

ACADEMIC INTEGRITY: Cheating involves copying another person’s work when it is assumed that the work is your independent scholarship. Plagiarism includes citing sources without proper documentation and copying the text of another person’s writing without acknowledging it as a direct quote. If you have any questions about whether a particular behavior is appropriate for this class, please ask me. Plagiarism and cheating are unacceptable and will not be tolerated. People who exhibit such behaviors will receive appropriate punishment, possibly failing the class. You may read more information about PSU’s policy about academic misconduct at: http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot

Special concerns: If you have a disabling condition requiring accommodation in meeting class requirements, please contact me as soon as possible at the end of the first class period.
Department: Automotive Technology  
College: College of Technology

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

Contact Person: John Thompson  
[ ] Faculty member  [ ] Chair

Revision of:  [ ] Concentration  [ ] Minor  [ ] Emphasis

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

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

Information from Existing Concentration/Minor/Emphasis

Name of Major: Automotive Technology

Associated Major’s CIP Number: 15.0803

Name of Existing Concentration/Minor/Emphasis: Collision Repair and Insurance Management

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

- MFGET-162: Welding Processes and Procedures (3 hours)
- AT-301: Fundamentals of Collision Technology (3 hours)
- MGMT-444: Legal and Social Environment of Business (3 hours)
- AT-462: Structural and Non-Structural Analysis (3 hours)
- AT-464: Damage Analysis, Estimating and Insurance Appraisal (3 hours)
- AT-662: Automotive Finishing and Refinishing (3 hours)
- AT-691: Service Management Seminar (3 hours)

Rationale for Change: AT 691 Service Management Seminar class is being deleted and replaced with AT 695 Corporate Service and Parts Management.
Information for Proposed Changes to Concentration/Minor/Emphasis

Name of Major: _______ (If different from above)

Associated Major's CIP Number: 15.0803

Name of Proposed Concentration/Minor/Emphasis: No change (Collision Repair and Insurance Management)

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

- MFGET-162: Welding Processes and Procedures (3 hours)
- AT-301: Fundamentals of Collision Technology (3 hours)
- MGMT-444: Legal and Social Environment of Business (3 hours)
- AT-462: Structural and Non-Structural Analysis (3 hours)
- AT-464: Damage Analysis, Estimating and Insurance Appraisal (3 hours)
- AT-662: Automotive Finishing and Refinishing (3 hours)
- AT-695: Corporate Service and Parts Management (3 hours)

Date first offered: Fall, 2013
(Year)

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

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

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

Rationale: _______

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

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

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

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

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

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

LEGISLATIVE PROCESS

AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
Date: 11/2/12 Signature, Department Chairperson

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

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

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date: 4/26/13 Signature, Undergraduate Curriculum Committee Chair

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

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

Approval at Kansas Board of Regents level:

☐ COCAO:
Date:

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

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

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

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

Revision to Concentration/Minor/Emphasis
Last Revision: Fall, 2012

3
Please Note

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

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

Kansas Board of Regents

APPLICATION FOR CHANGES TO AN EXISTING
MINOR/CONCENTRATION/EMPHASIS

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

Concentration/Minor/Emphasis:

Collision Repair and Insurance Management – 15.0803
(Title and CIP)

☐ New
☒ Derived from Existing Program

10-22-12
(DATE SUBMITTED)

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

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of Technology

Division of: Office of the Provost - PSU

I. Indicate major in which concentration is located:

Automotive Technology

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

Current Name: Collision Repair and Insurance Management

New Name (if applicable): same

Description of Purpose/Rationale for Change:

AT 691 Service Management Seminar class is being deleted and replaced with AT 695 Corporate
Service and Parts Management
Provide curriculum for the current AND the new emphasis and indicate courses required for each concentration/emphasis:

**Automotive Technology**

*Name of Major*

**CURRENT**

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**Total:**

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

- **MFGET-162: Welding Processes and Procedures** (3 hours)
- **AT-301: Fundamentals of Collision Technology** (3 hours)
- **MGMKT-444: Legal and Social Environment of Business** (3 hours)
- **AT-462: Structural and Non-Structural Analysis** (3 hours)
- **AT-464: Damage Analysis, Estimating and Insurance Appraisal** (3 hours)
- **AT-662: Automotive Finishing and Refinishing** (3 hours)
- **AT 691: Service Management Seminar** (3 hours)
Collision Repair and Insurance Management
(Name of Concentration/Minor/Emphasis)

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<td>AT-695: Corporate Service and Parts Management</td>
<td>(3 hours)</td>
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Request for New Concentration or Minor or Emphasis Template

Department: Automotive   College: Technology
Date of Submission to the Department: February 2013
Contact Person: Tim Dell   ☒ Faculty member ☐ Chair
New: ☐ Concentration ☐ Minor ☒ Emphasis
Name of Proposed Concentration/Minor/Emphasis: Automotive Mechanical Design
Major in Which Concentration/Minor/Emphasis is to be located: Bachelor's of Science in Automotive Technology
Associated Major's CIP Number: 150803

Information for Proposed New Concentration/Minor/Emphasis:
Name of Major: ______ (if different from above)
Please provide the course information as you wish it to appear in the catalog:

MECET 121 Engineering Graphics 3 hrs,
MECET 226 Computer Aided Design 3 hrs,
MECET 220 Statics 3 hrs,
MECET 428 Thermodynamics 3 hrs,
MECET 420 Kinematics 2 hrs,
MECET 423 Mechanics of Materials 3 hrs,
MECET 424 Mechanics of Materials Lab 1 hr,
MECET 523 Mechanical Design 1 3 hrs,

Date first offered: Fall, 2013
(Years)

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

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

Rationale: ______
Will this concentration/minor/emphasis affect any education majors? [ ] Yes  [x] No

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

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

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

If "yes," have relevant discussions occurred? [x] Yes  [ ] No

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Approved: Department Chairperson
Date 3-4-13  Signature, Department Chairperson

Approved: College Curriculum Committee
Date 4-4-13  Signature, College Curriculum Committee Chair

Approved: Dean of College
Date 4-4-13  Signature, Dean

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

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

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

Final approved Packet Forwarded to Provost’s office.
Date _______ Signature, Recording Secretary, Faculty Senate

Approvals at Kansas Board of Regents levels:

☐ COCAO Date: ________

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

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

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

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

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

Kansas Board of Regents

APPLICATION FOR APPROVAL OF
NEW MINOR/CONCENTRATION/EMPHASIS

PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

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

NEW Minor/Concentration/Emphasis:

Automotive Mechanical Design, CIP 150803
(Title and CIP)

☒ New
☐ Derived from Existing Program

February 2013
(DATE SUBMITTED)

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

**Bachelor of Science in Automotive Technology**

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

Name: *Automotive Mechanical Design*

Description of Purpose/Rationale: *The new option enables automotive minded students to apply higher levels of math while pursuing a baccalaureate degree in automotive technology. The option is designed for students who are interested in mechanical design courses, but are not interested in earning a major in mechanical engineering technology. Those students who prefer automotive technology, and have some interest in mechanical design will now have an option that is suited for their interest.*

Currently, automotive baccalaureate students are required to complete MATH 113 College Algebra and Math 143 Elementary Statistics.

In the new AMD option, students will complete MATH 150 Calculus I in place of MATH 113 College Algebra. AMD students will also complete PHYS 100 Physics and PHYS 130 Physics Lab in place of PHYS 171 Physical Science and PHYS 172 Physical Science Lab.*
III. Provide curriculum for the major and indicate courses required for each concentration/emphasis:

**Bachelor of Science in Technology with a Major in Automotive Technology**

**Name of Major**

If the format below does not fit your curriculum outline, please use the text box, at the end of this section.

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**Automotive Mechanical Design**

*(Name of Concentration/Minor/Emphasis)*

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

Automotive Technical Core
- AT-100: Orientation to Automotive Technology (1 hours)
- AT-112: Engine Analysis (3 hours)
- AT-210: Brake Systems (3 hours)
- AT-211: Steering, Alignment and Suspension (3 hours)
- AT-215: Automotive Electrical/Electronic Equipment (3 hours)
- AT-216: Automotive Electrical/Electronic Equipment Laboratory (3 hours)
- AT-314: Manual Transmission and 4WD Mechanisms (3 hours)
- AT-399: Automotive Professional Development (2 hours)
- AT-410: Emerging Developments in Automotive Technology (1 hours)
- AT-414: Automatic Transmissions (3 hours)
- AT-510: Automotive Climate Systems (3 hours)
- AT-519: Fuels, Combustion and Lubricants (3 hours)
- AT-615: Engine Performance Laboratory (3 hours)
OR AT-621: Advanced Diesel Electronics and Diesel Engine Laboratory (3 hours)
- AT-679: Future Power for Automobile Technology (3 hours)
- AT-690: Dealership and Manufacturer Management (3 hours)
- AT-699: Automotive Senior Seminar (1 hours)

New Option: Automotive Mechanical Design
MECET 121 Engineering Graphics 3 hrs.
MECET 226 Computer Aided Design 3hrs.
MECET 220 Statics 3 hrs.
MECET 428 Thermodynamics 3 hrs.
MECET 420 Kinematics 2 hrs.
MECET 423 Mechanics of Materials 3 hrs.
MECET 424 Mechanics of Materials Lab 1 hr.
MECET 523 Mechanical Design 1 3 hrs.
Note: By Board of Regents definition, concentrations are established within existing programs and are:
1. 24 hours or less at the undergraduate level
2. 12 hours or less at the master's level
3. 18 hours or less at the doctoral level

Faculty resources:

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

B. Rank of faculty: Instructors: one; Assistant Professors: three; Associate Professors: two; Professors: one; GTAs: two

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

D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): ______
Re: AMD sequence

From: Tim Dell <tdell@pittstate.edu>  Thu, Feb 21, 2013 10:35 AM
Subject: Re: AMD sequence

To: Tim Thomas
<ttthomas@pittstate.edu>
Cc: John Thompson
<jthompsno@pittstate.edu>, Bob Frisbee <rlfrisbe@pittstate.edu>

Thanks much!

Tim Dell, PhD
Associate Professor
Automotive Technology, KTC N105b
Pittsburg State University
Pittsburg, KS 66762
620 235 4182
tdell@pittstate.edu
www.pittstate.edu/autotech

From: "Tim Thomas" <ttthomas@pittstate.edu>
To: "Tim Dell" <tdell@pittstate.edu>
Sent: Thursday, February 21, 2013 10:33:55 AM
Subject: Re: AMD sequence

I have worked with the AT Department to develep the AMD Emphasis as specified. I support addition of the AMD Emphasis to the Automotive technology Degree.

Tim Thomas
Professor/Chair
Engineering Technology
W215, KTC
Department: Automotive  College: College of Technology

Date of Submission to the Department: February 2013

Contact Person: Tim Dell  ☒ Faculty member  ☐ Chair

Deletion of: ☐ Concentration  ☐ Minor  ☒ Emphasis

Major in Which Concentration/Minor/Emphasis is located: Bachelors of Science in Automotive Technology

Associated Major’s CIP Number: 150803

Name of Existing Concentration/Minor/Emphasis: Automotive Training

Rationale for Deletion: To make room for the proposed new option “Automotive Mechanical Design”

Does this deletion affect any education majors? ☐ Yes  ☒ No

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

Will deleting this concentration/emphasis/minor 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.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS

AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☐ Approved: Department Chairperson
Date 3.14.13  Signature, Department Chairperson

☐ Approved: College Curriculum Committee
Date 4.4.13  Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
Date 4.4.13  Signature, Dean

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date ______ 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

Approvals at Kansas Board of Regents level:

☐ COCOA
Date: ______

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

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

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

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND THE MEMO TO THE OFFICE OF THE PROVOST

(220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS
FOR BOARD APPROVAL.
Please Note

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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: 8-29-12
Contact Person: Randy Jones  Faculty member  Chair
Title of Course: Dealership Sales Management  Credit Hours: 3
Course Number: AT 692  Hegis Number: _____
Date first offered: Fall 2013  (Semester/Year)
To be Offered:  Fall  Spring  Summer  Estimated Enrollment: 20
(check all that apply)
Prerequisite(s): none
This course is:  Required  Elective
If this course is "required," which major(s) will require it? Automotive Technology
Course Description: This course will cover the fundamentals of the retail sales side of the automotive industry from the dealer's perspective. Students will study issues relating to automotive manufacturer and their goals, the franchised dealer, selling new and used vehicles, new and used car management responsibilities, job descriptions, and pay plans. Technology and its role within the dealership, interaction between the fixed and variable side of a dealership, accounting, and the role of the F&I (Finance & Insurance) department are also covered.
(as it will appear in the catalog)
Purpose/Justification for Course: This course will replace AT 691 Service Management Seminar which is being deleted.
Objectives/Student Learning Outcomes:
Understand new and used car sales projections
Describe dealership management responsibilities
Examine job descriptions and career opportunities
Set goals and objectives for sales forecasting
Understand the interaction between fixed and variable sides of the dealership
Comprehend the software technology used in dealership management
Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Unit tests, quizzes, and some outside reading of Automotive News

PLEASE ATTACH SYLLABUS

Creation of Course  Last Revision: Fall, 2012  Page 1 of 4
Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.): n/a

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.)? n/a

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 3-18-13 Signature, Department Chairperson

☐ Approved: College Curriculum Committee
   Date 4-4-13 Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
   Date 4-4-13 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 5-9-13 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 Semester:
Course Number: AT 692 - 01
Course Name: Dealership Sales Management
Credit Hours: 3
Days / Time / Room: TBD
Instructor: Randy Jones
Office: N105d (Kansas Technology Center)
Office Hrs. Posted on door Telephone: (620) 235-4197
E-mail: crjones@pittstate.edu or through Canvas course communication.

COURSE DELIVERY METHOD: This will be a face to face course

COURSE DESCRIPTION: This is a three credit hour course that meets twice a week for 90 minutes in the Kansas Technology Center. This course will cover the fundamentals of the retail sales side of the automotive industry from the dealer's perspective. Students will study issues relating to the automotive manufacturer and their goals, the franchised dealer, selling new and used vehicles, new and used car management responsibilities, job descriptions, and pay plans. In addition students will be introduced to technology and its role within the dealership, interaction between the fixed and variable side of a dealership, accounting, and the role of the F&I (Finance & Insurance) department are also covered.

PURPOSE OF THE COURSE: This course is designed to expose the student to management's role and responsibility in the decision making process of daily business operations and long range planning. The managers role in the decision making process includes (but is not limited to) strategic planning, development of policy and procedures, departmental financial analysis, hiring of new employees and providing employee evaluations, vehicle selling, marketing and resolving customer disputes.
REQUIRED TEXT: TBD

INSTRUCTIONAL RESOURCES: Text book, current periodicals, service manuals and training materials from automotive manufacturers.

TEACHING STRATEGIES: Class room lecture with guest speakers and student participation.

EVALUATION:

OVERALL EVALUATION: The number of points earned for Attendance, tests, quizzes and assignments will be totaled. These totals will be compared to the highest total earned in the class. A number of small assignments will be given that require the application of ideas discussed in class.

The quizzes, tests, and final exam are typically multiple choice, true/false, and short essay questions. There are three to four tests and the final exam. In addition, the student is expected to participate in classroom discussions related to the information presented.

There will also be some outside reading assignments and article reviews to turn in from trade journal such as Automotive News. These journals will be available in the KTC library. You will be required to review service related topics and Type up a two paragraph half page review.

ASSIGNMENTS: During the semester, a number of assignments will require the student to apply the information discussed in class to practical problems. These assignments will require the student to answers questions or write small paragraphs or draw diagrams to explain the issue that was presented.

There will also be assignments requiring the use of either excel or word that will count as part of the Senior Capstone Portfolio. These assignments will be worth a maximum of 10 points each and in order to qualify for portfolio points you need to score between 7-10 points. There will be anywhere from 7 to 10 of these assignments.

All portfolio assignments will be graded and handed back to you. You will be required to keep all portfolio assignments in a note page binder and turn them in during dead week. This will be worth 100 Points.

All assignments are due on the due date and will need to be turned in on Canvas unless otherwise directed. Late assignments may be accepted on a case by case basis but will not be accepted more than a day late. Grading for a late assignment will be 50% of what your actual grade is on the assignment. All assignments will need to be typed.
GRADING SYSTEM: Grades will be posted on canvas and will be calculated on a curve based on the highest score in the class using the following scale:

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 71%
F = 60% and lower

ATTENDANCE: 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 students 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 equals one absence. A total of FIVE POINTS WILL BE GIVEN FOR EACH DAY IN ATTENDANCE. Partial points may be given on a tardy at the instructor’s discretion.

If the student knows of an absence prior to the date, he should contact the instructor. In any case, to get an absence EXCUSED, the student should contact the instructor and explain the reason for the absence. Absences for: Professional reason, such as job interviews should be cleared prior to the date, Sickness will require a doctor’s excuse to be considered and when attending a Funeral, bring a memorial notice. In addition, you will need to fill-out the EXCUSED ABSENCE FORM and turn it into the instructor when on the day when you return to class.

If you miss a test without an excused absence, you WILL NOT be allowed to make it up later.

Academic dishonesty is taken very seriously on this class. Please review page 40-42 of the 2012-2013 catalog to view the university’s guidelines or go to the following link: http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot
OTHER CONCERNS: Laptops, cell phones, and other electronic devices may not be used during class unless authorized by the instructor.

TOBACCO USE: The use of all types of tobacco in the classrooms or laboratories will not be tolerated.

PITTSBURG STATE UNIVERSITY EQUAL OPPORTUNITY STATEMENT
Pittsburg State University is committed to a policy of educational equity. Accordingly, the University admits students, grants financial aid and scholarships; conduct all educational programs, activities, and employment practices without regard to race, color religion, sex, national origin, sexual orientation, age, marital status, ancestry or disabilities.
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: 8-29-12

Contact Person: Randy Jones [ ] Faculty member [ ] Chair

Title of Course: Corporate Service and Parts Management
Credit Hours: 3

Course Number: AT 695
Hegis Number: ______

Date first offered: Fall 2013
(Semester/Year)

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

Estimated Enrollment: 20

Prerequisite(s): none

This course is: [x] Required [ ] Elective

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

Course Description: This course will identify the roles and responsibilities of the Service employee from the manufacturer's side of the business. This course will examine Job Opportunities, Job Descriptions/Duties, Setting Goals and Objectives, Consulting Skills, Planning/Scheduling Business Contacts, and Fixed Operating Report Analysis. Service analysis including Customer Satisfaction, Repair Order Count, Number of Cars Serviced, Warranty Analysis, Claims Submission, Owner Retention, PDI, and Training will also be taught.

(as it will appear in the catalog)

Purpose/Justification for Course: Service Management and Marketing option students in the Automotive program need to have exposure to the corporate sales industry and this course will provide that.

Objectives/Student Learning Outcomes:
Understand job opportunities, job descriptions/duties
Set goals and objectives for dealership sales
Practice consulting skills
Plan and scheduling business contacts at the dealerships
Analyze fixed operations reports
Analyze customer satisfaction data
Understand and analyze warranty claim data

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Unit tests, quizzes, and reading assignments from Automotive News magazine.

PLEASE ATTACH SYLLABUS

Creation of Course: Fall, 2012
Last Revision: Fall, 2012
Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.):

Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? [ ] Yes [x] 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.)?  n/a

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 3-4-13  Signature, Department Chairperson  
  [Signature]

☒ Approved: College Curriculum Committee
  Date 4-4-13  Signature, College Curriculum Committee Chair  
  [Signature]

☒ Approved: Dean of College
  Date 4-4-13  Signature, Dean  
  [Signature]

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date ______ Signature, Undergraduate Curriculum Committee Chair  
  [Signature]

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

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 Semester:
Course Number: AT 695 - 01
Course Name: Corporate Service and Parts Management
Credit Hours: 3
Days / Time / Room: TBD
Instructor: Randy Jones
Office: N105d (Kansas Technology Center)
Office Hrs. Posted on door Telephone: (620) 235-4197
E-mail: crjones@pittstate.edu or through Canvas course communication.

COURSE DELIVERY METHOD: This will be a face to face course

COURSE DESCRIPTION: This is a three credit hour course that meets twice a week for 90 minutes in the Kansas Technology Center. This course will identify the roles and responsibilities of the Service employee from the manufacturer's side of the business. This course will examine Job Opportunities, Job Descriptions/Duties, Setting Goals and Objectives, Consulting Skills, Planning/Scheduling Business Contacts, and Fixed Operating Report Analysis. Service analysis including Customer Satisfaction, Repair Order Count, Number of Cars Serviced, Warranty Analysis, Claims Submission, Owner Retention, PDI, and Training will also be taught.

PURPOSE OF THE COURSE: This course is designed to expose the student to the everyday roles and responsibilities of a district managers and the decision making process in daily business operations and planning. The district managers role in the decision making process includes (but is not limited to) strategic planning, financial analysis, and resolving customer disputes.
REQUIRED TEXT: TBD

INSTRUCTIONAL RESOURCES: Text book, current periodicals, service manuals and training materials from automotive manufacturers.

TEACHING STRATEGIES: Classroom lecture with guest speakers and student participation.

EVALUATION:

OVERALL EVALUATION: The number of points earned for Attendance, tests, quizzes and assignments will be totaled. These totals will be compared to the highest total earned in the class. A number of small assignments will be given that require the application of ideas discussed in class.

The quizzes, tests, and final exam are typically multiple choice, true/false, and short essay questions. There are three to four tests and the final exam. In addition, the student is expected to participate in classroom discussions related to the information presented.

There will also be some outside reading assignments and article reviews to turn in from trade journal such as Automotive News. These journals will be available in the KTC library. You will be required to review service related topics and type up a two paragraph half page review.

ASSIGNMENTS: During the semester, a number of assignments will require the student to apply the information discussed in class to practical problems. These assignments will require the student to answers questions or write small paragraphs or draw diagrams to explain the issue that was presented.

There will also be assignments requiring the use of either excel or word that will count as part of the Senior Capstone Portfolio. These assignments will be worth a maximum of 10 points each and in order to qualify for portfolio points you need to score between 7-10 points. There will be anywhere from 7 to 10 of these assignments.

All portfolio assignments will be graded and handed back to you. You will be required to keep all portfolio assignments in a note page binder and turn them in during dead week. This will be worth 100 Points.

All assignments are due on the due date and will need to be turned in on Canvas unless otherwise directed. Late assignments may be accepted on a case by case basis but will not be accepted more than a day late. Grading for a late assignment will be 50% of what your actual grade is on the assignment. All assignments will need to be typed.
GRADING SYSTEM: Grades will be posted on canvas and will be calculated on a curve based on the highest score in the class using the following scale:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 71%
- F = 60% and lower

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If the student knows of an absence prior to the date, he should contact the instructor. In any case, to get an absence EXCUSED, the student should contact the instructor and explain the reason for the absence. Absences for: Professional reason, such as job interviews should be cleared prior to the date, Sickness will require a doctor’s excuse to be considered and when attending a Funeral, bring a memorial notice. In addition, you will need to fill-out the EXCUSED ABSENCE FORM and turn it into the instructor when on the day when you return to class.

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Academic dishonesty is taken very seriously on this class. Please review page 40-42 of the 2012-2013 catalog to view the university’s guidelines or go to the following link http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot

OTHER CONCERNS: Laptops, cell phones, and other electronic devices may not be used during class unless authorized by the instructor.
TOBACCO USE: The use of all types of tobacco in the classrooms or laboratories will not be tolerated.

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Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: IEP  College: ______
Date of Submission to the Department: April 8, 2013
Contact Person: Christine Mekkaoui  □ Faculty member  □ Chair

Title of Course: Elementary Level 1
Credit Hours: 1
Course Number: IEP017
Hegis Number: ______
Date first offered: Fall 2013
(Semester/Year)
To be Offered:  ☒ Fall  ☒ Spring  ☒ Summer
(check all that apply)
Estimated Enrollment: 10

Prerequisite(s): N/A

This course is:  ☒ Required  □ Elective
If this course is "required," which major(s) will require it? Intensive English Program

Course Description: IEP 017 Elementary Level 1. 1 credit hour. Intensive study of basic English structure, writing, reading and listening/speaking. Offered on Pass-No Credit basis only. May be taken up to 3 times (as it will appear in the catalog)

Purpose/Justification for Course: This course will show completion of IEP Level 1.

Objectives/Student Learning Outcomes:
1) Students will demonstrate comprehension of both written and oral texts appropriate to the level.
2) Students will accurately respond to and produce both oral and written questions and produce sentences from prompts.
3) Students will increase their vocabulary appropriate to the level.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Tests, quizzes, graded in class activities, oral interview and exit test.

PLEASE ATTACH SYLLABUS

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

Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?  □ Yes  □ No
If "yes," please realize that it will need to gain approval of the President’s Council.
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 4/8/13  Signature, Department Chairperson
  
☐ Approved: College Curriculum Committee
  Date 4/9/13  Signature, College Curriculum Committee Chair
  
☐ Approved: Dean of College
  Date 4/9/13  Signature, Dean
  
☐ Approved: General Education Committee (if applicable)
  Date  Signature, General Education Committee Chair
  
☐ Approved: Teacher Education Council (if applicable)
  Date  Signature, Teacher Education Council Chair
  
☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 4/28/13  Signature, Undergraduate Curriculum Committee Chair
  
☐ Approved: Faculty Senate
  Date  Signature, Recording Secretary, Faculty Senate

Please Note
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Attach syllabus here:
Intensive English Program
Enrollment Management and Student Success
Pittsburg State University

IEP-017 Elementary Level 1

Instructor: TBA
Office: TBA
Office Hours: TBA
Phone: TBA
E-Mail: TBA

Course Description: Intensive study of basic English structure, writing, reading and listening/speaking. Offered on Pass-No Credit basis only. May be taken up to 3 times.

Course Objectives: This course is designed to introduce students to English. By the end of the course, students will be able to understand and use questions and sentences in both oral and written English using the 'be' verb and present continuous tense. They will be able to use and spell vocabulary related to key identified topics.

Grading: Students need to have a course grade average of 70% or higher in IEP-015 and IEP-016 and recommendations from their teachers in order to take the Exit Test. Students must pass a comprehensive Exit Test with a grade of 75% or more.

Attendance: Students are expected to attend class every day and to come on time. Any student who is 10 minutes late will be counted absent. Make up work is allowed only if a student has a medical excuse. Please refer to the IEP Student Handbook for more detailed information about the IEP attendance policy.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: IEP
College: ______

Date of Submission to the Department: April 8, 2013

Contact Person: Christine Mekkaoui
☐ Faculty member  ☑ Chair

Title of Course: Pre-Intermediate Level 2
Credit Hours: 1

Course Number: IEP027
Hegis Number: ______

Date first offered: Fall 2013
(Semester/Year)

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

Estimated Enrollment: 15

Prerequisite(s): IEP-017 or direct placement through IEP Placement Test

This course is: ☑ Required  ☐ Elective

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

Course Description: IEP 027 Pre-Intermediate Level 2. 1 credit hour. A continuation of IEP-017 with emphasis on developing English skills in structure, writing, reading and listening/speaking. Offered on a Pass-No-Credit basis only. May be taken up to 3 times.
(as it will appear in the catalog)

Purpose/Justification for Course: This course will show completion of IEP Level 2.

Objectives/Student Learning Outcomes:
1) Students will demonstrate comprehension of both written and oral texts appropriate to the level.
2) Students will accurately respond to both oral and written questions, produce sentences and simple paragraphs using basic organization from prompts.
3) Students will demonstrate understanding and correct spelling of new key vocabulary appropriate to the level.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):

Tests, quizzes, graded in class work, homework and exit test

PLEASE ATTACH SYLLABUS

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

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.

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PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☐ Approved: Department Chairperson
  Date: 4/8/13  Signature, Department Chairperson 

☐ Approved: College Curriculum Committee
  Date: 4/19/13  Signature, College Curriculum Committee Chair 

☒ Approved: Dean of College
  Date: 4/8/13  Signature, Dean 

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date: 4/8/13  Signature, Undergraduate Curriculum Committee Chair 

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

Please Note

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Attach syllabus here:
Intensive English Program
Enrollment Management and Student Success
Pittsburg State University

IEP-027 Pre-Intermediate Level 2

Instructor: TBA
Office: TBA
Office Hours: TBA
Phone: TBA
E-Mail: TBA

Course Description: A continuation of IEP-017 with emphasis on developing English skills in structure, writing, reading and listening/speaking. Offered on a Pass-No-Credit basis only. May be taken up to 3 times.

Course Objectives: This course is designed to build on students’ knowledge from IEP-017. By the end of the course, students will be able to understand and use questions and sentences in both oral and written English using the ‘be’ verb, present continuous tense and simple past tense. They will be able to write simple paragraphs using prompts, and they will be able to use and spell vocabulary related to key identified topics.

Grading: Students need to have a course grade average of 70% or higher in IEP-025 and IEP-026 and recommendations from their teachers in order to take the Exit Test. Students must pass a comprehensive Exit Test with a grade of 75% or more.

Attendance: Students are expected to attend class every day and to come on time. Any student who is 10 minutes late will be counted absent. Make up work is allowed only if a student has a medical excuse. Please refer to the IEP Student Handbook for more detailed information about the IEP attendance policy.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: IEP College: _____

Date of Submission to the Department: April 8, 2013

Contact Person: Christine Mekkaoui  □ Faculty member  □ Chair

Title of Course: Intermediate I Level 3  Credit Hours: 1

Course Number: IEP037  Hegis Number: _____

Date first offered: Fall 2013  Estimated Enrollment: 15
(Semester/Year)

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

Prerequisite(s): IEP 017 and IEP 027 or direct placement through IEP Placement Test

This course is:  □ Required  □ Elective

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

Course Description: IEP 037 Intermediate I Level 3. 1 credit hour. A continuation of IEP 027 with intensive study of English structure, writing, reading and listening/speaking at a low intermediate level. Offered on a Pass-No Credit basis only. May be taken up to 3 times. (as it will appear in the catalog)

Purpose/Justification for Course: This course will show completion of IEP Level 3.

Objectives/Student Learning Outcomes:
1) Students will demonstrate ability to use grammatical structures taught in sentences or paragraphs and other graded activities.
2) Students will demonstrate ability to recognize main ideas, main supporting details, basic inferences, guess vocabulary from context and pronoun reference, increase their vocabulary, and communicate both orally and in writing about topics.
3) Students will be able to write a variety of types of paragraphs with complete content, academic vocabulary, grammatically correct structures and basic organization and basic mechanics of spelling and punctuation.
4) Students will demonstrate comprehension of lectures, use targeted vocabulary, and present information orally.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Quizzes, tests, exams, and other graded assignments

PLEASE ATTACH SYLLABUS
Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.): No

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  [x] 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  [x] 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  [x] 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  [x] 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 3/18/13  Signature, Department Chairperson

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

☑ Approved: Dean of College
  Date 4/19/13  Signature, Dean

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 4/20/13  Signature, Undergraduate Curriculum Committee Chair

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

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Attach syllabus here:
Intensive English Program
Enrollment Management and Student Success
Pittsburg State University

IEP-037 Intermediate I Level 3

Instructor:  TBA
Office:  TBA
Office Hours:  TBA
Phone:  TBA
E-Mail:  TBA

Course Description: IEP 037 Intermediate I Level 3. 1 credit hour. A continuation of IEP-027 with intensive study of English structure, writing, reading and listening/speaking at a low intermediate level. Offered on a Pass-No Credit basis only. May be taken up to 3 times.

Course Objectives: This course is designed to build on students’ knowledge from IEP-027. By the end of the course, students will be able to understand and use gerunds and infinitives, simple and compound sentences in future, simple past and past continuous verb tenses, and complex sentences with adverb clauses. Students will be able to produce paragraphs and demonstrate competency in editing and vocabulary. Students will be able to understand readings of between 480 and 530 words, increase their academic vocabulary and communicate about topics read in both oral and written English. Students will listen to 4-6 minute lectures and demonstrate understanding of them, use new vocabulary as taught, present information orally and show understanding of modal auxiliary verbs.

Grading: Passing grade will consist of 75% or higher in 3 of the following courses IEP 031, IEP-032, IEP-033 and IEP-34 and a grade above 70% in the remaining course.

Attendance: Students are expected to attend class every day and to come on time. Any student who is 10 minutes late will be counted absent. Make up work is allowed only if a student has a medical excuse. Please refer to the IEP Student Handbook for more detailed information about the IEP attendance policy.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: IEP  College: ______

Date of Submission to the Department: April 8, 2013

Contact Person: Christine Mekkaoui  □ Faculty member  □ Chair

Title of Course: Intermediate II Level 4  Credit Hours: 1

Course Number: IEP047  Hegis Number: ______

Date first offered: Fall 2013  Estimated Enrollment: 18
(Semester/Year)

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

Prerequisite(s): IEP 017, IEP 027 and IEP 037 or direct placement through IEP Placement Test

This course is: □ Required  □ Elective

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

Course Description: IEP 047 Intermediate II Level 4. 1 credit hour. A continuation of IEP-037 with emphasis on developing higher level English skills in structure, writing, reading and listening/speaking. Offered on a Pass-No Credit basis only. May be taken up to 3 times. (as it will appear in the catalog)

Purpose/Justification for Course: This course will show completion of IEP Level 4.

Objectives/Student Learning Outcomes:
1) Students will demonstrate ability to use grammatical structures taught in sentences or paragraphs and other graded activities.
2) Students will be able to read and understand texts at an intermediate level, increase their academic vocabulary, use study skills to increase reading speed and comprehension and communicate both orally and in writing about reading topics.
3) Students will be able to write a well-developed and organized paragraph as well as essays using 2 different rhetorical forms with complete content, academic vocabulary, grammatically correct structures and clear organization using transitions and connectors, and mechanics of spelling and punctuation.
4) Students will demonstrate comprehension of lectures at an intermediate level, use and spell targeted vocabulary, and present information orally.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Quizzes, tests, exams, and other graded assignments

PLEASE ATTACH SYLLABUS
Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.): No

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 4/18/13  Signature, Department Chairperson  

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

☒ Approved: Dean of College  
Date 4/9/13  Signature, Dean  

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 4/18/13  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.
Attach syllabus here:
Intensive English Program
Enrollment Management and Student Success
Pittsburg State University

IEP-047 Intermediate II Level 4

Instructor: TBA
Office: TBA
Office Hours: TBA
Phone: TBA
E-Mail: TBA

Course Description: IEP 047 Intermediate II Level 4. 1 credit hour. A continuation of IEP-037 with emphasis on developing higher level English skills in structure, writing, reading and listening/speaking. Offered on a Pass-No Credit basis only. May be taken up to 3 times.

Course Objectives: This course is designed to build on students’ knowledge from IEP-037. By the end of the course, students will be able to understand and use present perfect and present perfect continuous verb tenses, adverb clauses of cause/effect, unexpected result, opposition and conditional, adjective clauses, and functions of gerunds and infinitives. Students will read passages of 650 to 750 words and learn to write main ideas, and demonstrate understanding through use of reading skills such as inference, vocabulary in context, pronoun reference. Students will review paragraph writing and learn how to write essays using different rhetorical forms. Students will listen to 8-12 minute lectures, take notes and demonstrate comprehension, increase their vocabulary through academic lectures and orally present information on assigned topics.

Grading: Passing grade will consist of 75% or higher in 3 of the following courses IEP-041, IEP-042, IEP-043 and IEP-044 and a grade above 70% in the remaining course.

Attendance: Students are expected to attend class every day and to come on time. Any student who is 10 minutes late will be counted absent. Make up work is allowed only if a student has a medical excuse. Please refer to the IEP Student Handbook for more detailed information about the IEP attendance policy.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: IEP
College: _____

Date of Submission to the Department: April 8, 2013

Contact Person: Christine Mekkaoui ☐ Faculty member ☑ Chair

Title of Course: Advanced Level 5
Credit Hours: 1

Course Number: IEP057
Hegis Number: _____

Date first offered: April 8, 2013
(Semester/Year)

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

Estimated Enrollment: 20

Prerequisite(s): IEP-017, IEP-027, IEP-037, IEP-047 or direct placement through IEP Placement Test

This course is: ☑ Required ☐ Elective

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

Course Description: IEP 057 Advanced I Level 5. 1 credit hour. A continuation of IEP-047 with emphasis on developing higher level English skills in structure, writing, reading and listening/speaking. Offered on a Pass-No Credit basis only. May be taken up to 3 times.
(as it will appear in the catalog)

Purpose/Justification for Course: This course will show completion of IEP Level 5.

Objectives/Student Learning Outcomes:
1) Students will demonstrate ability to use grammatical structures taught in sentences and paragraphs and other graded activities.
2) Students will demonstrate comprehension of previously read and new passages at an advanced level, increase their academic vocabulary, use study skills to increase fluency and reading speed and communicate in writing about topics read.
3) Students will demonstrate ability to write documented essays using different rhetorical forms, to use logical organization of ideas using transitions and connectors, demonstrate correct spelling and punctuation and to write a basic outline.
4) Students will be able to show comprehension of academic lectures at an advanced level, use and spell targeted vocabulary and orally present information about academic topics.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):

Tests, quizzes, graded in class work, and homework
PLEASE ATTACH SYLLABUS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☐ Approved: Department Chairperson
   Date 4/8/13 Signature, Department Chairperson

☐ Approved: College Curriculum Committee
   Date 4/9/13 Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
   Date 4/9/13 Signature, Dean

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

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

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

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

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.
Attach syllabus here:
Intensive English Program
Enrollment Management and Student Success
Pittsburg State University

IEP-057 Advanced Level 5

Instructor: TBA
Office: TBA
Office Hours: TBA
Phone: TBA
E-Mail: TBA

Course Description: IEP 057 Advanced I Level 5. 1 credit hour. A continuation of IEP-047 with emphasis on developing higher level English skills in structure, writing, reading and listening/speaking Offered on a Pass-No Credit basis only. May be taken up to 3 times.

Course Objectives: This course is designed to build on students’ knowledge from IEP-047. By the end of the course, students will be able to understand and use adverb clauses of unreal condition, noun clauses, passive voice, causatives, parallel structure and articles. Students will read passages of 900 to 1,000 words and learn to write main ideas and demonstrate understanding through use of reading skills such as inference, vocabulary in context, pronoun reference. Students will recognize paragraph level organization, relationships among ideas of a passage and rhetorical forms of passages. Students will increase their academic vocabulary and use study skills to increase reading fluency and speed. Students will review writing introductions and conclusions of essays and focus on developing well organized, clearly supported and connected essays with basic documentation. Students will listen to 15-20 minute lectures, take notes and demonstrate comprehension, increase their vocabulary through academic lectures and orally present information on academic topics.

Grading: Passing grade will consist of 75% or higher in 3 of the following courses IEP 051, IEP-052, IEP-053 and IEP-054 and a grade above 70% in the remaining course.

Attendance: Students are expected to attend class every day and to come on time. Any student who is 10 minutes late will be counted absent. Make up work is allowed only if a student has a medical excuse. Please refer to the IEP Student Handbook for more detailed information about the IEP attendance policy.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: IEP
College: ___

Date of Submission to the Department: April 8, 2013

Contact Person: Christine Mekkaoui □ Faculty member □ Chair

Title of Course: Academic Preparation Course Level 6
Credit Hours: 1

Course Number: IEP067
Hegis Number: ___

Date first offered: Fall 2013
(Semester/Year)

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

Estimated Enrollment: 30

Prerequisite(s): IEP 017, IEP 027, IEP-037, IEP-047, IEP-057 or direct placement through IEP Placement Test.

This course is: □ Required □ Elective

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

Course Description: IEP-067 Academic Preparation Level 6. 1 credit hour. A bridge course to transition students to academic classes by using authentic materials and tasks. May be repeated.
(as it will appear in the catalog)

Purpose/Justification for Course: This course will show completion of IEP Level 6.

Objectives/Student Learning Outcomes:
1) Students will read a university level academic textbook and demonstrate understanding of the information.
2) Students will listen to lectures and other materials on academic subjects.
3) Students will present information orally about academic topics using their own ideas and outside supporting information.
4) Students will answer different types of test questions commonly given in university level classes.
5) Students will write a documented essay on an academic topic using their own ideas and supporting information from outside sources provided.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Quizzes, tests, exams, and other graded assignments

PLEASE ATTACH SYLLABUS

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.):
none
Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?  □ Yes  □ No

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

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

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

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

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

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

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

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

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

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

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

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

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

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PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☐ Approved: Department Chairperson
  Date 4/18/13  Signature, Department Chairperson

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

☒ Approved: Dean of College
  Date 4/19/13  Signature, Dean

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 4/20/13  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.
Attach syllabus here:
Intensive English Program
Enrollment Management and Student Success
Pittsburg State University

IEP-067 Academic Preparation Level 6

Instructor: TBA
Office: TBA
Office Hours: TBA
Phone: TBA
E-Mail: TBA

Course Description: IEP-067 Academic Preparation Level 6. 1 credit hour. A bridge course to transition students to academic classes by using authentic materials and tasks. May be taken up to 2 times.

Course Objectives: This course is designed to help students learn skills needed for academic success. Students will demonstrate understanding of authentic university level texts, articles and other materials as well as lectures and be able to answer different types of test questions based on the information. Students will orally present information about an academic topic with a group. Students will be able to summarize, paraphrase and cite academic source information. Students will write a documented essay of 750–1,000 words on an academic subject generating their own ideas and using source information provided.

Grading: Passing grade will consist of 75% or higher in both of the following courses IEP 061, IEP-062.

Attendance: Students are expected to attend class every day and to come on time. Any student who is 10 minutes late will be counted absent. Make up work is allowed only if a student has a medical excuse. Please refer to the IEP Student Handbook for more detailed information about the IEP attendance policy.