The Pittsburg State University Faculty Senate met at 3:00 p.m. Monday, January 28, in room 224 Kelce Hall with Dr. Peter Chung, President, presiding.

**Past Minutes**

The minutes for December 10, 2012 were approved.

**Announcements**

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

Dr. Olson started by thanking faculty for all their efforts in getting students started in a positive direction at the start of the semester, recognizing how much work there always is at the first of the term. A reminder was given that the HLC document would be submitted on February 4th and Dr. Olson is confident that we are meeting criterion. This is an opportunity to learn and opportunity to improve as we authenticate what we do and we say we do. HLC visit to campus will be March 4 and 5. The HLC document is behind GUS.

A Distance Education Plan was submitted to BOR two years ago outlining our philosophy and our intent over the next few years. Document can be found on BOR website. Dr. Olson asked that anyone who reviews the plan to give feedback to Drs. Olson, Chung, or Kahol. Our plan can be found at [http://www.kansasregents.org/distance_education](http://www.kansasregents.org/distance_education)

Dr. Olson advised that she had met with the Oral Communication Task Force and that both she and the General Education committee will be happy to see their input. Watch for an online document to be posted that will include a letter on review and steps that will assist us as we move forward.

*PSU/KNEA – Dr. Ananda Jayawardhana, President*

Dr. Jayawardhana spoke of Statue 75-4333 which allows us to form a union under (5) (d). (See attached.)

*Student Senate – Laura Ismert, President*

Ethan Scott was present to represent SGA and spoke of the upcoming Higher Ed Day in Topeka on February 10 and 11th. SGA will be lobbying for more money for education, immigrants to continue to receive in-state tuition, and the proposed conceal and carry gun law.

*Faculty Senate President – Dr. Peter Chung*

Dr. Chung reported there was a joint statement on conceal and carry presented by FS presidents opposing the recommendation. Dr. Chung learned that many other campuses are working on similar topics such as credit hour definition, hybrid course definition, and post tenure review to name just a few. Post tenure review is being widely discussed for those campuses that do not have a union to determine fair process. K-State came out with a big topic that needs input on faculty compensation, salary adjustments in Kansas schools versus nationwide, and intellectual property.

Other topics included: Regent Gary Alexander may be asked to remove Faculty of the Year Award from the handbook. This is still undecided. Interdisciplinary work increasing online footprint. PSU seems to be on pace with other universities across the state on big key issues.

Dr. Jayawardhana added that the Faculty Award had been voted down in past and it was his opinion this just added to burden of faculty. Dr. Chung replied that it was a 50/50 consensus with faculty senate presidents recognizing that there are those who wish to be appreciated, leading to no agreement at this time.

There was a reminder made by Dr. Olson that the BOR passed a resolution against conceal and carry last year and has reaffirmed their stance this year. Each university can decide, but the BOR wants oversight. Dr. Chung added that he recently learned there were over 50,000 conceal and carry gun registrations in Kansas.

**Committee Reports**

*Undergraduate Curriculum – Justin Honey, Chair*
Mr. Honey presented items approved by the UG Curriculum Committee in segments for a vote by faculty senate in these small groups. (see attached). There was discussion on the Interdisciplinary minor Innovation Engineering and HHPR 510 Tech. and Instrumentation in Exercise Physiology which both require class fees. The decision was made not to link course approval based on tuition committee decision on fees as courses would be offered regardless if class fee was approved as other funding could be identified. Every curriculum item was approved by faculty senate. The meeting dates and times of the UG Curriculum Committee are noted on the Faculty Senate webpage.

Honors College – Chris Spera, Chair
On campus interviews have been scheduled for 48 of the applicants.

Faculty Affairs – Dilip Paul, Chair
Dr. Leiker reported that approximately $42,000 in faculty development funds have been allocated leaving approximately $28,000 yet to award. Any Priority Two requests will not be considered until June. The last two years no funds remained for Priority Two requests.

General Education – Mark Johnson, Chair
Advised committee is to meet in near future and have report by April 1.

Continuing Studies – Scott Norman, Chair (minutes attached to agenda)
Question was raised by Dr. Connie Shum regarding possible certification programs that could be offered at KC Metro outlined in the committee’s minutes. Mr. Leo Hudson, a member of the committee, responded these bulleted items were just suggestions and that there is an on-going concern that we don’t have the resources and who would teach. Mr. Hudson, advised that he would bring up concerns raised at next meeting. Dr. Chung added this was in the very preliminary stage and would appreciate any input.

Unfinished Business
Discussion turned to need to hear from University Police on security measures. It was noted that there are many areas in KTC where cell phone reception is not available. A way of being notified of an emergency other than text message is needed. Dr. Chung will attempt to secure an authority to speak to the group in the near future. Dr. Mark Johnson added that faculty training is needed for how to respond in case of emergency.

New Business
Dr. Jayawardhana reminded those present of Mrs. Judith Shaw’s memorial on February 2 at 2:00 p.m. in McCray.

Dr. Chung turned to agenda attachment titled “Admission to the Kelce College of Business” advising that requirements for admission to the College of Business had changed and this was an informative addition to the agenda. Dr. Janet Zepernick advised she is in the process of adding Writing to Learn at the 300 and above course level. Dr. Hazel Coltharp corrected that Math 153, listed as a mathematics requirement on the admission outline, is no longer offered.

Old Business
Faculty Senate is in process of developing a Program Review workgroup. Dr. Jayawardhana asked if there would be representation from each college to which Dr. Chung replied yes as well as someone from Program Review Committee and co-chair possibly Dr. Peggy Snyder.

Open Forum
29 amazing exhibits on display in Porter Hall
Dr. Olson reminded group of ground breaking for Performing and Fine Arts Center, February 1st at 10:00 a.m. at the corner of Ford and Homer or if weather does not permit will be moved indoors to the Weede.

Meeting Adjourned
Motion to adjourn was approved at 4:04 p.m.

[Signature]
Bebbie Greve, Recording Secretary
### FACULTY SENATE MEMBERSHIP
(2012-2013)

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Mark Johnson attended the September, November, December & January meeting. Tatiana Sildus attended the October meeting. Hazel Coltharp substituted for Karla Childs and Scott Craig substituted for Drew Polen at the October meeting. Morgan McCune substituted for Susan Schreiner and Julie Samuels substituted for Brenda Roberts at the January meeting.
Kansas Statutes

Browsable and searchable archive of 2009 Kansas Statutes Annotated (K.S.A.)

Chapter 75: State Departments; Public Officers And Employees

Article 43: Public Officers And Employees

Statute 75-4333: Prohibited practices; evidence of bad faith. (a) The commission of any prohibited practice, as defined in this section, among other actions, shall constitute evidence of bad faith in meet and confer proceedings.

(b) It shall be a prohibited practice for a public employer or its designated representative willfully to:

1. Interfere, restrain or coerce public employees in the exercise of rights granted in K.S.A. 75-4324;

2. Dominate, interfere or assist in the formation, existence, or administration of any employee organization;

3. Encourage or discourage membership in any employee organization, committee, association or representation plan by discrimination in hiring, tenure or other conditions of employment, or by blacklisting;

4. Discharge or discriminate against an employee because he or she has filed any affidavit, petition or complaint, or given any information or testimony under this act, or because he or she has formed, joined or chosen to be represented by any employee organization;

5. Refuse to meet and confer in good faith with representatives of recognized employee organizations as required in K.S.A. 75-4327;

6. Deny the rights accompanying certification or formal recognition granted in K.S.A. 75-4328;

7. Deliberately and intentionally avoid mediation, fact-finding, and arbitration endeavors as provided in K.S.A. 75-4332; or

8. Institute or attempt to institute a lockout.

c) It shall be a prohibited practice for public employees or employee organizations willfully to:

1. Interfere with, restrain or coerce public employees in the exercise of rights granted in K.S.A. 75-4324;

2. Interfere with, restrain or coerce a public employer with respect to management rights granted in K.S.A. 75-4326, or with respect to selecting a representative for the purposes of meeting and conferring or the adjustment of grievances;

3. Refuse to meet and confer in good faith with a public employer as required in K.S.A. 75-4327;
(4) Deliberately and intentionally avoid mediation, fact-finding and arbitration efforts as provided in K.S.A. 75-4332; or

(5) Engage in a strike.

(d) It shall be a prohibited practice for a public employee organization to endorse candidates, spend any of its income, directly or indirectly, for partisan or political purposes or engage in any kind of activity advocating or opposing the election of candidates for any public office.

(e) In the application and construction of this section, fundamental distinctions between private and public employment shall be recognized, and no body of federal or state law applicable wholly or in part to private employment shall be regarded as binding or controlling precedent.

**History:** L. 1971, ch. 264, § 13; March 1, 1972.
AN ACT concerning certain employee organizations; relating to political activities; amending K.S.A. 75-4333 and repealing the existing section.

Be it enacted by the Legislature of the State of Kansas:

New Section 1. (a) It shall be unlawful for any professional employees' organization, as defined in K.S.A. 72-5413, and amendments thereto, to use any dues, fees, assessments or any periodic payments deducted from a member's paycheck for the purpose of engaging in political activities as defined in subsection (c).

(b) Should a member of a professional employees' organization want to donate money to such organization for the purpose of the professional employees' organization engaging in political activities, such member shall do so by a personal payment which notes that such payment is donated for the professional employees' organization's political activities. Moneys received by the professional employees' organization for political activities shall be deposited by such organization in a separate fund for political activities.

(c) For the purposes of this section, "political activities" means any activity carried out for the purpose of influencing, in whole or part, any election for a state, local government or board of education office, including activities or causes of a partisan political or ideological nature engaged in by a public employee organization for such purpose, and including contributions to a political committee, continuing political employee committee, or both, for the purpose of aiding or promoting the endorsement, nomination, election or defeat of a candidate for public office of the state or of a county, municipality or school district, or the passage or defeat of any public question.

(d) This section shall be part of and supplemental to chapter 72 of the Kansas Statutes Annotated, and amendments thereto.

New Sec. 2. (a) For a period of two years, no public employer shall collect, deduct, or assist in the collection or deduction of funds for any purpose for a person or organization if, in violation of subsection (d) of K.S.A. 75-4333, and amendments thereto, the person or organization has:

(1) Used as political funds any of the funds collected or deducted for it by any public employer; or

(2) commingled funds collected or deducted by any public employer
with political funds.

(b) Any employee whose wages have been deducted or used in violation of section 1 or subsection (d) of K.S.A. 75-4333, and amendments thereto, may bring suit in a court of competent jurisdiction to obtain injunctive relief against the violator or person or public employer threatening violation. Nothing in this section shall be considered nor otherwise construed to waive, or in any way abrogate state immunity. An employee whose wages have been deducted in violation of this article may bring suit in a court of competent jurisdiction to recover damages equal to:

(1) From a public employer violating the provisions of this article, or failing to take appropriate action when informed of the violation, any amounts actually deducted from the public employee's wages; and

(2) from any individual or organization acting separately or in league with a public employer to violate the provisions of this article, twice any amounts actually received by such individual or organization from the injured public employee.

(3) The remedies in subsections (b)(1) and (b)(2) above shall not preempt any other causes of action and damage awards which may be available to public employees injured as a result of violations of this act.

(c) In any judgment for the plaintiff intended to enforce section 1 or subsection (d) of K.S.A. 75-4333, and amendments thereto, the court may award reasonable attorney's fees as part of the court costs.

Sec. 3. K.S.A. 75-4333 is hereby amended to read as follows: 75-4333. (a) The commission of any prohibited practice, as defined in this section, among other actions, shall constitute evidence of bad faith in meet and confer proceedings.

(b) It shall be a prohibited practice for a public employer or its designated representative willfully to:

(1) Interfere, restrain or coerce public employees in the exercise of rights granted in K.S.A. 75-4324, and amendments thereto;

(2) Dominate, interfere or assist in the formation, existence, or administration of any employee organization;

(3) Encourage or discourage membership in any employee organization, committee, association or representation plan by discrimination in hiring, tenure or other conditions of employment, or by blacklisting;

(4) Discharge or discriminate against an employee because the or she such employee has filed any affidavit, petition or complaint or given any information or testimony under this act, or because the or she such employee has formed, joined or chosen to be represented by any employee organization;

(5) Refuse to meet and confer in good faith with representatives of recognized employee organizations as required in K.S.A. 75-4327, and
amendments thereto:

(6) Deny the rights accompanying certification or formal recognition granted in K.S.A. 75-4328, and amendments thereto;

(7) Deliberately and intentionally avoid mediation, fact-finding, and arbitration endeavors as provided in K.S.A. 75-4332, and amendments thereto; or

(8) Institute or attempt to institute a lockout.

d) It shall be a prohibited practice for public employees or employee organizations willfully to:

(1) Interfere with, restrain or coerce public employees in the exercise of rights granted in K.S.A. 75-4324, and amendments thereto;

(2) Interfere with, restrain or coerce a public employer with respect to management rights granted in K.S.A. 75-4326, and amendments thereto, or with respect to selecting a representative for the purposes of meeting and conferring or the adjustment of grievances;

(3) Refuse to meet and confer in good faith with a public employer as required in K.S.A. 75-4327, and amendments thereto;

(4) Deliberately and intentionally avoid mediation, fact-finding and arbitration efforts as provided in K.S.A. 75-4332, and amendments thereto;

(5) Engage in a strike.

d) (1) It shall be a prohibited practice for a public employee organization to endorse candidates, or spend any of its income, directly or indirectly, for partisan or political purposes or engage in any kind of activity advocating or opposing the election of candidates for any public office, including any income in the form of or derived from any dues, fees, assessments or any other periodic payments, directly or indirectly, to engage in political activities as defined in paragraph (2).

(2) For the purposes of this section, "political activities" means any activity carried out for the purpose of influencing, in whole or in part, any election for a state, local government or board of education office, including activities or causes of a partisan political or ideological nature engaged in by a public employee organization for such purpose, and including contributions to a political committee, continuing political employee committee, or both, for the purpose of aiding or promoting the endorsement, nomination, election or defeat of any candidate for public office of the state or of a county, municipality or school district, or the passage or defeat of any public question.

(e) In the application and construction of this section, fundamental distinctions between private and public employment shall be recognized, and no body of federal or state law applicable wholly or in part to private employment shall be regarded as binding or controlling precedent.

New Sec. 4. If any provision of this act, including any amendment
made by this act, or the application of any such provision to any person or

circumstance, is held invalid, the validity of any other provision of this act,
or the application of such provision to other persons and circumstances,
shall not be affected thereby.

Sec. 5. K.S.A. 75-4333 is hereby repealed.

Sec. 6. This act shall take effect and be in force from and after its
publication in the Kansas register.
January 28, 2013- Faculty Senate UG Curriculum Report

Honors 200 – Modifying credit hour from 3 to 1-3 to add flexibility to allow for 2 hour pre-study abroad course and 1 hour for study abroad experience.

FCS 479 – Modifying course title from FCS 479 Techniques for teaching Vocational Family and Consumer Sciences to FCS 479 Techniques for teaching Family and Consumer Sciences. Description also removes “implementation for vocational family and consumer sciences” and replaces with “Implementation for Career and Technical Education”. Vocational removed from course titles nationwide. This course is required for education majors and has been approved by the Teacher Education Council.

History, Philosophy, and Social Science; Accounting and Computer Information Systems (Interdisciplinary major) Fraud Examination. Bachelor of Integrated Studies with a major in Fraud Examination. Approve as package. Courses within major will impact other departments. However, Rebecca Casey provided a letter (page 33 of 222) demonstrating support of faculty/administration from affected departments.

History, Philosophy, and Social Science HIST 656 – Revision of Course Title (page 34). Change from Sectional Conflict and Civil War to Sectional Crisis and Civil War. Course description remains the same. Requires approval from Teacher Education Council. Approval received.

Mathematics Dept. – Math 413 – Change of course title from Fundamentals of Mathematical Thought to Introduction to Mathematical Thought. Also, change in description. Reintroduction of already approved course. Last appeared in 2007-2009 catalog. Will be used as a transition to higher math courses. Course is required of some education majors and has been approved by the Teacher Education Council.

EFB – Electives, course substitutions. 1. Change FIN 624 (Investments II) from required to elective and add FIN 625 (International Finance) and ECON 650 (Econometrics) as finance electives. Rationale: Currently, finance majors have required finance courses by no electives. Expands coursework options. 2. Allow ACCTG 420 as a substitute for CIS 420 in Common Body of Knowledge. Has been substituted by department chair on an individual basis for Finance majors also majoring or minoring in accounting. Just making substitution official. 3. Remove Accounting 520 (Advanced Managerial Accounting) as an Accounting elective. Students have an elective requirement and can choose from one of three courses (ACCTG 315, ACCTG 318, and ACCTG 520). However, ACCTG 520 has a pre-requisite of ACCTG 315, so nobody chooses this option (extra course).

HHPR – Core Course additions and removals, additional electives, addition of a non-clinical track. Approve as a package. New courses include EXSCI 200 (Introduction to Exercise Science), EXSCI 290 (Introduction to Exercise Science Research Methods), EXSCI 510 (Tech. and Instrumentation in Exercise Physiology), EXSCI 599 (Pre-Internship). Revision to course HHP 109-01 Physical Fitness Training to allow course to be repeated for up to 8 hours. Rationale is that cadets are required to attend Physical Fitness a minimum of (3) 80-minute sessions per week for every semester they are enrolled. Currently, they only receive credit for the course one time. However, as the cadet progresses, attendance, leadership, and performance requirements increase and justifies the need to allow repeated credit (See letter page 93). HHP 512 – Exercise Testing and Prescription (Course number, prerequisite, description change).
Course number changed from HHP 512 to EXSCI 520 to eliminate confusion between programs. HHP 514 — Clinical Exercise Physiology, change course number to EXSCI 530 Clinical Exercise Physiology, again to eliminate confusion between programs. Pre-requisites added. HHP 516 — Research Project in Exercise Physiology. Change in name to EXSCI 550 to eliminate confusion of programs. Pre-requisites added. HHP 520 Clinical Practicum/Internship 6-12 hours changed to EXSCI 600 Internship 3 hours. New prefix to eliminate confusion between programs.

Courses other than EXSCI 200 have pre-requisites, but these pre-reqs don’t have an impact on other departments. EXSCI 510 has a lab fee and will have to be approved by the President’s council. Ask for a motion to approve as a package, pending approval of president’s council for lab fees.


TCHLS — Revision of Major. Revisions came about as part of Elementary Education’s formal review of program assessment. Created an assessment matrix based on multiple education standards and identified 4 areas of improvement. Some of course additions do affect other departments. However, documentation has been provided that discussions have occurred (see page 134). As part of these changes, adding new course EDUC 360 — Curriculum Development for Elementary Education (page 137). Course designed to provide student with understanding of content and organization of an elementary school curriculum and apply skills learned in a school setting with children while university instructor provides support, guidance, and evaluation. Will be required by education majors and has been approved by Teacher Education council.

Automotive Pre-requisites — Approve as a package.

Automotive Technology — AT 414 Automatic Transmissions. Adding AT 314 as a pre-requisite and removing AT 215/216 as pre-requisite.

Automotive Technology — AT510 Automotive Climate Systems. Adding AT 215/216 as pre-requisites.

Automotive Technology — AT 511 Service Techniques Lab. Adding AT 215/216 as pre-requisite

Automotive Technology — AT 697 Corporate Sales Management. New required course for Service Management and Marketing option students.

Interdisciplinary Degree — Mark Johnson/Linden Dalecki (College of Technology/College of Business)

Approve as package. Innovation Engineering Minor. Administered and overseen by faculty members from each college. Tools for innovation and entrepreneurship. University of Maine’s program as a guideline. Primary purpose is to provide students with the tools to identify new ventures, create marketable concepts, connect with potential target markets, and to follow through and commercialize a product. Will have course fees of $100/student for 4 core courses, which must be approved by President’s council.
Pittsburg State University
Faculty Senate Agenda

Date: Monday, January 28, 2013
Time: 3:00 p.m.
Location: 224 Kelce Hall

AGENDA

I. Call to order

II. Approval of Minutes from December 10, 2012 meeting

III. Announcements

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

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

A. Academic Affairs Committee- Chair, Susan Schreiner
   1. Undergraduate Curriculum Subcommittee- Chair, Justin Honey
   2. Library Services Subcommittee- Chair, Morgan McCune
   3. Information Systems Subcommittee- Chair, David O’Bryan
   4. Continuing Studies Subcommittee- Chair, Scott Norman (minutes attached)
   5. Departmental Academic Honors Subcommittee- Chair, Justin Honey
   6. Honors College Subcommittee- Chair, Chris Spera
   7. Writing Across the Curriculum Subcommittee- Chair, Robert Lindsey
   8. Diversity and Multicultural Affairs Subcommittee- Chair, Tatiana Sildus

B. Student Faculty Committee- Chair, Phil Harries
C. All University Committee- Chair, Crystel Benson
D. Faculty Affairs Committee- Chair, Dilip Paul
E. Constitution Committee- Chair, Darren Botello-Samson
F. General Education Committee- Chair, Mark Johnson (report attached)

G. Budget Committee- Initial Chair, Paul Herring

All University Committees or Other Appointments

V. Unfinished Business

VI. New Business

VII. Open Forum

VIII. Adjournment- Next Meeting- Monday, February 25, 2013, 3:00 pm, 224 Kelce Hall
To: Continuing Studies Committee
From: Susan Schreiner
Date: 1/22/2013
Re: December 5, 2012

Present: R. Scott Norman, Sang-Heui Lee, Leo Hudson, Susan Schreiner.
Absent: Susan Knell.

Minutes from last meeting were approved.

Members were charged with coming up with some possible certification programs that could be offered at the KC Metro location.
  ➢ Scott is looking at a “Futures Powers Certification” that would include the diesel class, a course on alternative fuel vehicles, CNGs and hybrid vehicles.
  ➢ Leo talked to his department about a program in communications
  ➢ Sang-Heui found out there used to be an MBA full program at the location that lasted about two and a half years.
  ➢ Susan S. presented an idea for a Certified Financial Planner (CFP®) certificate that would provide the six to seven courses needed to sit for the CFP exam. Currently this certification is offered at Fort Hays and KSU.
  ➢ BB Stotts sent an e-mail that indicated a 3-unit course would require about 40 hours of class time.

Discussion continued about the practicality of offering certificate programs if a minimum of 160 hours of class time would be required for one. The difficulty of staffing the programs and for departments to lose a faculty member for that length of time each week was debated – i.e. for the Auto program to offer more courses they would need to hire an additional faculty member. In spite of these concerns, the committee was reminded that the goal was to establish more certification programs at the Metro Center. One possible solution is utilizing a video feed between the two campuses.

The feasibility of surveying past and present Metro Center students was raised to determine what classes they would like to see the campus offer.

Reviewed the old “Free University” and non-credit course offerings and the entire committee still likes the idea of offering short courses in non-traditional subjects on a not-for-credit basis, even if we have to find an off-campus location. The possibility of PSU buying a building or even of the city giving us one was discussed.
Committee members are to go back to departments to discuss certification programs that would consist of 4 to 6 classes. At this point don’t worry about who’s teaching the courses or how to fund them, just come up with ideas. Also remember to look through the KC survey Dr. Kahol sent to determine strengths and weaknesses of our current program.

Next Meeting: Wednesday, January 30, 2013 at 2pm.
Fwd: Update on Gen Ed Committee progress

From: Mark Johnson <mjohnson@pittstate.edu>       Wed, Jan 16, 2013 01:30 PM
Subject: Fwd: Update on Gen Ed Committee progress
To: Peter Chung <pchung@pittstate.edu>

Quick update on the work of the Gen Ed Committee this spring.

Mark

Dr. Mark L. Johnson
University Professor, Technology and Workforce Learning
Pittsburg State University
Kansas Technology Center, S208
Pittsburg, KS 66762
620-235-4628

From: "Mark Johnson" <mjohnson@pittstate.edu>
To: "Kristen Maceli" <kmaceli@pittstate.edu>, "Stephen Meats" <smeats@pittstate.edu>, "Barbara Mcclaskey" <bmclaskey@pittstate.edu>, "James Oliver" <joliver@pittstate.edu>, "Jamie Wood" <jwood@pittstate.edu>, "Patricia Lindley" <plindley@pittstate.edu>
Sent: Wednesday, January 16, 2013 1:29:22 PM
Subject: Meeting notes and dates

As a reminder of what are tasks are, here are the next few meeting dates of the General Education Committee, and assignments. Let me know if you see any corrections or additions to be made.

The General Education Committee met on Wed January 9 at 1pm in 216 Russ Hall. During that meeting, the group divided up work for the committee this semester and made the following task assignments and the dates these will be presented to the full group for their consideration.

January 30 - Barb, James Oliver and I will present on a proposed Faculty Senate Structure for Gen Ed Committee
February 20 - Stepehn, Kristen, James Wood and Pat will present on the content of the Gen Ed Portfolio
March 6 - we will all come prepared to discuss Gen Ed Goal 3, combining, refining, or eliminating objectives
March 27 - will do a follow up of all 3 tasks and finalize our Committee report to be submitted by April 1.

Thanks for your good work. Let me know if you have questions or concerns.

Mark

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Lindley <plindley@pittstate.edu>

**Sent:** Tuesday, January 8, 2013 2:36:31 PM  
**Subject:** Agenda for Gen Meeting, 1pm Wed Jan 10, 216 RH

Here are the agenda items for tomorrow's meetings. I am also including the specific section of the recommendations we are considering. Let me know if you have any questions.

1) Review Recommendation on the composition and charge of the Faculty Senate Gen Ed Committee

2) Review the Recommendations for General Education Courses and Contents of Review Portfolios

3) Review of General Education Goal 3 components.

4) Review of Gen Ed Assessment plan documents provided by Pat earlier today.

5) Assign team members to work on each of the above items and develop a timeline for writing Gen Ed Committee recommendations to the Provost by April 1.

I look forward to seeing you all tomorrow at 1.

Mark

**Recommendations on the composition and charge of the Faculty Senate General Education Committee:**
- As opposed to creating a new steering committee for general education, the Faculty Senate General Education Committee should have an active and regular role overseeing assessment of the General Education Program, approving new general education courses, and monitoring the curriculum. In essence, this standing committee should operate as the steering committee.
- To ensure continuity in oversight of the General Education Program, terms of Faculty Senate General Education Committee members should be changed to three years with one-third of the committee rotating off (and on) each year.
- The committee chair should be elected by the committee members and serve a one-year term with possible re-election to a second one-year term.
- The General Education Program Coordinator and the Director of Assessment should serve as ex officio members of the Faculty Senate General Education Committee.
- Given the size, complexity, diverse and interdisciplinary nature of the General Education Program, it continually should be reviewed by the Faculty Senate General Education Committee and not fall under the purview of the Program Review Committee. Rather than having the entire General Education Program undergo the regular program review process, every three years each general education course should be required to submit a portfolio to the Faculty Senate General Education Committee summarizing assessment of student learning in the past three years. One-third of general education courses should be reviewed each year.
- The Faculty Senate General Education Committee should establish a process to get this cycle initiated so one-third of the program is reviewed by the committee every year and each course is reviewed every three years.
- The Faculty Senate General Education Committee should determine a common template for courses to use when organizing and presenting assessment data in course portfolios.
- The Faculty Senate General Education Committee should provide feedback to the department/unit on the implemented assessment process for their general education courses. This feedback could be confirmation the process is working well in the course or it could involve suggestions for improving the assessment plan and process.
- The Faculty Senate General Education Committee should consider whether reviewing the portfolios is sufficient or if a meeting with a representative of the course is most beneficial process for reviewing the materials and providing feedback.
- For each reviewed course, the Faculty Senate General Education Committee should make a final recommendation to 1) continue in the General Education program, 2) remove the course from
the General Education program, or 3) place the course on "probation" with specific provisions pending a successful review at a future time (possibly the next three year interval).

- The Faculty Senate General Education Committee must approve any new courses seeking inclusion in the General Education program. In order to gain approval, a new course should demonstrate alignment with established general education goals and objectives, present student learning objectives linked to these established general education goals and objectives, and provide a coherent assessment plan for examining how well the course meets both the student learning and general education goals and objectives.

- The Faculty Senate General Education Committee should submit an annual summary report of their assessment activities and outcomes for review by the University Assessment Committee since the Assessment Committee has ultimate responsibility for monitoring assessment activities at Pittsburg State University. This report should include aggregated assessment data the Assessment Committee can use to evaluate the overall effectiveness of the general education curriculum.

- The Assessment Committee will report any recommendations or identified concerns about the General Education Program to the Provost in the Annual Assessment Report.

**Recommendations for General Education Courses and Contents of Review Portfolios**

- A tenured faculty member should be identified as the "Course Coordinator" for each general education course. This role particularly is important when multiple sections of a course are offered in a given semester. Course Coordinators strongly are encouraged to work with the General Education Program Coordinator and Director of Assessment in the development of assessment plans for general education courses.

- Each general education course should identify common general education goals and objectives pursued in every section of the course and establish course-wide student learning outcomes linked to these general education goals and objectives.

- The specific selected common general education goals and objectives pursued by a general education course should be listed on each copy of the syllabus distributed for every section of the course each semester. Further, each syllabus should contain course-wide student learning outcomes linked to selected general education goals and objectives.

- Each General Education Course Coordinator should be responsible for making certain the course has an assessment plan implemented each semester to generate data. The data regularly should be analyzed in order to determine how well the course is achieving established student learning outcomes as well as selected general education goals and objectives.

- It should be an expectation that departments/units regularly reflect on assessment results and adjust course content to improve student learning related to the selected general education goals and objectives.

- Every three years each general education course should be required to submit a portfolio to the Faculty Senate General Education Committee. There should be a single portfolio for each course and include data from every section taught. The portfolio should demonstrate the selected general education goals and objectives are listed in the syllabus for each section of that course each semester, provide a brief description of the assessment plan used to assess student learning related to these goals and objectives, include a brief sample, summary, and analysis of assessment data gathered over the three year period, and provide a discussion of any changes made to the course resulting from the analysis.

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

**OBJECTIVES:**

**Part I: Sciences**

1. Demonstrate an understanding of the basic principles, facts, and theories of the biological and physical sciences.
2. Demonstrate an understanding of the basic methods of inquiry, analysis and description in the biological and physical sciences.
3. Demonstrate and understanding of how the natural sciences contribute to the general welfare of civilization.

**Part II: Social Studies**

1. Demonstrate an understanding of contemporary social issues.
2. Evaluate the impact of scientific, technological, economic, and intellectual change on social and political institutions.
3. Demonstrate an understanding of cultural diversity within the United States and in the world at large.

Part III: Political Studies
1. Demonstrate an understanding of the basic governmental institutions of the United States.
2. Demonstrate an understanding of the principles underlying democracy.
3. Demonstrate an awareness of the impact of public policy on people’s lives.
4. Demonstrate an understanding of the global context in which the political system of the United States operates.

Part IV: Producing and Consuming
1. Demonstrate an understanding of fundamental philosophies, principles, and theories that govern the world of producing and consuming.
2. Demonstrate an understanding of how the world of producing and consuming impacts the individual, society, institutional structures, the economy, and the world.
3. Demonstrate an understanding of how the practices and outcomes of producing and consuming apply to our daily decision-making and to the solution of societal problems.

Part V: Aesthetic Studies
1. Demonstrate an understanding of the creative process, both practical and theoretical, and its relationship to an audience or viewers.
2. Demonstrate the ability to make informed critical responses when exposed to artistic endeavors.
3. Understand the relationship between the arts and society in a multicultural environment.

Part VI: Cultural Studies
1. Demonstrate the ability to recognize the value of diverse cultural, national, and ethnic backgrounds.
2. Demonstrate an awareness of the rights of individuals and groups from diverse cultural, national, and ethnic backgrounds.
3. Demonstrate an understanding of the relationships of gender, race, and class within and across cultures.

Part VII: Health and Well-being
1. Demonstrate an understanding of the relationships between lifestyle and functional health.
2. Demonstrate the ability to incorporate concepts of the human body, mind, and emotions that lead to a well-adjusted individual.

Part VIII: Human Heritage
1. Demonstrate an appreciation for the range and diversity of humankind’s wisdom, values, ideas, beliefs, and reasoning.
2. Demonstrate an understanding of human behavior, the human condition, and human institutions in the context of historical, literary, or philosophical inquiry.
3. Demonstrate recognition of the inter-relatedness of the past, present, and future.

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620-235-4628
ADMISSION TO THE KELCE COLLEGE OF BUSINESS

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

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

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

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

Students wishing to repeat a business course more than 3 times must petition the Dean for approval.

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

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

KELCE COLLEGE OF BUSINESS PREREQUISITE POLICY

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

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

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

(Undergraduate Course Numbers through Course Number 699)

**Department:** Honors College  
**College:** N/A

**Date of Submission to the Department:** September 25, 2012

**Contact Person:** Dr. Craig Fuchs  
\(\square\) Faculty member  \(\square\) Chair

**Title of Course:** Special Topics(  )

**Course Number:** Honor 200

**Revision Effective:** Sp/13  
**Offered:** Fall  Spring  Summer

(Semester/Year)  
(check all that apply)

**Credit Hours:** 3  
**Hegis Number:** ____

**Type of Modification:**

\(\square\) Course Title  \(\square\) Course Number  \(\square\) Course Description  \(\square\) Course content/objectives  
\(\square\) Credit Hour  \(\square\) Prerequisite Change  \(\square\) Other  

**Current listing:** 3

**Modification** (as it will appear in the next catalog): 1-3

Please highlight the change in the proposed listing

**Purpose/Justification for Revision of Course:** We need to be able to offer this course as a flexible hour topics course for study abroad purposes. The three hours were legislated for the interdisciplinary course offerings, but I did not think about the 2 hour spring semester pre-study abroad course or the one hour summer study abroad experience. Since we have a study abroad program coming up in May, I will be offering a 2 hour Pre-Study Abroad topics class this spring, and then the 1 hour topics course in the summer for the actual program.

**Is this course approved for General Education?**  \(\square\) Yes  \(\square\) 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:

Only the three hour interdisciplinary course offerings fall under the general education. The 1 and 2 hour topics course for study abroad purposes would not.

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

**Is this course required of any education majors?**  \(\square\) Yes  \(\square\) 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 1/19/12  Signature, Department Chairperson

☑ Approved: College Curriculum Committee
   Date 1/19/12  Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
   Date 1/19/12  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 1/19/13  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: Family & Consumer Sciences College: Arts & Sciences

Date of Submission to the Department: April 5, 2012

Contact Person: Duane Whitbeck ☐ Faculty member ☑ Chair

Title of Course: Techniques for Teaching Vocational Family & Consumer Sciences Credit Hours: 3

Course Number: FCS 479 Hegis Number: _____

Revision Effective: 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: FCS 479: Techniques for teaching Vocational Family & Consumer Sciences. Lecture and laboratory. Techniques, methods, and course content used in teaching family and consumer sciences in the secondary school. Philosophy of vocational education, curriculum construction and implementation for vocational family and consumer sciences. To be taken before the professional semester. Prerequisite: Admission to teacher education and PSYCH 357 Educational Psychology. May be taken for honors.

Modification (as it will appear in the next catalog): FCS 479: Techniques for Teaching Family and Consumer Sciences. 3 credits. Lecture and laboratory. Techniques, methods, and course content used in teaching family and consumer sciences in the secondary school. Philosophy of vocational education, curriculum construction and implementation for Career and Technical Education (CTE) family and consumer sciences. To be taken before the professional semester. Prerequisite: Admission to teacher education and PSYCH 357 Educational Psychology. May be taken for honors. Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: Vocational is now being dropped from most program titles and replaced with CTE (Career & Technical Education) nationwide.

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 9/26/12 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
   Date 9/18/12 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
   Date 10/1/12 Signature, Dean

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

☑ Approved: Teacher Education Council (if applicable)
   Date 10/24/12 Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 1/18/13 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 College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Request for New Concentration or Minor or Emphasis Template

Department: History, Philosophy, and Social Sciences; Accounting and Computer Information Systems

(ACIS) College: CAS; BUS

Date of Submission to the Department: April, 2012

Contact Person: Dr. Roy Janisch  ☑ Faculty member ☐ Chair

New: ☐ Concentration ☐ Minor ☑ Emphasis

Name of Proposed Concentration/Minor/Emphasis: Fraud Examination

Major in Which Concentration/Minor/Emphasis is to be located: Integrated Studies
 Associated Major’s CIP Number: 30.9999

Information for Proposed New Concentration/Minor/Emphasis

Name of Major: NA (if different from above)

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

The departments of Accounting and Computer Information Systems and History, Philosophy, and Social Sciences offer this integrated program that prepares students for careers in fraud examination. Based on advice from the Internal Revenue Service, students who elect this degree will be eligible to be hired as IRS special agents as well as being qualified to serve in other public agencies and the private sector.

The 60-62 hour interdisciplinary major (no minor required) will have required ACIS and Business classes totaling 27 hours (students may NOT take more than 30 hours in the College of Business, excluding introductory general education classes); 06 hours of skill classes; 18 hours of Justice Studies classes; and 9-11 hours of electives. Several of the classes can be used to meet General Education requirements. Using their elective hours, students may choose to have a concentration in one of the following areas (students do not have to elect a concentration).

Areas of Concentration:

Advanced Accounting    Computer Forensics
Business Finance        Forensic Psychology
Law Enforcement         Mapping and Geographic Information Systems
The Fraud Examination Curriculum:

**Accounting Classes: Required – 15 Hours**
- Accounting 201 (Financial Accounting) – General Education
- Accounting 202 (Managerial Accounting)
- Accounting 416 (Business Taxation)
- Accounting 422 (Internal Auditing)
- Accounting 625 (Fraud Examination)

**Business Classes: Required – 12 Hours**
- Economics 200 (Introduction to Microeconomics) – General Education
- Finance 326 (Business Finance)
- CIS 130 (Computer Information Systems) – General Education
- Computer Information Systems 420 (Management Information Systems)

**Justice Studies: Required – 18 Hours**
- JUST 223 (Basic Interviewing and Counseling Skills)
- JUST 500 (Criminal Law and Society)
- JUST 501 (Criminal Procedure)
- JUST 522 (Crime Scenes and, The Law of Evidence)
- JUST 528 (White Collar Crime)
- JUST 695 (Senior Seminar in Justice Issues)

**Skill Classes: Required – 06 Hours**
- ENGL 301 (Technical/Professional Writing)
- An Ethics class From:
- PHIL 105 (Ethics) – General Education
- PHIL 113: (Business Ethics) -- General Education
- JUST 322: (Ethics and Justice Policy)

**Electives: Required – 9-11 Hours**
- ACCTG 315 (Intermediate Managerial Accounting)
- ACCTG 318 (Intermediate Financial Accounting)
- ACCTG 585 (Accounting Law)
ACCTG 614 (Internship in Accounting - if related to Fraud Examination)
FIN 621 (Investments)
FIN 623 (Financial Institutions and Markets)
FIN 624 (Investments II)
MGMKT 327 (Organizational Theory and Behavior)
MGMKT 444 (Legal and Social Environment of Business)
CIS 670 (Information Assurance and Computer Security I)
CIS 690 (Topics in Computer Science: Computer Forensics)
JUST 328 (Police and Justice)
JUST 475 (Community Policing)
JUST 502 (Criminal Profiling)
JUST 518 (Serial Killers)
JUST 671 (Internship) – must be Fraud related
SOC 547 (Criminology)
SOC 549 (Social Deviance)
PSYCH 571 (Abnormal Psychology)
PSYCH 773 (Criminal Psychopathology)*
* Only offered in the summer
GEOG 303 (Geographic Information Systems I) – 4 hours
GEOG 305 (Cartography)
GEOG 403 (Geographic Information Systems II) – 4 hours

A student must take 9 hours from the courses listed above, however, she/he can elect an area of concentration through elective choices. See below for the list of possible concentrations:

Areas of Concentration:

Computer Forensics – 6 hours from:
CIS 670 (Information Assurance and Computer Security I/CIS 350 or CIS 470 Prerequisite)
CIS 690 (Topics in Computer Science: Computer Forensics)

Advanced Accounting – 6 hours from:
ACCTG 315 (Intermediate Managerial Accounting)
ACCTG 318 (Intermediate Financial Accounting)
ACCTG 585 (Accounting Law)/MGMT 444 Prerequisite
ACCTG 614 (Internship in Accounting) – must be Fraud related

Law Enforcement – minimum of 6 hours from:

**JUST or SOC classes from the above elective list**

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**Business Finance – Six hours from:**

FIN 621 (Investments)
FIN 623 (Financial Institutions and Markets)
FIN 624 (Investments II)/FIN 621 Prerequisite

Forensic Psychology – minimum of 6 hours from:

PSYCH 571 (Abnormal Psychology)
PSYCH 773 (Criminal Psychopathology)*

* Only offered in the summer

Mapping and Geographic Information Systems – minimum of 6 hours from:

GEOG 303 (Geographic Information Systems I)
GEOG 305 (Cartography)
GEOG 403 (Geographic Information Systems II)

**Total Number of Hours: 60-62 Hours, No Minor Required**

Date first offered: Fall, 2013

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: ______
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 legislation (e.g. staffing, equipment, etc.)? □ Not at this time, if the program becomes popular it will be important to give Dr. Janisch some relief by creating a separate fraud examination senior seminar for assessment purposes. Dr. Janisch is going to handle assessment by having FE majors enroll in his JUST 695 class (senior seminar), however, if he begins to have more than 5 FE students in the class it might be necessary to create a second in-load JUST senior seminar to handle the students.

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.
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.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☒ Approved: Department Chairperson
Date 10/9/12 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
Date 10/9/12 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
Date 10/9/12 Signature, Dean

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 1/10/13 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.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
Date 10/18/12 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 1/30/13 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 1/24/13 Signature, Dean

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11/13/13 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: ______

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TO THE OFFICE OF THE PROVOST
(220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS
FOR BOARD APPROVAL.
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:

Integrated Studies: Fraud Examination Emphasis (30.999)
(Title and CIP)

☑ New

☐ Derived from Existing Program

9/10/12
(DATE SUBMITTED)

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

Submitted by: PITTSBURG STATE UNIVERSITY

College of Arts and Sciences

Division of: Office of the Provost - PSU

I. Indicate major in which concentration will be located:

Integrated Studies

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

Name: Fraud Examination

Description of Purpose/Rationale: The emphasis in Fraud Examination is an integrated studies degree directed at giving students a vocationally relevant education at the intersection of the disciplines of ACIS and criminal justice. The U.S. Bureau of Labor Statistics has Financial Examiners as the 16th and Financial Analysts as the 24th fastest growing occupational areas requiring a bachelor degree between 2008-2018. The proposed emphasis is based on the very successful minor in Fraud Examination located in Accounting and Computer Information Systems that currently has nearly 50 students. The minor and the proposed emphasis will succeed because it has been created with input and advice from the Internal Revenue Service, an agency likely to hire program graduates. There is a strong likelihood for continued employment growth in the more technically qualified aspects of law enforcement, so meeting the IRS standards for hire will not only allow students to work for that agency but also compete successfully for employment in other federal/state law enforcement departments that deal with similar issues. Further, there are opportunities in the private sector that deal with fraud, loss prevention, and overall company security. Most fraud programs are on the east coast with the premier program at Georgia Southern University, as a result our degree will break new ground in this area. It is expected that Justice Studies will continue to reference the minor in its section of the catalog and direct students with an interest in the area to the emphasis.]
III. Provide curriculum for the major and indicate courses required for each concentration/emphasis:

**Integrated Studies: Fraud Examination Emphasis**
Name of Major

If the format below does not fit your curriculum outline, please use the text box, at the end of this section.

<table>
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<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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Total: __________

(Name of Concentration/Minor/Emphasis)

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3
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Areas of Concentration:
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Business Finance       Forensic Psychology
Law Enforcement        Mapping and Geographic Information Systems

Total Number of Hours: 60-62 Hours, No Minor Required

The Fraud Examination Curriculum:

Accounting Classes: Required – 15 Hours
Accounting 201 (Financial Accounting) – General Education
Accounting 202 (Managerial Accounting)
Accounting 416 (Business Taxation)
Accounting 422 (Internal Auditing)
Accounting 625 (Fraud Examination)

Business Classes: Required – 12 Hours
Economics 200 (Introduction to Microeconomics) – General Education
Finance 326 (Business Finance)
CIS 130 (Computer Information Systems) – General Education

Computer Information Systems 420 (Management Information Systems)

Just Studies: Required – 18 Hours
JUST 223 (Basic Interviewing and Counseling Skills)
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JUST 695 (Senior Seminar in Justice issues)

Skill Classes: Required – 06 Hours
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An Ethics class From:
PHIL 105 (Ethics) – General Education
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JUST 322: (Ethics and Justice Policy)

Electives: Required – 9-11 Hours
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ACCTG 318 (Intermediate Financial Accounting)
ACCTG 585 (Accounting Law)
ACCTG 614 (Internship in Accounting) – must be Fraud related
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MGMKT 327 (Organizational Theory and Behavior)
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CIS 670 (Information Assurance and Computer Security I)
CIS 690 (Topics in Computer Science: Computer Forensics)
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PSYCH 773 (Criminal Psychopathology)*

* Only offered in the summer
GEOG 303 (Geographic Information Systems I) – 4 hours
GEOG 305 (Cartography)
GEOG 403 (Geographic Information Systems II) – 4 hours

A student must take 9 hours from the courses listed above, however, she/he can elect an area of concentration through elective choices. See below for the list of possible concentrations:

Areas of Concentration:

Computer Forensics – 6 hours From:
CIS 670 (Information Assurance and Computer Security I/CIS 350 or CIS 470 Prerequisite)
CIS 690 (Topics in Computer Science: Computer Forensics)

Advanced Accounting – 6 hours from:

ACCTG 315 (Intermediate Managerial Accounting)
ACCTG 318 (Intermediate Financial Accounting)
ACCTG 585 (Accounting Law) / MGMKT 444 Prerequisite
ACCTG 614 (Internship in Accounting) – must be Fraud related

Law Enforcement – minimum of 6 hours from:

JUST or SOC classes from the above elective list

Business Finance – Six hours from:

FIN 621 (Investments)
FIN 623 (Financial Institutions and Markets)
FIN 624 (Investments II)/FIN 621 Prerequisite

Forensic Psychology – minimum of 6 hours from:
PSYCH 571 (Abnormal Psychology)
PSYCH 773 (Criminal Psychopathology)*
* Only offered in the summer

Mapping and Geographic Information Systems – minimum of 6 hours from:

GEOG 303 (Geographic Information Systems I)
GEOG 305 (Cartography)
GEOG 403 (Geographic Information Systems II)

Total Number of Hours: 60-62 Hours, No Minor Required
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: 3

B. Rank of faculty:
   - Instructors: 0
   - Assistant Professors: 1
   - Associate Professors: 0
   - Professors: 2
   - GTAs: 0

C. Preparation of faculty (indicate level of degrees):
   - Bachelors: _____
   - Masters: _____
   - Doctors: 3

D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): Since this program utilizes extant classes, the responsibilities of almost all of the faculty involved does not change. Dr. Janisch will coordinate the program along with his responsibilities in the JUST program. This will add to his load, especially since he will be responsible for program assessment. It will be important to provide him compensation if the program succeeds.
From: "Rebecca Casey" <rcasey@pittstate.edu>
To: "Roy Janisch" <rjanisch@pittstate.edu>
Cc: "Maeve Cummings" <mcummings@pittstate.edu>, "David O'Bryan"
<dobryan@pittstate.edu>
Sent: Monday, September 17, 2012 1:33:28 PM
Subject: Re: Input

Dr. Janisch,

To confirm:

The following faculty and administrators met 3/8/12 and collectively agreed to a proposal for a Bachelor of Integrated Studies Degree with a major in Fraud Examination:

Roy Janisch
Mike Kelley
Karl Kunkel
Paul Grimes
Rebecca Casey
David O'Bryan
Maeve Cummings
James Harris

Additionally, the proposal was circulated to all faculty of the Department of Accounting and Computer Information Systems. Melvin Roush responded with a few recommendations for changes in wording to provide clarity.

Sincerely,

Rebecca J. Casey, MBA, CPA
Chair
Department of Accounting and Computer Information Systems
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
620-235-4084
rcasey@pittstate.edu
# Request for Revision to Course Template

( Undergraduate Course Numbers through Course Number 699 )

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

**Date of Submission to the Department:** 1 October 2012

**Contact Person:** John Daley  
- Faculty member  
- Chair

**Title of Course:** Sectional Conflict and Civil War  
**Credit Hours:** 3

**Course Number:** HIST 656  
**Hegis Number:**

**Revision Effective:** WF13  
**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:** Sectional Conflict and Civil War

**Modification (as it will appear in the next catalog):** Sectional Crisis and Civil War  
Please highlight the change in the proposed listing

**Purpose/Justification for Revision of Course:** To better emphasize that the first quarter of the course treats underlying causes, thus political and social history (1819-1860) as well as the civil war years (1861-1865) This is what this course covers and does not require a change in the course description.

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 11/1/17 Signature, Department Chairperson
  [Signature]

☒ Approved: College Curriculum Committee
  Date 11/2/17 Signature, College Curriculum Committee Chair
  [Signature]

☒ Approved: Dean of College
  Date 11/2/17 Signature, Dean
  [Signature]

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

☒ Approved: Teacher Education Council (if applicable)
  Date 12/5/17 Signature, Teacher Education Council Chair
  [Signature]

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 11/10/17 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: Mathematics    College: Arts and Sciences

Date of Submission to the Department: 9/26/12

Contact Person: Tim Flood    ☑ Faculty member    ☑ Chair

Title of Course: Introduction to Mathematical Thought    Credit Hours: 3

Course Number: 413    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: MATH 413. Fundamentals of Mathematical Thought. 3 hours. Symbolic logic and axiomatic set theory, set theoretic constructions, relations, functions, and paradoxes. Development of the natural number system. Finite geometry. (Last appeared in the 2007-2009 catalog.)

Modification (as it will appear in the next catalog): A course designed to introduce students to the branches of mathematics, as well as formal mathematical notation. The topics include Logic, Proof, Number Theory, Sets, Functions, Relations, and Cardinality.

Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: After this course was phased out, it became apparent that our majors still needed a transition to higher mathematics course. This course will be a centralized course that will help our students transition into higher-level mathematics. The reintroduction of this course will allow our upper-lever courses to be more effective when the students have a stronger base on which to build.

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 7/16/12  Signature, Department Chairperson

☒ Approved: College Curriculum Committee
  Date 11/8/12  Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
  Date 11/6/12  Signature, Dean

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

☒ Approved: Teacher Education Council (if applicable)
  Date 12/5/12  Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 11/19/12  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: EFB  College: Business

Date of Submission to the Department: 9-14-12

Contact Person: Connie Shum  Faculty member  Chair

Brief Description of Change: 1. Change FIN 624 (Investments II) from a required course to a Finance elective and add FIN 625 (International Finance) and ECON 650 (Econometrics) as Finance electives.
2. Allow ACCTG 420 as a substitute for CIS 420 in the Common Body of Knowledge.
3. Remove ACCTG 520 (Advanced Managerial Accounting) as an Accounting elective.

Type of Modification:

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

Rationale for Change: 1. Currently Finance majors have five required Finance courses but no elective Finance courses. Adding additional Finance electives expands coursework options for Finance majors, allowing them to choose the course that best fits their interest.
2. Some of the Finance majors also major in Accounting, or have a minor in Accounting. The Department has been allowing these students to use ACCTG 420, which is a required course for Accounting majors and minors, as a substitute for CIS 420 since the subject matter of CIS 420 is similar to that of ACCTG 420. However, the substitution has been done by the Department Chair on an individual basis. This revision will make the substitution official and allow students to choose the course that best fits their needs.
3. Currently, to satisfy the Accounting elective requirement, students can choose from ACCTG 315 (Intermediate Managerial Accounting), ACCTG 318 (Intermediate Financial Accounting), and ACCTG 520 (Advanced Managerial Accounting). However, ACCTG 315 is one of the prerequisites for ACCTG 520. Since choosing ACCTG 520 would mean having to take ACCTG 315 as well, students tend to avoid the advanced class.

Information from Existing Major

Name of Existing Major: Finance  Current CIP Number: 52.0801

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

Common Body of Knowledge
ACCTG 201: Financial Accounting ........................................3
ACCTG 202: Managerial Accounting ......................................3
MGMT 310: Basic Quantitative Business Methods ......3
FIN 326: Business Finance ................................................3
MGMT 327: Organizational Theory and Behavior ..........3
MGMT 330: Basic Marketing .............................................3
ECON- Three hours selected from
ECON 330: Money and Banking ....................................3
Students planning to enter the MBA program should take ECON 418.

Major in Finance (18 hours)

- FIN-621: Investments (3 hours)
- FIN-623: Financial Institutions and Markets (3 hours)
- FIN-624: Investments II (3 hours)
- FIN-627: Advanced Business Finance (3 hours)
- FIN-631: Seminar in Financial Management (3 hours)
- ACCTG-315: Intermediate Managerial Accounting (3 hours)
  OR ACCTG-318: Intermediate Financial Accounting I (3 hours)
  OR ACCTG-520: Advanced Managerial Accounting (3 hours)
Information for Proposed Modified Major

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

Name of Modified Major: **Finance**

CIP Number: **52.0801**

### Common Body of Knowledge

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
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<tr>
<td>ACCTG 202</td>
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<td>Basic Quantitative Business Methods</td>
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<td>MGMKT 327</td>
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<tr>
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<tr>
<td>ECON 330</td>
<td>Money and Banking</td>
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<tr>
<td>ECON 418</td>
<td>Intermediate Microeconomics</td>
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<td>ECON 419</td>
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</tr>
<tr>
<td>ECON 640</td>
<td>International Trade</td>
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Students planning to enter the MBA program should take ECON 418.

Three hours selected from:

<table>
<thead>
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<th>Course Title</th>
<th>Hours</th>
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<td>CIS 420</td>
<td>Management Information Systems</td>
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<tr>
<td>ACCTG 420</td>
<td>Information Technology and Accounting systems</td>
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</tr>
<tr>
<td>MGMKT 320</td>
<td>Business Statistics</td>
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<td>MGMKT 444</td>
<td>Legal and Social Environment of Business</td>
<td>3</td>
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<tr>
<td>MGMKT 477</td>
<td>Quantitative Decision Making</td>
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<tr>
<td>MGMKT 626</td>
<td>Operations Management</td>
<td>3</td>
</tr>
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<td>MGMKT 645</td>
<td>Business Strategy</td>
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### Major in Finance (18 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>FIN 621</td>
<td>Investments I</td>
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<tr>
<td>FIN 623</td>
<td>Financial Institutions and Markets</td>
<td>3</td>
</tr>
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<td>FIN 627</td>
<td>Advanced Business Finance</td>
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<tr>
<td>FIN 631</td>
<td>Seminar in Financial Management</td>
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<tr>
<td>FIN 624</td>
<td>Investments II</td>
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<tr>
<td>FIN 625</td>
<td>International Finance</td>
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<td>ECON 650</td>
<td>Econometrics</td>
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<tr>
<td>ACCTG 315</td>
<td>Intermediate Managerial Accounting</td>
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</tr>
<tr>
<td>ACCTG 318</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
</tbody>
</table>

Major in Finance (18 hours)
Date first offered: Fall, **2013**

(Year)

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

**NA**

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

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

Rationale: _____

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
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:

Finance 52.0801
(Title and CIP)

☐ New
☒ Derived from Existing Program

9-14-12
(DATE SUBMITTED)

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

Current Name: Finance

New Name (if applicable): ______

Description of Purpose/Rationale for Change:

**Description of Purpose:**
1. Change FIN 624 (Investments II) from a required course to a Finance elective and add FIN 625 (International Finance) and ECON 650 (Econometrics) as Finance electives.
2. Allow ACCTG 420 as a substitute for CIS 420 in the Common Body of Knowledge.
3. Remove ACCTG 520 (Advanced Managerial Accounting) as an Accounting elective.

**Rationale for Change:**
1. Currently Finance majors have five required Finance courses but no elective Finance courses. Adding additional Finance electives expands coursework options for Finance majors, allowing them to choose the course that best fits their interest.
2. Some of the Finance majors also major in Accounting, or have a minor in Accounting. The Department has been allowing these students to use ACCTG 420, which is a required course for Accounting majors and minors, as a substitute for CIS 420 since the subject matter of CIS 420 is similar to that of ACCTG 420. However, the substitution has been done by the Department Chair on an individual basis. This revision will make the substitution official and allow students to choose the course that best fits their needs.
3. Currently, to satisfy the Accounting elective requirement, students can choose from ACCTG 315 (Intermediate Managerial Accounting), ACCTG 318 (Intermediate Financial Accounting), and ACCTG 520 (Advanced Managerial Accounting). However, ACCTG 315 is one of the prerequisites for ACCTG 520. Since choosing ACCTG 520 would mean having to take ACCTG 315 as well, students tend to avoid the advanced class.
Provide curriculum for the current major AND indicate proposed course changes:

**Finance**  
Name of Major

<table>
<thead>
<tr>
<th>Current</th>
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<th>Credit Hours</th>
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</tbody>
</table>

Total: 18

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

**Common Body of Knowledge**

- **ACCTG 201: Financial Accounting** .................................. 3
- **ACCTG 202: Managerial Accounting** ................................. 3
- **MGMKT 310: Basic Quantitative Business Methods** ............ 3
- **FIN 326: Business Finance** ........................................... 3
- **MGMKT 327: Organizational Theory and Behavior** ............. 3
- **MGMKT 330: Basic Marketing** ......................................... 3
ECON - Three hours selected from
  ECON 330: Money and Banking ............................... 3
  ECON 418: Intermediate Microeconomics .................... 3
  ECON 419: Intermediate Macroeconomics .................... 3
  ECON 640: International Trade ............................... 3

Students planning to enter the MBA program should take ECON 418.
CIS 420: Management Information Systems .................. 3
MGMKT 320: Business Statistics ................................ 3
MGMKT 444: Legal and Social Environment of Business 3
MGMKT 477: Quantitative Decision Making .................... 3
MGMKT 626: Operations Management ........................... 3
MGMKT 645: Business Strategy .................................. 3

Major in Finance (18 hours)
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  OR ACCTG-318: Intermediate Financial Accounting I (3 hours)
  OR ACCTG-520: Advanced Managerial Accounting (3 hours)
**Finance**  
(Name of Major)

<table>
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<tr>
<th>Course Name &amp; Number</th>
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- **ACCTG 201: Financial Accounting** ......................................................... 3
- **ACCTG 202: Managerial Accounting** ......................................................... 3
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- **FIN 326: Business Finance** ........................................................................ 3
- **MGMKT 327: Organizational Theory and Behavior** ........................................ 3
- **MGMKT 330: Basic Marketing** ................................................................. 3

**ECON** -- Three hours selected from:  
- **ECON 330: Money and Banking** ............................................................. 3
- **ECON 418: Intermediate Microeconomics** ............................................... 3
- **ECON 419: Intermediate Macroeconomics** ............................................... 3
- **ECON 640: International Trade** ............................................................. 3

Students planning to enter the MBA program should take **ECON 418**.

Three hours selected from:  
- **CIS 420: Management Information Systems** .............................................. 3
- **ACCTG 420 Information Technology and Accounting systems** .............. 3
- **MGMKT 320: Business Statistics** ............................................................. 3
- **MGMKT 444: Legal and Social Environment of Business** ....................... 3
- **MGMKT 477: Quantitative Decision Making** .......................................... 3
- **MGMKT 626: Operations Management** .................................................... 3
- **MGMKT 645: Business Strategy** ............................................................. 3

**Major in Finance (18 hours)**

**FIN 621: Investments I** ............................................................................. 3
FIN 623: Financial Institutions and Markets ........................................3
FIN 627: Advanced Business Finance ..................................................3
FIN 631: Seminar in Financial Management ..........................................3
Three hours selected from: .................................................................3
    FIN 624 Investments II .................................................................3
    FIN 625 International Finance .......................................................3
    ECON 650 Econometrics .............................................................3
Three hours selected from: .................................................................3
    ACCTG 315: Intermediate Managerial Accounting .........................3

18
Request for Revision to Major Template

Department: HHPR    College: COE

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

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

Brief Description of Change: Core course additions and removals, Additional Electives, addition of a non-clinical track.

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

Rationale for Change: Better serve the students in the Exercise Science field

Information from Existing Major

Name of Existing Major: Exercise Science    Current CIP Number: 31.0505

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

Basic Skills** (12 hours)
General Education Electives (34-41 hours)
   Sciences*** (8-9 hours)
   Social Studies (3 hours)
   Political Studies (3 hours)
   Producing and Consuming**** (5-6 hours)
   Fine Arts and Aesthetic Studies (2-3 hours)
   Cultural Studies (3-5 hours)
   Health and Well-Being (4-6 hours)
   Human Heritage@ (6 hours)

*See General Education Requirements for All Baccalaureate Degrees for details and a list of specific courses.
**MATH 143 Elementary Statistics recommended.
***BIOL 111/112 General Biology with Laboratory and CHEM 105/106 Introductory Chemistry with Laboratory recommended.
****CIS 130 Computer Information Systems recommended.
@PHIL 105 Ethics or PHIL 111 Ethics: Applied Emphasis (Medical) required.

- Core (46-52 hours)
  - BIOL-257: Anatomy and Physiology (3 hours)
  AND BIOL-258: Anatomy and Physiology Laboratory (2 hours)
  - FCS-203: Nutrition and Health (3 hours)
  OR FCS-301: Nutrition (3 hours)
  - HHP-150: Lifetime Fitness Concepts (1 hour)
• HHP-260: First Aid and CPR (2 hours)
• HHP-345: Measurement and Evaluation I (2 hours)
• HHP-460: Kinesiology (3 hours)
• HHP-464: Physiology of Exercise (3 hours)
• HHP-510: Physiology of Exercise II (3 hours)
• HHP-512: Exercise Testing and Prescription (3 hours)
• HHP-514: Clinical Exercise Physiology (3 hours)
• HHP-516: Research Project in Exercise Physiology (3 hours)
• HHP-520: Clinical Practicum/Internship (6-12 hours)
• HHPR-760: Technology and Instrumentation in Human Performance (3 hours)
• REC-425: Personal Training and Fitness Managements (3 hours)
• REC-441: Adult Health and Development (3 hours)
  • Exercise Science Electives (21 hours)
    • BIOL-211: Principles of Biology I (4 hours)
    • BIOL-212: Principles of Biology II (4 hours)
    • BIOL-322: Genetics (3 hours)
    AND BIOL-323: Genetics Laboratory (2 hours)
    • BIOL-410: Biological and Medical Terminology (2 hours)
    • BIOL-660: Human Anatomy and Dissection (5 hours)
    • CHEM-215: General Chemistry I (3 hours)
    AND CHEM-216: General Chemistry I Laboratory (2 hours)
    • CHEM-225: General Chemistry II. (3 hours)
    AND CHEM-226: General Chemistry II Laboratory (2 hours)
    • FCS-285: Lifespan Human Development (3 hours)
    • HHPR-763: Scientific Principles of Strength and Conditioning (3 hours)
    • NURS-265: Health Promotion and Disease Prevention (2 hours)
    • NURS-314: Health Care Terminology and Drug Calculations (3 hours)

• Other approved electives* (0-11 hours)

*to meet minimum graduation requirements of 124 hours
  • Other required coursework
  • PHIL-105: Ethics (3 hours)
  OR PHIL-111: Ethics: Applied Emphasis ( ) (3 hours)
  OR PHIL-112: Biomedical Ethics (3 hours)

PHILL 111 Ethics must be taken as Medical

• Suggested Minors
  • Interdisciplinary Gerontology Minor (21 hours)
  • Public Health Minor (21 hours)
Information for Proposed Modified Major

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

Name of Modified Major: Exercise Science

Basic Skills** (12 hours)
General Education Electives (37-41 hours)

- Social Studies (3 hours)
- Political Studies (3 hours)
- Producing and Consuming**** (5-6 hours)
- Fine Arts and Aesthetic Studies (2-3 hours)
- Cultural Studies (3-5 hours)
- Health and Well-Being# (6 hours)
- Human Heritage@ (6 hours)

*See General Education Requirements for All Baccalaureate Degrees for details and a list of specific courses.
**MATH 143 Elementary Statistics required.
***BIOL 111/112 General Biology with Laboratory and CHEM 105/106 Introductory Chemistry with Laboratory required.
****CIS 130 Computer Information Systems required.
# PSYCH 155 General Psychology and FCS 203 Nutrition and Health or FCS 301 Nutrition
@PHIL 105 Ethics or PHIL 111 Ethics: Applied Emphasis (Medical) required.

Required Gen. Ed./Prerequisite courses before Exercise Science core course work (2.75 GPA Required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIOL 111/112 General Biology</td>
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<tr>
<td>BIOL 257/258 Anatomy and Physiology and Lab</td>
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<tr>
<td>CHEM 105/106 Intro to Chemistry and Lab</td>
<td>4</td>
</tr>
<tr>
<td>MATH 143 Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CIS 130 Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 105 Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FCS 203 Nutrition and Health or FCS 301 Nutrition</td>
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<tr>
<td>EXSCI 200 Intro to Exercise Science</td>
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Exercise Science core course work with a minimum 3.0 GPA

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HHP 260 First Aid and CPR</td>
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<tr>
<td>EXSCI 290 Intro. to Ex Science Research Methods</td>
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<tr>
<td>HHP 460 Kinesiology</td>
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<tr>
<td>HHP 464 Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>REC 425 Personal Training and Fitness Management</td>
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<tr>
<td>EXSCI 599 Pre-Internship</td>
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Choose one of the following tracks:

Clinical/Pre-Professional Track
EXSCI 500 Physiology of Exercise II

Revision to Major

Last Revision: Fall, 2012
### Exercise Science Electives (26 hours)

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
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<td>Principles of Biology I</td>
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<tr>
<td>BIOL 212</td>
<td>Principles of Biology II</td>
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<tr>
<td>BIOL 322/323</td>
<td>Genetics/Lab</td>
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<tr>
<td>BIOL 371/372</td>
<td>General Microbiology/Lab</td>
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<tr>
<td>BIOL 410</td>
<td>Biological and Medical Terminology</td>
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<tr>
<td>BIOL 656/657</td>
<td>Human Physiology/Lab</td>
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<td>BIOL 660</td>
<td>Human Anatomy and Dissection</td>
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<tr>
<td>CHEM 215/216</td>
<td>General Chemistry I/Lab</td>
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<td>CHEM 225/226</td>
<td>General Chemistry II/Lab</td>
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<td>CHEM 575</td>
<td>Biochemistry I</td>
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<td>COMM 629</td>
<td>Theories of Human Communication</td>
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<td>FCS 285</td>
<td>Lifespan Human Development</td>
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<td>HHP 262</td>
<td>Care and Prevention of Athletic Injuries</td>
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<td>HHP 349</td>
<td>Group Fitness Instruction</td>
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<td>HHP 462</td>
<td>Adapted Physical Education</td>
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<td>HHP 466</td>
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<td>NURS 314</td>
<td>Healthcare Terminology and Drug Calculations</td>
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<td>NURS 265</td>
<td>Health Promotion and Disease Prevention</td>
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<td>NURS 405</td>
<td>Health Alterations in Older Adults</td>
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<td>NURS 440</td>
<td>Pharmacology in Nursing I</td>
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<td>NURS 441</td>
<td>Pharmacology in Nursing II</td>
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<td>PHYS 100/130</td>
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<td>PHYS 101/131</td>
<td>College Physics II/Lab</td>
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<td>PSYCH 263</td>
<td>Developmental Psychology</td>
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<tr>
<td>PSYCH 360</td>
<td>Psychology of Aging</td>
<td>3</td>
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<tr>
<td>PSYCH 362</td>
<td>Death and Dying</td>
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<td>PSYCH 389</td>
<td>Research Methods in Psychology I</td>
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<td>PSYCH 456</td>
<td>Intro to Social Psychology</td>
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</table>
PSYCH 571 Abnormal Psychology
PSYCH 675 Human Factors Psychology
REC 240 Intro to Therapeutic Recreation
REC 419 Survey Techniques in Recreation
REC 441 Adult Health and Development
REC 465 Assessment and Documentation in Therapeutic Recreation
REC 469 Intervention in Therapeutic Recreation

ADDITIONAL ELECTIVES APPROVED BY ADVISOR
Date first offered: Fall, 2013

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

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: A $20 Lab for Instrumentation Class

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.)? ☒ No

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/NOWIFICATION SIGN-OFF SHEET

☑ Approved: Department Chairperson
   Date 4/12/12 Signature, Department Chairperson
   

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

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

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

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 1/18/13 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.

Revised 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:

Exercise Science 31.0505
(Title and CIP)

☐ New
☒ Derived from Existing Program

11/5/2012
(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: Exercise Science

New Name (if applicable): _____

Description of Purpose/Rationale for Change: The Prefix Changes are for distinction between programs. An additional track of non-clinical is added for students that do not want to pursue a pre-professional degree. We have also added some classes in the core as well as removed some that were less applicable. We have also increased the list of electives.
Provide curriculum for the current major AND indicate proposed course changes:

**Exercise Science**  
Name of Major

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Courses:</td>
<td>SEE BELOW</td>
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</table>

Total: ____

If the above format does not fit your curriculum outline, please use this text box:  **Basic Skills** (12 hours)

**General Education Electives (34-41 hours)**

- Sciences*** (8-9 hours)
- Social Studies (3 hours)
- Political Studies (3 hours)
- Producing and Consuming**** (5-6 hours)
- Fine Arts and Aesthetic Studies (2-3 hours)
- Cultural Studies (3-5 hours)
- Health and Well-Being (4-6 hours)
Human Heritage@ (6 hours)

*See General Education Requirements for All Baccalaureate Degrees for details and a list of specific courses.

**MATH 143 Elementary Statistics recommended.

***BIOL 111/112 General Biology with Laboratory and CHEM 105/106 Introductory Chemistry with Laboratory recommended.

****CIS 130 Computer Information Systems recommended.

@PHIL 105 Ethics or PHIL 111 Ethics: Applied Emphasis (Medical) required.

- Core (46-52 hours)
  - BIOL-257: Anatomy and Physiology (3 hours)
  - AND BIOL-258: Anatomy and Physiology Laboratory (2 hours)
  - FCS-203: Nutrition and Health (3 hours)
  - OR FCS-301: Nutrition (3 hours)
  - HHP-150: Lifetime Fitness Concepts (1 hours)
  - HHP-260: First Aid and CPR (2 hours)
  - HHP-345: Measurement and Evaluation I (2 hours)
  - HHP-460: Kinesiology (3 hours)
  - HHP-464: Physiology of Exercise (3 hours)
  - HHP-510: Physiology of Exercise II (3 hours)
  - HHP-512: Exercise Testing and Prescription (3 hours)
  - HHP-514: Clinical Exercise Physiology (3 hours)
  - HHP-516: Research Project in Exercise Physiology (3 hours)
  - HHP-520: Clinical Practicum/Internship (6-12 hours)
  - HHPR-760: Technology and Instrumentation in Human Performance (3 hours)
  - REC-425: Personal Training and Fitness Managements (3 hours)
  - REC-441: Adult Health and Development (3 hours)

- Exercise Science Electives (21 hours)
  - BIOL-211: Principles of Biology I (4 hours)
  - BIOL-212: Principles of Biology II (4 hours)
  - BIOL-322: Genetics (3 hours)

  AND BIOL-323: Genetics Laboratory (2 hours)

- BIOL-410: Biological and Medical Terminology (2 hours)
- BIOL-660: Human Anatomy and Dissection (5 hours)
- CHEM-215: General Chemistry I (3 hours)

  AND CHEM-216: General Chemistry I Laboratory (2 hours)

- CHEM-225: General Chemistry II, (3 hours)

  AND CHEM-226: General Chemistry II Laboratory (2 hours)

- FCS-285: Lifespan Human Development (3 hours)
- HHPR-763: Scientific Principles of Strength and Conditioning (3 hours)
- NURS-265: Health Promotion and Disease Prevention (2 hours)
- NURS-314: Health Care Terminology and Drug Calculations (3 hours)

- Other approved electives* (0-11 hours)

*to meet minimum graduation requirements of 124 hours

- Other required coursework
- PHIL-105: Ethics (3 hours)
OR PHIL-111: Ethics: Applied Emphasis (___) (3 hours)
OR PHIL-112: Biomedical Ethics (3 hours)

PHILL 111 Ethics must be taken as Medical
• Suggested Minors
  o Interdisciplinary Gerontology Minor (21 hours)
  o Public Health Minor (21 hours)
Exercise Science  
(Name of Major)

Course Name & Number
Credit Hours

Concentration/Emphasis: SEE BELOW


Total: ______

If the above format does not fit your curriculum outline, please use this text box: Basic Skills** (12 hours)

General Education Electives 37-41 hours)
  _Sciences*** (9 hours)
    _Social Studies (3 hours)
  _Political Studies (3 hours)
  _Producing and Consuming**** (5-6 hours)
  _Fine Arts and Aesthetic Studies (2-3 hours)
  _Cultural Studies (3-5 hours)
    _Health and Well-Being# (6 hours)
    _Human Heritage@ (6 hours)

*See General Education Requirements for All Baccalaureate Degrees for details and a list of specific courses.
**MATH 143 Elementary Statistics required.
***BIOL 111/112 General Biology with Laboratory and CHEM 105/106 Introductory Chemistry with Laboratory required.
****CIS 130 Computer Information Systems required.
# PSYCH 155 General Psychology and FCS 203 Nutrition and Health or FCS 301 Nutrition
@PHIL 105 Ethics or PHIL 111 Ethics: Applied Emphasis (Medical) required.

Required Gen. Ed./Prerequisite courses before Exercise Science core course work (2.75 GPA Required)
BIOL 111/112 General Biology _____ 5
BIOL 257/258 Anatomy and Physiology and Lab _____ 5
CHEM 105/106 Intro to Chemistry and Lab _____ 4
MATH 143 Elementary Statistics _____ 3
CIS 130 Computer Information Systems _____ 3
PHIL 105 Ethics _____ 3
FCS 203 Nutrition and Health or FCS 301 Nutrition _____ 3
EXSCI 200 Intro to Exercise Science _____ 1
Exercise Science core course work with a minimum 3.0 GPA
HHP 260 First Aid and CPR 2
EXSCI 290 Intro. to Ex Science Research Methods 2
HHP 460 Kinesiology 3
HHP 464 Physiology of Exercise 3
REC 425 Personal Training and Fitness Management 3
EXSCI 599 Pre-Internship 1

Choose one of the following tracks:

Clinical/Pre-Professional Track
EXSCI 500 Physiology of Exercise II 3
EXSCI 510 Tech. and Instrumentation in Ex. Phys. 3
EXSCI 520 Exercise Testing and Prescription 3
EXSCI 530 Clinical Exercise Physiology 3
EXSCI 550 Research Project in Exercise Science 3
EXSCI 600 Internship 6-12
Suggested Minor: Biology, Physical Science, Gerontology, Public Health, or Psychology

Non-Clinical Track
COMM 277 Intro to Public Relations 3
REC 320 Management Strategies & Financing in Rec 3
REC 430 Commercial Recreation 3
EXSCI 520 Exercise Testing and Prescription 3
EXSCI 550 Research Project in Exercise Science 3
EXSCI 600 Internship 6-12
Suggested Minor: Bus. Admin, Marketing, Gerontology, Public Health, or Psychology

Exercise Science Electives (26 hours)
BIOL 211 Principles of Biology I 4
BIOL 212 Principles of Biology II 4
BIOL 322/323 Genetics/Lab 5
BIOL 371/372 General Microbiology/Lab 5
BIOL 410 Biological and Medical Terminology 2
BIOL 656/657 Human Physiology/Lab 5
BIOL 660 Human Anatomy and Dissection 5
CHEM 215/216 General Chemistry I/Lab 5
CHEM 225/226 General Chemistry II/Lab 5
CHEM 575 Biochemistry I 3
COMM 629 Theories of Human Communication 3
FCS 285 Lifespan Human Development 3
HHP 262 Care and Prevention of Athletic Injuries 2
HHP 349 Group Fitness Instruction 2
HHP 462 Adapted Physical Education 2
HHP 466 Motor Development 3
HHPR 763 Scientific Principles of Strength & Conditioning 3
NURS 314 Healthcare Terminology and Drug Calculations 3
NURS 265 Health Promotion and Disease Prevention 2
NURS 405 Health Alterations in Older Adults 3
NURS 440 Pharmacology in Nursing I 2
NURS 441 Pharmacology in Nursing II 1
PHYS 100/130 College Physics I/Lab 5
PHYS 101/131 College Physics II/Lab 4
PSYCH 263 Developmental Psychology 3
PSYCH 360 Psychology of Aging 3
PSYCH 362 Death and Dying 3
PSYCH 389 Research Methods in Psychology I 3
PSYCH 456 Intro to Social Psychology 3
PSYCH 571 Abnormal Psychology 3
PSYCH 675 Human Factors Psychology 3
REC 240 Intro to Therapeutic Recreation 3
REC 419 Survey Techniques in Recreation 3
REC 441 Adult Health and Development 3
REC 465 Assessment and Documentation in Therapeutic Recreation 3
REC 469 Intervention in Therapeutic Recreation 3
ADDITIONAL ELECTIVES APPROVED BY ADVISOR
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HHPR    College: COF

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

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

Title of Course: Introduction to Exercise Science

Course Number: FXSCI 200

Date first offered: Fall 2013
(Semester/Year)

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

Credit Hours: 1

Estimated Enrollment: 20

Hegis Number: ______

Prerequisite(s): None

This course is: ☑ Required  □ Elective

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

Course Description: An introduction to the beginnings of exercise science as well as the career opportunities available within the field such as athletic training, cardiac rehab, medical, strength and conditioning, research, and personal training.
(as it will appear in the catalog)

Purpose/Justification for Course: Career explorations

Objectives/Student Learning Outcomes:
1. Identify historical figures and works in the field of Exercise Science.
2. Describe potential careers in which a B.S. in Exercise Science can be held.

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

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.)? adjunct

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 11/24/12 Signature, Department Chairperson

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

☑ Approved: Dean of College
Date 12/4/12 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 11/18/13 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.
Department of Health, Human Performance, and Recreation
School of Education
Pittsburg State University
Introduction to Exercise Science
EXSCI 200 - 1 Credit Hours

Fall 2013

Instructor: Mike Leiker
Office: 202 SRC
Hours: MWF 8-9, 9:50-11, 1:30-3 or by appointment
Phone: 620-235-4672
e-mail: mleiker@pittstate.edu

Course Description:

An introduction to the beginnings of exercise science as well as the career opportunities available within the field such as athletic training, cardiac rehab, medical, strength and conditioning, research, and personal training.

Text: none

Prerequisite: none

Course Goal/Objectives/Competencies/Outcomes:

1. Identify historical figures and works in the field of Exercise Science.
2. Describe potential careers in which a B.S. in Exercise Science can be held.

COURSE OUTLINE:

- Historical Figures
- Biomechanist
- Cardiopulmonary Rehabilitation
- Dietician/Sports Nutritionist
- Employee Fitness Director
- Medical Doctor
- Exercise Physiologist
- Physical Therapy
- Researcher
- Teacher

INSTRUCTIONAL METHODS:

Introduction to Exercise Science will involve classroom discussions, Assigned readings, and guest speakers.
Special Concerns- Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact me as soon as possible to make necessary accommodations.

ACTIVITIES/REQUIREMENTS:

The student will be expected to show competencies in the following areas: class participation, attendance, and writings.

EVALUATION PROCEDURES:

A. Each of the above areas will be evaluated in the following manner. (Final points may be adjusted as deemed necessary by the instructor).
   a. Written exams ..................................100
   b. Assignments......................................200
   c. Discretionary.....................................100
   d. Total .............................................400

B. The final grade will be computed on the basis of the total points generated by the student. The grade will then be based on the following percentage.

   A = > 90 %  B = 89-80 %  C = 79-70 %  D = 69-60 %  F = < 60%

SUPPLEMENT:

http://www.pittstate.edu/dotAsset/d9144f66-0d30-4771-807b-6dd6dcbe4153.pdf

ACADEMIC HONESTY:

http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HHPR       College: COF

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

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

Title of Course: Introduction to Exercise Science Research Methods

Credit Hours: 2

Course Number: EXSCI 290

Hegis Number: _____

Date first offered: Fall 2013
(Semester/Year)

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

Estimated Enrollment: 20

Prerequisite(s): BIOL 111/112, BIOL 257/258, CHEM 105/106, MATH 143, CIS 130, PHIL 105, FCS 203, EXSCI 200

This course is: ☑ Required  □ Elective

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

Course Description: Basic statistics will be reviewed and an introduction to recent research within the exercise science field will be covered. Refereed publications will be reviewed, analyzed and discussed.
as it will appear in the catalog)

Purpose/Justification for Course: Familiarize students with research, critical thinking and improve writing.

Objectives/Student Learning Outcomes:
1. Review basic statistics from Elementary Stats (MATH 143)
2. Analyze and discuss landmark and current research topics in Exercise Science.

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

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.
Legislative Process
Authorization/Notification Sign-Off Sheet

Signatures:

☑ Approved: Department Chairperson
  Date 11/12/12 Signature, Department Chairperson
  [Signature]

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

☑ Approved: Dean of College
  Date 12/4/12 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 11/8/13 Signature, Undergraduate Curriculum Committee Chair
  [Signature]

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

Please Note
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate Undergraduate Curriculum Committee may result in an additional month added to the process.
Department of Health, Human Performance, and Recreation  
School of Education  
Pittsburg State University  
Introduction to Exercise Science Research Methods  
EXSCI 290 - 2 Credit Hours

Fall 2013

Instructor: Mike Leiker  
Office: 202 SRC  
Hours: MWF 8-9, 9:50-11, 1:30-3 or by appointment  
Phone: 620-235-4672  
e-mail: mleiker@pittstate.edu

Course Description: Basic statistics will be reviewed and an introduction to recent research within the exercise science field will be covered. Refereed publications will be reviewed, analyzed and discussed.

Text: none

Prerequisite: BIOL 111/112, BIOL 257/258, CHEM 105/106, MATH 143, CIS 130, PHIL 105, FCS 203, EXSCI 200

Course Goal/Objectives/Competencies/Outcomes:

1. Review basic statistics from Elementary Stats (MATH 143)  
2. Analyze and discuss landmark and current research topics in Exercise Science.

COURSE OUTLINE:

Statistics  
Library  
Publications  
Journals

INSTRUCTIONAL METHODS:

Introduction to Research in Exercise Science will involve classroom discussions, assigned readings, and critical writing assignments.

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

ACTIVITIES/REQUIREMENTS:
The student will be expected to show competencies in the following areas: class participation, attendance, and writings.

EVALUATION PROCEDURES:

A. Each of the above areas will be evaluated in the following manner. (Final points may be adjusted as deemed necessary by the instructor).
   a. Written exams ........................................100
   b. Assignments..............................................300
   c. Discretionary.............................................100
   d. Total ......................................................500

B. The final grade will be computed on the basis of the total points generated by the student. The grade will then be based on the following percentage.

   A = > 90 %  B = 89-80 %  C = 79-70 %  D = 69-60 %  F = < 60%

SUPPLEMENT:
http://www.pittstate.edu/dotAsset/d9144f66-0d30-4771-807b-6dd6dcbe4153.pdf

ACADEMIC HONESTY:
http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: COF
Date of Submission to the Department: 10/4/2012
Contact Person: Dr. John Oppinger ☐ Faculty member ☑ Chair
Title of Course: Tech. and Instrumentation in Exercise Physiology Credit Hours: 3
Course Number: EXSCI 510 Hegis Number: ___
Date first offered: Fall 2013 Estimated Enrollment: 20
(Semester/Year)
To be Offered: ☑ Fall ☑ Spring ☐ Summer
(check all that apply)
Prerequisite(s): HHP 460, HHP 464, CHEM 105/106. Concurrent enrollment with EXSCI 500
This course is: ☑ Required ☐ Elective
If this course is "required," which major(s) will require it? Exercise Science
Course Description: This course is designed to give students laboratory experience in the use of
instrumentation and procedures commonly employed to assess human performance, physical fitness and
cardiopulmonary health status in modern laboratories of applied exercise physiology, sports physiology,
and contemporary health screening facilities. It is also designed to prepare the student to generate both
written and graphical representations and descriptions of data and to get the student accustomed to
writing in a scientific style/format that is worthy of publication.
(as it will appear in the catalog)
Purpose/Justification for Course: Laboratory experience
Objectives/Student Learning Outcomes:
1. Demonstrate and identify appropriate techniques for health appraisal and fitness evaluations.
2. Discuss and demonstrate tests of anaerobic capacities.
3. Discuss and demonstrate sub-maximal and maximal cardio-respiratory fitness tests using various
   modes of exercise.
4. Interpret the information obtained from various tests including possible errors.
5. Discuss the selection of exercise test protocol in terms of modes of exercise, starting levels,
   increments of work, length of stages, and frequency of physiologic measures.
6. Demonstrate the appropriate techniques for measurement of physiologic and subjective responses,
   i.e., symptoms, ECG, blood pressure, heart rate, RPE, and O2 consumption at appropriate times during the
test.
Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Exams, lab reports, writings

Creation of Course Last Revision: Fall, 2012
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: A small fee of $20 will cover lab expenses such as latex gloves, lab coat cleanings, equipment maintenance and perishables (testing strips, mouth pieces etc.).
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 4/1/12 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
  Date 5/4/12 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
  Date 5/14/12 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 7/18/13 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.
Fall 2013

Instructor: Dr. Mike Leiker
Office: 202 SRC
Hours: M/W 8:00 – 10:30 T/TH 8:00 – 10:30 or by appointment
Phone: 235-4672

e-mail: mleiker@pittstate.edu

COURSE DESCRIPTION:
This course is designed to give students scientific and laboratory experience in the use of instrumentation and procedures commonly employed to assess human performance, physical fitness, cardiopulmonary health status and sport skills in modern laboratories of applied exercise physiology, sports physiology, and contemporary health screening facilities. It is also designed to prepare the student to generate both written and graphical representations and descriptions of data and to get the student accustomed to writing in a scientific format that is worthy of publication.

TEXT:

PREREQUISITE:
Exercise Physiology

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES:
1. Demonstrate and identify appropriate techniques for health appraisal and fitness evaluations.
2. Discuss and demonstrate tests of anaerobic capacities.
3. Discuss and demonstrate sub-maximal and maximal cardio-respiratory fitness tests using various modes of exercise.
4. Interpret the information obtained from various tests including possible errors.
5. Discuss the selection of exercise test protocol in terms of modes of exercise, starting levels, increments of work, length of stages, and frequency of physiologic measures.
6. Demonstrate the appropriate techniques for measurement of physiologic and subjective responses, i.e., symptoms, ECG, blood pressure, heart rate, RPE, and O2 consumption at appropriate times during the test.
COURSE OUTLINE/CONTENT: (Tentative)
1. Orientation to Measurement Terminology in Exercise Physiology
2. Tests of Musculoskeletal Performance
3. Tests of Anaerobic Fitness
4. Tests of Aerobic Fitness
5. Tests of Cardiorespiratory Function
6. Tests of Body Composition

INSTRUCTIONAL METHODS:
A portion of the class will be online over laboratory topics to ground the student in the theory of each laboratory procedure as well as the relevant clinical/practical information. Another portion of the class will be face to face in the laboratory, where demonstrations and training in the use of the laboratory equipment that is pertinent to each individual laboratory experience will be conducted. Collaborative discussions on Angel will also be used.

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

ACTIVITIES/REQUIREMENTS:
The student will be expected to show competencies in the following areas:
Written exams, class participation, attendance, and lab writings.

EVALUATION PROCEDURES:

A. Each of the above areas will be evaluated in the following manner. (Final points may be adjusted as deemed necessary by the instructor).
   a. Homework..........................50
   b. Online written exams (3 @ 50 each).....150
   c. Labs (6 @ 25 points)..................150
   TOTAL........................................350

B. The final grade will be computed on the basis of total points generated by the student. The grades, will be based on the following percentage.

   A => 90 %   B = 89-80 %   C = 79-70 %   D = 69-60 %   F = < 60%

TENTATIVE TOPIC DATES AND ASSIGNMENT DUE DATES:
TBA
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: COF

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

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

Title of Course: Pre-Internship

Course Number: EXSCI 599

Credit Hours: 1

Hegis Number: ____

Date first offered: Fall 2013
(Semester/Year)

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

Estimated Enrollment: 20

Prerequisite(s): EXSCI 500, EXSCI 510. Note: Should be taken final semester prior to (EXSCI 600)

This course is: □ Required □ Elective

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

Course Description: A preparatory experience for the internship (EXSCI 600). Will require students to seek out internship sights, gather information on site requirements, and address needs and orientation for site selection. Prerequisites: EXSCI 500, EXSCI 510. Note: Should be taken final semester prior to (EXSCI 600) (as it will appear in the catalog)

Purpose/Justification for Course: Prepare students for the Internship Experience and ensure proper documentation from the internship site and PSU is in place.

Objectives/Student Learning Outcomes:
1. Investigate and select an internship site.
2. Complete requirements for internship site.

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

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: ______

Creation of Course  Last Revision: Fall, 2012  Page 2 of 4
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 11/21/12 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
  Date 12/8/12 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
  Date 12/8/12 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 11/19/12 Signature, Undergraduate Curriculum Committee Chair

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

Please Note

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Department of Health, Human Performance, and Recreation  
School of Education  
Pittsburg State University  
Pre-Internship  
EXSCI599 – 1 Credit Hour

Instructor: Mike Leiker  
Office: 202 SRC  
Hours: M/W/F 8-9, 10-11:30; T/TH 8:00 – 9:30; 10:30-11:30 or by appointment  
Phone: 620-235-4672  
e-mail: mleiker@pittstate.edu

Course Description:

A preparatory experience for the Internship (EXSCI 600). Will require students to seek out internship sights, gather information on site requirements, and address needs and orientation for site selection.

Text:  
Exercise Science Internship Manual

Prerequisite:  
Final Semester of course work.

Course Goal/Objectives/Competencies/Outcomes:

1. Investigate internship sites and make a selection.  
2. Complete requirements for the internship site.

Evaluation Procedures:

A. Each of the above areas will be evaluated in the following manner. (Final points may be adjusted as deemed necessary by the instructor).
   a. Resume ........................................ 50  
   b. Goals/objectives ................................ 50  
   c. Successful acceptance ............................. 100  
   d. Internship manual ................................ 100  
   e. Total .............................................. 300

B. The final grade will be computed on the basis of the total points generated by the student. 60% of the grade will be weighted on written exams, 20% forum discussions, and 20% on assignments. The grade will then be based on the following percentage:

   A = > 90 %   B = 89-80 %   C = 79-70 %   D = 69-60 %   F = < 60%
Request for Revision to Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HHPR  College: Education

Date of Submission to the Department: 10-4-12 revision 10-17-12 revision 12-6-12

Contact Person: John Oppiger  □ Faculty member  □ Chair

Title of Course: Physical Fitness Training  Credit Hours: 1

Course Number: HHP 109-01  Hegis Number: ___

Revision Effective: SP/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: 1 hours. Footnote: See ROTC Department before enrolling. (No Course Description is listed as noted in Purpose)

Modification (as it will appear in the next catalog): This course consists of physical fitness training for students pursuing or considering a minor in Military Science. May be repeated up to 8 hours. Footnote: See ROTC Department before enrolling.

Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: An opportunity for students pursuing a minor in Military science, or any student, to take the course multiple times. We are creating a description of the course as we are unaware of one existing.

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.
Signatures:

☑ Approved: Department Chairperson
   Date 12/14/12  Signature, Department Chairperson
   
☐ Approved: College Curriculum Committee
   Date 12/7/12  Signature, College Curriculum Committee Chair
   
☑ Approved: Dean of College
   Date 12/7/12  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 11/18/13  Signature, Undergraduate Curriculum Committee Chair
   
☐ Approved: Faculty Senate
   Date _______ Signature, Recording Secretary, Faculty Senate

Please Note

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HHPR- 109 Physical Fitness Training

INSTRUCTOR: CPT Tim Wilkins (620-235-4853)

LOCATION: Student Rec Center

CLASS TIMES: 0610-0730 M/W/F

DESCRIPTION: This course is designed to familiarize/train pursuing cadets and participating students with the Army Physical Readiness Training. The objective/endstate is the ability to pass the Army Physical Fitness Test (APFT).

**HPPR 109 Physical Fitness Training students will be required to:**

1- learn the Army Physical Readiness Training philosophy, approaches, systems and leadership aspects
2- learn the strategies, types of programs, planning considerations, and special conditioning programs
3- learn activities, execution of training, preparation and recovery, strength and mobility, and endurance and mobility
4- participate in a variety of physical training routines
5- pass an Army Physical Fitness Test

TEXT: There is no required textbook. The instructor will utilize Training Circular (TC) 3-22.20, Army Physical Readiness Training.

UNIFORM: Army Physical Fitness Uniform (APFU) will be issued to pursuing cadets. Participating students will wear civilian equivalent workout clothing.

GRADING: Evaluation for HHPR 109 students is traditional A-F based on session attendance and performance of the Army Physical Fitness Test.
College of Education Curriculum Committee
I need to request that HHP 109 Physical Fitness Training course legislation be reconsidered with changes by the committee. Provided is additional documentation from Military Science.
Thank you,
John Oppilger

To: College of Education Curriculum Committee Members,

The Military Science Dept believes that a repeatable/graded course (HHP 109) up to 8-semesters will foster a stronger desire for cadets to excel in their respective physical fitness endeavors and also allow Cadre to reinforce the student-cadets' progress and achievements in a more enforceable manner.

Approximately ROTC 5000 cadets, from across the nation, are ranked annually according to three metrics; GPA, Leadership Skills and Physical Fitness. This merit-based process determines student-cadets competitiveness in duty status (active vs reserve component), branch selection, and duty locations.

We require pursuing student-cadets to attend Physical Fitness a minimum of three 80-minute sessions per week (0610-0730) for every semester they are enrolled. Students not meeting the Army Physical Fitness (APFT) standard will attend five sessions weekly until they meet the Army APFT and department-internal Year-Group standard. We believe this investment of time and commitment should be rewarded with a commensurate grade, such as afforded within the Music Dept (MUSIC*356 BAND: WIND ENSEMBLE, MUSIC*156*02 BAND: SYMPHONIC BAND, MUSIC*756*01,).

respectfully,

v/r
LTC Lambert
CHRISTOPHER A. LAMBERT
LTC, MI
Professor of Military Science

Pittsburg State Army ROTC
clambert@pittstate.edu
christopher.lambert@us.army.mil
Off: (620) 235-4589
cell: (520) 507-0336

"Gorillas Always!"
Request for Revision to Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HHPR    College: COE

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

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

Title of Course: Physiology of Exercise II    Credit Hours: 3

Course Number: HHP 510

Hegis Number: ___

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

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

Current listing: HHP 510. Physiology of Exercise II. 3 hours. A continuance of HHP 464 Physiology of Exercise with an in-depth look to the physiology of the skeletal, muscular, respiratory, and circulatory systems, with special reference to their adjustments during acute and chronic exercise. Laboratory experiences are included. Prerequisite: HHP 464 Physiology of Exercise.

Modification (as it will appear in the next catalog): EXSCI 500 Physiology of Exercise II. 3 hours. A continuance of Physiology of Exercise (HHP 464) with an in-depth look to the physiology of the skeletal, muscular, respiratory, and circulatory systems, with special reference to their adjustments during acute and chronic exercise. Laboratory experiences are included. Prerequisites: HHP 460, HHP 464, CHEM 105/106. Concurrent enrollment with EXSCI 510.

Please highlight the change in the proposed listing.

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

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

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

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

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

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

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

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

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

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

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PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson  
   Date 11/2/12  Signature, Department Chairperson

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

☑ Approved: Dean of College  
   Date 1/24/12  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 11/18/13  Signature, Undergraduate Curriculum Committee Chair

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

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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: 10/04/2012

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

Title of Course: Exercise Testing and Prescription

Course Number: HHP 512

Credit Hours: 3

Hegis Number: ___

Revision Effective: Fall 2013  Offered: □ Fall  □ Spring  □ Summer

(Semester/Year)

(check all that apply)

Type of Modification:

□ Course Title  □ Course Number  □ Course Description  □ Course content/objectives

□ Credit Hour  □ Prerequisite Change  □ Other

Current listing: HHP 512. Exercise Testing and Prescription. 3 hours. This course provides a basis for understanding the process of planning and implementing exercise programs to improve the health and functional capacity of individuals. Implications of exercise related research with elderly populations will be emphasized. Prerequisite: HHP 464 Physiology of Exercise.

Modification (as it will appear in the next catalog): EXSCI 520 Exercise Testing and Prescription. 3 hours. This course provides a basis for understanding the process of planning and implementing exercise programs to improve the health and functional capacity of individuals. Implications of exercise related research with elderly populations will be emphasized. Prerequisites: EXSCI 500, EXSCI 510.

Please highlight the change in the proposed listing

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

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

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

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

Is this course required of any education majors? □ Yes  □ No

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

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

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

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

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

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PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
   Date 4/12/12
   Signature, Department Chairperson

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

☑ Approved: Dean of College
   Date 12/4/12
   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 1/10/13
   Signature, Undergraduate Curriculum Committee Chair

☐ 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: 10/04/2012

Contact Person: Dr. John Oppler

☐ Faculty member ☑ Chair

Title of Course: Clinical Exercise Physiology

Credit Hours: 3

Course Number: HHP 514

Hegis Number: ______

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

Type of Modification:
☐ Course Title  ☑ Course Number  ☑ Course Description  ☐ Course content/objectives

☐ Credit Hour  ☑ Prerequisite Change  ☐ Other

Current listing: HHP 514. Clinical Exercise Physiology, 3 hours. This course examines the physiologic basis for movement dysfunction and the impact of exercise on individuals with diseases and disorders. Opportunities to participate with clients and clinical professionals may be available. Prerequisite: HHP 464 Physiology of Exercise.

Modification (as it will appear in the next catalog): EXSCI 530 Clinical Exercise Physiology, 3 hours. This course examines the physiologic basis for movement dysfunction and the impact of exercise on individuals with diseases and disorders. Opportunities to participate with clients and clinical professionals may be available. Prerequisites: EXSCI 500, EXSCI 510, EXSCI 520 (may be taken concurrently with EXSCI 520). Please highlight the change in the proposed listing.

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

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

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

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

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

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

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

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

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

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

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PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS

AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
  Date 1/2/12 Signature, Department Chairperson
  John M. Easton

☑ Approved: College Curriculum Committee
  Date 12/4/12 Signature, College Curriculum Committee Chair
  Ann Smith

☑ Approved: Dean of College
  Date 12/4/12 Signature, Dean
  Paul Smith

☐ 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 1/10/13 Signature, Undergraduate Curriculum Committee Chair

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

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

Department: HHPR College: Education

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

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

Title of Course: Research Project in Exercise Physiology Credit Hours: 3

Course Number: HHP 516 Hegis Number: ___

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

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

Current listing: HHP 516. Research Project in Exercise Physiology. 3 hours. This course is an independent study in exercise physiology. Students will participate in research projects under the direct supervision of the instructor. Prerequisites: ENGL 299 Introduction to Research Writing and MATH 143 Elementary Statistics.

Modification (as it will appear in the next catalog): EXSCI 550. Research Project in Exercise Physiology. 3 hours. This course is a study in Exercise Physiology research. Students will participate in and develop research projects under the direct supervision of the instructor, lab director and/or research assistants. Prerequisites: MATH 143, EXSCI 290, EXSCI 500, EXSCI 510.

Please highlight the change in the proposed listing

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

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

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

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

Is this course required of any education majors? □ Yes □ No

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

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

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

☑ Approved: College Curriculum Committee  
  Date 12/14/12  Signature, College Curriculum Committee Chair  
  [Signature]

☑ Approved: Dean of College  
  Date 12/14/12  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 11/18/13  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.
Request for Revision to Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: HHPR  College: COE

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

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

Title of Course: Clinical Practicum/Internship  Credit Hours: 3

Course Number: HHP 520  Hegis Number: ___

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

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

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

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

Please highlight the change in the proposed listing.

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

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

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

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

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

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

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☐ Approved: Department Chairperson
   Date 11/12/12 Signature, Department Chairperson
   [Signature]

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

☑ Approved: Dean of College
   Date 12/4/12 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 1/18/13 Signature, Undergraduate Curriculum Committee Chair
   [Signature]

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

Please Note
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Request for Deletion of Concentration, Emphasis, or Minor Template

Department: X College: ______ Date of Submission to the Department: ______

Contact Person: Dr. Alice Sagehorn ☑ Faculty member ☑ Chair

Deletion of: ☐ Concentration ☑ Minor ☐ Emphasis

Major in Which Concentration/Minor/Emphasis is located: Special Education

Associated Major’s CIP Number: 13, 101

Name of Existing Concentration/Minor/Emphasis: Special Education

Rationale for Deletion: The Special Education minor no longer meets the needs of the teacher candidate who wants to earn a Special Education endorsement to a teaching license.

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 8-17-12  Signature, Department Chairperson

☐ Approved: College Curriculum Committee
  Date 10-23-12  Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
  Date 10-23-12  Signature, Dean

☑ Approved: Teacher Education Council (if applicable)
  Date 10-24-12  Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 11-18-13  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 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 filename.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

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 informational purposes.
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:

Special Education

(Title and CIP)

___ New

x Derived from Existing Program

(DATE SUBMITTED)

(Signature of Vice-President/or Provost)
CHANGE TO AN EXISTING
MINOR/CONCENTRATION/EMPHASIS

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of __________________________
Division of: Office of the Provost - PSU

I. Indicate major in which concentration is located:
Bachelor of Science in Education (variety of Majors)

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

Current Name: Special Education The Special Education minor was once the
gateway to the Special Education endorsement to a teaching license.

New Name (if applicable):

Description of Purpose/Rationale for Change: The Special Education minor no longer
meets the needs of the teacher candidate who wants to earn a Special Education
endorsement to a teaching license. We want to drop/remove the Special Education minor
as an option. The Inclusive Education minor that was recently approved is preferred
minor for those teacher candidates who would like to work with special needs students.
III. Provide curriculum for the current AND the new emphasis and indicate courses required for each concentration/emphasis:

**Bachelor of Science in Education (variety of majors)**
**Name of Major**

<table>
<thead>
<tr>
<th>Current</th>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Courses:</td>
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<td>Electives:</td>
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<td>Practica:</td>
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</table>

Total: __________________

**Proposed**

Drop/remove the Special Education minor
(Name of Concentration/Minor/Emphasis)

<table>
<thead>
<tr>
<th>Concentration/Emphasis:</th>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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Total: __________________
Request for Revision to Major Template

Department: TCHLS  College: Education
Date of Submission to the Department: August 22, 2012
Contact Person: Alice Sagehorn, PhD  □ Faculty member  ☑ Chair

Brief Description of Change: The following changes are proposed for the Bachelor of Science in Education Degree with a Major in Early Childhood/Late Childhood (K-6, Elementary Education) program:
1. Add EDUC 360 Curriculum Development for Elementary Education, EDUC 345 Topics in ( ), and SPED 513 Instructional Approaches for the Inclusive Classroom
2. Move EDUC 464 Foundations of Measurement and Evaluation from Professional Semester to semester prior to Professional Semester
3. Offer MUSIC 140 Children’s Music OR EDUC 321 Methods in Creative Expression
4. Drop BIOL 114 Environmental Life Science Lab for Teachers and PHYS 114 Physical Science Lab for Teachers

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

Rationale for Change: The Elementary Education faculty formally review program assessment data two times per year. There are eight assessments for student learning outcomes and four indirect and supplemental data points. During the program assessment data reviews in fall 2010 and spring 2011, faculty identified areas for improvement based on these data points.

The Elementary Education program faculty spent one academic year (2011-2012) researching and creating a curriculum and assessment matrix based on the KSDE Elementary Education Standards, the INTASC Standards, and the COE Undergraduate Knowledge Base. Additionally, faculty met with the Elementary Education Coordinating Council, the Office of Teacher Education, other program faculty in the Department of Teaching and Leadership, the Elementary Principals Advisory Board (OTE), and the Elementary Education Advisory Counsel to obtain input for program improvement. Four areas for improvement were identified: 1) Curriculum Development, 2) Assessment and Measurement, 3) Differentiated Instruction, and 4) Need for an internship semester. The Elementary Education program faculty then worked to revise the Elementary Education program to satisfy these areas for improvement. The revised Elementary Education program is the result.

Information from Existing Major

Name of Existing Major: Bachelor of Science in Education Degree with a Major in Early Childhood/Late Childhood (K-6, Elementary Education)

Current CIP Number: _____

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

General Education Components

Revision to Major  Last Revision: Fall, 2012
COMM 207, ENGL 101, ENGL 190 OR ENGL 299, MATH 204, BIOL 113 OR BIOL 111 and BIOL 112, PHYS 171 and PHYS 172 OR CHEM 105 and CHEM 106, SOC 100, POLS 101, GEOG 106 OR GEOG 300, PSYCH 155, FCS 203 OR FCS 301 OR HHP 150 OR NURS 303, HIST 101 OR HIST 102 OR HIST 201 OR HIST 202 are general education content core curriculum of 33-36 hours. A 2.80 GPA in this content core is required for admission to Teacher Education.

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

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

- General Education Electives (39-41)
  - Sciences (11 hours)
  - Natural Sciences (Select one)
  - BIOL 111: General Biology (3 hours)
  - AND BIOL 112: General Biology Laboratory (2 hours)
  - BIOL 113: Environmental Life Science (4 hours)
  - AND BIOL 114: Environmental Life Science Laboratory for Teachers (1 hour)
  - Physical Sciences (Select one)
  - PHYS 171: Physical Science (3 hours)
  - AND PHYS 172: Physical Science Laboratory (1 hour)
  - AND PHYS 114: Physical Science Laboratory for Teachers (2 hours)
  - CHEM 105: Introductory Chemistry (3 hours)
  - AND CHEM 106: Introductory Chemistry Laboratory (1 hour)
  - AND PHYS 114: Physical Science Laboratory for Teachers (2 hours)
  - (PHYS 171 and 172 or CHEM 105 and 106 are prerequisites for PHYS 114).
  - Social Studies (3 hours)
  - SOC 100: Introduction to Sociology (3 hours)
  - Political Studies (3 hours)
  - POLS 101: U.S. Politics (3 hours)

The higher course grade of SOC 100 or POLS 101 will be used in calculating the 2.80 content core GPA.

- Producing and Consuming (6 hours)
  - Economy (Select one)
  - ECON 191: Issues in Today’s Economy (3 hours)
  - FCS 230: Consumer Education and Personal Finance (3 hours)
  - Technology
  - EDTO 330: Technology for the Classroom (3 hours)
  - Fine Arts and Aesthetic Studies (3 hours)
  - ART 311: Art Education (3 hours)
  - Cultural Studies (Select one) (3 hours)
GEOG-106: World Regional Geography (3 hours)
GEOG-300: Elements of Geography (3 hours)
Health and Well Being (4-6 hours)
Psychological
PSYCH-155: General Psychology (3 hours)
Physical (Select one)
FCS-203: Nutrition and Health (3 hours)
FCS-301: Nutrition (3 hours)
HHP-150: Lifetime Fitness Concepts (1 hour)
NURS-303: Introduction to Public Health (3 hours)
Human Heritage (6 hours)
History (Select one)
HIST-101: World History to 1500 (3 hours)
HIST-102: World History from 1500 (3 hours)
HIST-201: American History to 1865 (3 hours)
HIST-202: American History from 1865 (3 hours)
Literature (Select one)
ENGL-113: General Literature (3 hours)
ENGL-114: General Literature [Genre] (3 hours)
ENGL-116: General Literature (Theme) (3 hours)

Total General Education Components 54-56 hours.
- Elementary, Psychology and Lab Experiences
(The following courses must be completed with a 3.00 GPA or higher and no grade lower than a “C” for admission to Professional Semester).
NOTE: Must pass/meet Basic Skills requirement by completion of EDUC 261 or cannot take any other EDUC courses.
Basic Skills requirements: ACT of 24 or higher or pass the College Base or PreProfessional Skills Test in reading, writing, and mathematics.
Must pass Kansas Teaching Licensure tests, PLT and Elementary Content, prior to Professional Semester.

1. Education, Psychology, and Laboratory Experiences (47-48 hours)
   EDUC-252: Children's Literature (3 hours)
   EDUC-261: Explorations in Education (3 hours)
   EDUC-307: Clinical Experience (1 hour)
   EDUC-308: Specialized Clinical Experience (1 hour)
   EDUC-320: Early Childhood Foundations and Curriculum (3 hours)
   EDUC-362: Elementary School Science (3 hours)
   EDUC-366: Primary Reading and Language Arts with Practicum (4 hours)
   EDUC-551: Diversity in the Classroom (3 hours)
   HHP-341: Elementary School Physical Education and Health (3 hours)
   MUSIC-140: Children's Music (3 hours)
   PSYCH-263: Developmental Psychology (3 hours)
   PSYCH-357: Educational Psychology (3 hours)
   EDTO-330: Technology for the Classroom (3 hours)
   SPED-510: Overview of Special Education (3 hours)
   OR SPED-511: Overview of Special Education (Birth thru 6th Grade) (3 hours)
   Next four courses require prior Admission to Teacher Education
EDUC-361: Elementary School Mathematics (3 hours)
EDUC-363: Elementary School Social Studies (3 hours)
EDUC-367: Intermediate Reading and Language Arts with Practicum (4 hours)
EDUC-368: Effective Classroom Management (2 hours)

EDTH 330 Technology for the Classroom (satisfied by general education) (3 hours)

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

OR EDUC-477: Supervised Teaching in Foreign Languages in the Elementary Schools (3 hours)

- EDUC-476: Supervised Teaching in the Elementary School (5 hours)
- EDUC-579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)

III. Electives (1-7 hours)

Total hours for Bachelor of Science in Education- Early Childhood/Late Childhood (K-6, Elementary Education) (125 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 Science in Education Degree with a Major in Early Childhood/Late Childhood (K-6, Elementary Education)

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

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

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

- General Education Electives (36-39)
  - oSciences (8-9 hours)
    - Natural Sciences (Select one)
      - oBIOL-111: General Biology (3 hours)
      - AND BIOL-112: General Biology Laboratory (2 hours)
      - oBIOL-113: Environmental Life Science (4 hours)
      - Physical Sciences (Select one)
      - oPHYS-171: Physical Science (3 hours)
      - AND PHYS-172: Physical Science Laboratory (1 hour)
      - oCHEM-105: Introductory Chemistry (3 hours)
      - AND CHEM-106: Introductory Chemistry Laboratory (1 hour)
    - oSocial Studies (3 hours)
      - SOC-100: Introduction to Sociology (3 hours)
      - oPolitical Studies (3 hours)
      - oPOLS-101: U.S. Politics (3 hours)

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

- oProducing and Consuming (6 hours)
  - Economy (Select one)
ECON-191: Issues in Today's Economy (3 hours)
FCS-230: Consumer Education and Personal Finance (3 hours)
Technology
EDTH-330: Technology for the Classroom (3 hours)
Theatre: Art and Aesthetic Studies (3 hours)
ART-311: Art Education (3 hours)
Cultural Studies (Select one) (3 hours)
GEOG-106: World Regional Geography (3 hours)
GEOG-300: Elements of Geography (3 hours)
Health and Well Being (4-6 hours)
Psychological
PSYCH-155: General Psychology (3 hours)
Physical (Select one)
FCS-203: Nutrition and Health (3 hours)
FCS-301: Nutrition (3 hours)
HP-150: Lifetime Fitness Concepts (1 hour)
NURS-303: Introduction to Public Health (3 hours)
Human Heritage (6 hours)
History (Select one)
HIST-101: World History to 1500 (3 hours)
HIST-102: World History from 1500 (3 hours)
HIST-201: American History to 1865 (3 hours)
HIST-202: American History from 1865 (3 hours)
Literature (Select one)
ENGL-113: General Literature (3 hours)
ENGL-114: General Literature (Genre) (3 hours)
ENGL-116: General Literature (Theme) (3 hours)

Total General Education Components 51-54 hours.

• Elementary, Psychology and Lab Experiences
  (The following courses must be completed with a 3.00 GPA or higher and no grade lower than a “C” for admission to Professional Semester).
  NOTE: Must pass/meet Basic Skills requirement by completion of EDUC 261 or cannot take any other EDUC courses.
  Basic Skills requirements: ACT of 24 or higher or pass the College Base or PreProfessional Skills Test in reading, writing, and mathematics.
  Must pass Kansas Teaching Licensure tests, PLT and Elementary Content, prior to Professional Semester.

1. Education, Psychology, and Laboratory Experience 57-59 hours
   EDUC-252: Children's Literature (3 hours)
   EDUC-261: Explorations in Education (3 hours)
   EDUC-307: Clinical Experience (1 hour)
   EDUC-308: Specialized Clinical Experience (1 hour)
   EDUC-320: Early Childhood Foundations and Curriculum (3 hours)
   EDUC-362: Elementary School Science (3 hours)
   EDUC-366: Primary Reading and Language Arts with Practicum (4 hours)
EDUC-551: Diversity in the Classroom (3 hours)
HHP-341: Elementary School Physical Education and Health (3 hours)
MUSIC-140: Children's Music (3 hours)
OR EDUC 321 Methods in Creative Expression (3 hours)
PSYCH-263: Developmental Psychology (3 hours)
PSYCH-357: Educational Psychology (3 hours)
EDTH-330: Technology for the Classroom (3 hours)
EDUC-360: Curriculum Development for Elementary Education (3 hours)
SPED-510: Overview of Special Education (3 hours)
OR SPED-511: Overview of Special Education (Birth thru 6th Grade) (3 hours)
SPED 513: Instructional Approaches for the Inclusive Classroom (3 hours)

Next six courses require prior Admission to Teacher Education
EDUC-345: Topics in ( ) (1-3 hours)
EDUC-361: Elementary School Mathematics (3 hours)
EDUC-363: Elementary School Social Studies (3 hours)
EDUC-367: Intermediate Reading and Language Arts with Practicum (4 hours)
EDUC-368: Effective Classroom Management (2 hours)
EDUC-464: Foundations of Measurement and Evaluation (2 hours)

III. Professional Semester (15 hours)
EDUC-455: Elementary and Middle Level Education (2 hours)
EDUC-458: Methods and Curriculum (3 hours)
EDUC-475: Supervised Teaching in the Elementary School (3 hours)
OR EDUC-477: Supervised Teaching in Foreign Languages in the Elementary Schools (3 hours)
EDUC-476: Supervised Teaching in the Elementary School (5 hours)
EDUC-579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)

III. Electives (0-1 hours)

Total hours for Bachelor of Science in Education- Early Childhood/Late Childhood (K-6, Elementary Education) (124 hours)
Date first offered: Fall, 2013

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: ______

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.)? NO

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 9/10/12 Signature, Department Chairperson
   Alice C. Jones

☑ Approved: College Curriculum Committee
   Date 9/23/12 Signature, College Curriculum Committee Chair
   JW Smith

☑ Approved: Dean of College
   Date 9/23/12 Signature, Dean
   JW Smith

☑ Approved: Teacher Education Council (if applicable)
   Date 10/11/12 Signature, Teacher Education Council Chair
   JW Smith

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
   Date 11/8/12 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 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 Early Childhood/Late Childhood (K-6, Elementary Education)
(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 Education

Division of: Office of the Provost - PSU

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

Current Name: Bachelor of Science in Education Degree with a Major in Early Childhood/Late Childhood (K-6, Elementary Education)

New Name (if applicable): _____

Description of Purpose/Rationale for Change: Rationale for Change

The Elementary Education faculty review program assessment data two times per year. There are eight assessments for student learning outcomes and four indirect and supplemental data points. During the program assessment data reviews in fall 2010 and spring 2011, faculty identified areas for improvement based on these data points. The Elementary Education program faculty spent one academic year (2011-2012) researching and creating a curriculum and assessment matrix based on the KSDE Elementary Education Standards, the INTASC Standards, and the COE Undergraduate Knowledge Base. Four areas for improvement were identified: 1) Curriculum Development, 2) Assessment and Measurement, 3) Differentiated Instruction and 4) the need for an internship semester. The results of the one-year study were shared with the Elementary Education Coordinating Council, the Office of Teacher Education, other program faculty in the Department of Teaching and Leadership, the Elementary Principals Advisory Board (OTE), and the Elementary Education Advisory Committee.

The Elementary Education program faculty then worked to revise the Elementary Education program to satisfy these areas for improvement. The revised Elementary Education program is the result.
Provide curriculum for the current major AND indicate proposed course changes:

**Bachelor of Science in Education Degree with a Major in Early Childhood/Late Childhood (K-6, Elementary Education)**

Name of Major

**CURRENT**

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

Total: ____

If the above format does not fit your curriculum outline, please use this text box: "**General Education Components**

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

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

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

• General Education Electives (39-41)
• Sciences (11 hours)
  □ Natural Sciences (Select one)
  □ BIOL-111: General Biology (3 hours)
AND BIOL-112: General Biology Laboratory (2 hours)
□ BIOL-113: Environmental Life Science (4 hours)
AND BIOL-114: Environmental Life Science Laboratory for Teachers (1 hour)
□ Physical Sciences (Select one)
□ PHYS-171: Physical Science (3 hours)
AND PHYS-172: Physical Science Laboratory (1 hour)
AND PHYS-114: Physical Science Laboratory for Teachers (2 hours)
□ CHEM-105: Introductory Chemistry (3 hours)
AND CHEM-106: Introductory Chemistry Laboratory (1 hour)
AND PHYS-114: Physical Science Laboratory for Teachers (2 hours)

(Phys 171 and 172 or Chem 105 and 106 are prerequisites for Phys 114).
• Social Studies (3 hours)
  □ SOC-100: Introduction to Sociology (3 hours)
• Political Studies (3 hours)
  □ POLS-101: U.S. Politics (3 hours)

The higher course grade of SOC 100 or POLS 101 will be used in calculating the 2.8 content core GPA.
• Producing and Consuming (6 hours)
  □ Economy (Select one)
  □ ECON-191: Issues in Today’s Economy (3 hours)
  □ FCS-230: Consumer Education and Personal Finance (3 hours)
□ Technology
  □ EDTO-330: Technology for the Classroom (3 hours)
• Fine Arts and Aesthetic Studies (3 hours)
  □ ART-311: Art Education (3 hours)
• Cultural Studies (Select one) (3 hours)
  □ GEOG-106: World Regional Geography (3 hours)
  □ GEOG-300: Elements of Geography (3 hours)
• Health and Well Being (4-6 hours)
□ Psychological
  □ PSYCH-155: General Psychology (3 hours)
□ Physical (Select one)
FCS-203: Nutrition and Health (3 hours)
FCS-301: Nutrition (3 hours)
HHP-150: Lifetime Fitness Concepts (1 hour)
NURS-303: Introduction to Public Health (3 hours)
Human Heritage (6 hours)
History (Select one)
HIST-101: World History to 1500 (3 hours)
HIST-102: World History from 1500 (3 hours)
HIST-201: American History to 1865 (3 hours)
HIST-202: American History from 1865 (3 hours)
Literature (Select one)
ENGL-113: General Literature (3 hours)
ENGL-114: General Literature (Genre) (3 hours)
ENGL-116: General Literature (Theme) (3 hours)

Total General Education Components 54-56 hours.

- Elementary, Psychology and Lab Experiences

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

NOTE: Must pass/meet Basic Skills requirement by completion of EDUC 261 or cannot take any other EDUC courses.

Basic Skills requirements: ACT of 24 or higher or pass the College Base or PreProfessional Skills Test in reading, writing, and mathematics.

Must pass Kansas Teaching Licensure tests, PLT and Elementary Content, prior to Professional Semester.

I. Education, Psychology, and Laboratory Experiences (47-48 hours)
EDUC-252: Children's Literature (3 hours)
EDUC-261: Explorations in Education (3 hours)
EDUC-307: Clinical Experience (1 hour)
EDUC-308: Specialized Clinical Experience (1 hour)
EDUC-320: Early Childhood Foundations and Curriculum (3 hours)
EDUC-362: Elementary School Science (3 hours)
EDUC-366: Primary Reading and Language Arts with Practicum (4 hours)
EDUC-551: Diversity in the Classroom (3 hours)
HHP-341: Elementary School Physical Education and Health (3 hours)
MUSIC-140: Children's Music (3 hours)
PSYCH-263: Developmental Psychology (3 hours)
PSYCH-357: Educational Psychology (3 hours)
EDTH-330: Technology for the Classroom (3 hours)
SPED-510: Overview of Special Education (3 hours)

OR SPED-511: Overview of Special Education (Birth thru 6th Grade) (3 hours)

Next four courses require prior Admission to Teacher Education
EDUC-361: Elementary School Mathematics (3 hours)
EDUC-363: Elementary School Social Studies (3 hours)
EDUC-367: Intermediate Reading and Language Arts with Practicum (4 hours)
EDUC-368: Effective Classroom Management (2 hours)

EDTH 330 Technology for the Classroom (satisfied by general education) (3 hours)
II. Professional Semester (17 hours)
- EDUC-455: Elementary and Middle Level Education (2 hours)
- EDUC-458: Methods and Curriculum (3 hours)
- EDUC-464: Foundations of Measurement and Evaluation (2 hours)
- EDUC-475: Supervised Teaching in the Elementary School (3 hours)
OR EDUC-477: Supervised Teaching in Foreign Languages in the Elementary Schools (3 hours)
- EDUC-476: Supervised Teaching in the Elementary School (5 hours)
- EDUC-579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)
III. Electives (1-7 hours)

Total hours for Bachelor of Science in Education- Early Childhood/Late Childhood (K-6, Elementary Education) (125 hour)
**PROPOSED**

**Bachelor of Science in Education Degree with a Major in Early Childhood/Late Childhood (K-6, Elementary Education)**

(Name of Major)

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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<td><strong>Total:</strong></td>
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</tbody>
</table>

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

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

- **Basic Skills (15 hours)**
  - oCOMM-207: Speech Communication (3 hours)
  - oENGL-101: English Composition (3 hours)
  - oENGL-190: Honors English Composition (3 hours)
  - OR ENGL-299: Introduction to Research Writing (3 hours)
  - oMATH-204: Mathematics for Education I (3 hours)
  - oMATH-304: Mathematics for Education II (3 hours)

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

- **General Education Electives (36-39)**
  - oSciences (8-9 hours)
    - Natural Sciences (Select one)
    - #BIOL-111: General Biology (3 hours)
    - AND BIOL-112: General Biology Laboratory (2 hours)
    - #BIOL-113: Environmental Life Science (4 hours)
    - Physical Sciences (Select one)
    - #PHYS-171: Physical Science (3 hours)
AND PHYS-172: Physical Science Laboratory (1 hours)

- CHEM-105: Introductory Chemistry (3 hours)
- AND CHEM-106: Introductory Chemistry Laboratory (1 hours)

Social Studies (3 hours)
- SOC-100: Introduction to Sociology (3 hours)
- Political Studies (3 hours)
- POLS-101: U.S. Politics (3 hours)

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

- Producing and Consuming (6 hours)
- ECON-191: Issues in Today's Economy (3 hours)
- FCS-230: Consumer Education and Personal Finance (3 hours)

Technology
- EDTO-330: Technology for the Classroom (3 hours)

Fine Arts and Aesthetic Studies (3 hours)
- ART-311: Art Education (3 hours)

Cultural Studies (Select one) (3 hours)
- GEOG-106: World Regional Geography (3 hours)
- GEOG-300: Elements of Geography (3 hours)

Health and Well Being (4-6 hours)
- Psychological
- PSYCH-155: General Psychology (3 hours)

Physical (Select one)
- FCS-203: Nutrition and Health (3 hours)
- FCS-301: Nutrition (3 hours)
- HHP-150: Lifetime Fitness Concepts (1 hour)

Human Heritage (6 hours)
- History (Select one)
- HIST-101: World History to 1500 (3 hours)
- HIST-102: World History from 1500 (3 hours)
- HIST-201: American History to 1865 (3 hours)
- HIST-202: American History from 1865 (3 hours)

Literature (Select one)
- ENGL-113: General Literature (3 hours)
- ENGL-114: General Literature (Genre) (3 hours)
- ENGL-116: General Literature (Theme) (3 hours)

Total General Education Components 51-54 hours.

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

NOTE: Must pass/meet Basic Skills requirement by completion of EDUC 261 or cannot take any other EDUC courses.
Basic Skills requirements: ACT of 24 or higher or pass the College Base or PreProfessional Skills Test in reading, writing, and mathematics. Must pass Kansas Teaching Licensure tests, PLT and Elementary Content, prior to Professional Semester.

I. Education, Psychology, and Laboratory Experience 57-59 hours)
- EDUC-252: Children’s Literature (3 hours)
- EDUC-261: Explorations in Education (3 hours)
- EDUC-307: Clinical Experience (1 hour)
- EDUC-308: Specialized Clinical Experience (1 hour)
- EDUC-320: Early Childhood Foundations and Curriculum (3 hours)
- EDUC-362: Elementary School Science (3 hours)
- EDUC-366: Primary Reading and Language Arts with Practicum (4 hours)
- EDUC-551: Diversity in the Classroom (3 hours)
- HHP-341: Elementary School Physical Education and Health (3 hours)
- MUSIC-140: Children’s Music (3 hours)
- OR EDUC 321 Methods in Creative Expression (3 hours)
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-357: Educational Psychology (3 hours)
- EDFTH-330: Technology for the Classroom (3 hours)
- EDUC-360: Curriculum Development for Elementary Education (3 hours)
- SPED-510: Overview of Special Education (3 hours)
- OR SPED-511: Overview of Special Education (Birth thru 6th Grade) (3 hours)
- SPED 513: Instructional Approaches for the Inclusive Classroom (3 hours)

Next six courses require prior Admission to Teacher Education
- EDUC-345: Topics in ( ) (1-3 hours)
- EDUC-361: Elementary School Mathematics (3 hours)
- EDUC-363: Elementary School Social Studies (3 hours)
- EDUC-367: Intermediate Reading and Language Arts with Practicum (4 hours)
- EDUC-368: Effective Classroom Management (2 hours)
- EDUC-464: Foundations of Measurement and Evaluation (2 hours)

II. Professional Semester (15 hours)
- EDUC-455: Elementary and Middle Level Education (2 hours)
- EDUC-458: Methods and Curriculum (3 hours)
- EDUC-475: Supervised Teaching in the Elementary School (3 hours)
- OR EDUC-477: Supervised Teaching in Foreign Languages in the Elementary Schools (3 hours)
- EDUC-476: Supervised Teaching in the Elementary School (5 hours)
- EDUC-579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)

III. Electives (0-1 hours)

Total hours for Bachelor of Science in Education- Early Childhood/Late Childhood (K-6, Elementary Education) (124 hours)
Documentation of Discussion with Departments

Department of Music

July 23, 2012

Dear Alice,

I am free in the afternoon tomorrow. I’m trying to tie up a lot of loose ends before I leave on Wednesday. Our administrative specialist, Kimberly Harries, is in Maryland and hopes to return on August 12. Her mother is in failing health and is probably in the last stages of life. It has been a little harried around here as a result.

I will return on August 6 and be back in the office on the 7th. If this is something we discuss on the telephone, feel free to call me at home tonight or in the office tomorrow afternoon.

Rusty

-----Original Message-----
From: Alice Sagehorn [mailto:asagehorn@pittstate.edu]
Sent: Monday, July 23, 2012 3:42 PM
To: Russell Jones
Subject: meeting

Dr. Jones,

Do you have any time this week to meet with me to discuss MUSIC 140?

Thanks,

Alice Sagehorn

Alice C. Sagehorn, PhD
Chairperson/Professor
Teaching and Leadership
Pittsburg State University
Pittsburg, KS 66762
620-235-4499
620-235-4520 Fax
asagehorn@pittstate.edu
As a result of the meeting the Department decided to offer K-6 Elementary Education majors a choice between MUSIC 140 Children’s Music and EDUC 321 Methods of Creative Expression.

**Department of Physics**

I met with Dr. Tim Flood on Tuesday, July 24, 2012 at 11:00 AM in his office. We discussed the changes in the K-6 Elementary Education program that included dropping PHYS 114 Physical Science Lab for Teachers.

**Department of Biology**

I met with Dr. Dixie Smith on Thursday, August 2, 2012 at 1:30 PM in 201A Hughes Hall. We discussed the changes in the K-6 Elementary Education program that included dropping BIOL 114 Environmental Life Science Lab for Teachers.
### Draft Early/Late Childhood K-6 Grade Licensure Draft

#### Student Course Sequence

<table>
<thead>
<tr>
<th>Freshman Year-Semester 1</th>
<th>Freshman Year-Semester 2</th>
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<tbody>
<tr>
<td><strong>ENGL 101 English Composition</strong></td>
<td>(Take 1st Writing to Learn (WL) course)</td>
</tr>
<tr>
<td><strong>PSYCH 155 Introduction to Psychology</strong></td>
<td><strong>COMM 207 Speech Communication</strong></td>
</tr>
<tr>
<td><strong>SOC 100 Introduction to Sociology</strong></td>
<td><strong>GEOG 106 World Regional Geography</strong></td>
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<tr>
<td><strong>BIOL 113 Environmental Life Science &amp; Lab</strong></td>
<td><strong>HIST 101, 102, 201, or 202 American or World History</strong></td>
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<tr>
<td><strong>HHP 150 Lifetime Fitness</strong></td>
<td><strong>POLS 101 US Politics</strong></td>
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<tr>
<td><strong>UGS 100 Freshman Experience</strong></td>
<td><strong>MATH 204 Math for Education I</strong></td>
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<tr>
<td><em>(UGS 100 is not included in total hrs. for the program)</em></td>
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<tr>
<td>Total credits</td>
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<td>16 (14)</td>
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<thead>
<tr>
<th>Sophomore Year-Semester 3</th>
<th>Sophomore Year-Semester 4</th>
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</thead>
<tbody>
<tr>
<td><em>(Take 2nd Writing to Learn (WL) course)</em></td>
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<tr>
<td><strong>Math 304 Math for Education II</strong></td>
<td><strong>ECON 191 Issues in Today’s Economy or FCS 230 Consumer Education</strong></td>
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<tr>
<td><strong>EDUC 261 Explorations in Education</strong></td>
<td><strong>ENGL 299 Introduction to Research Writing</strong></td>
</tr>
<tr>
<td><strong>PSYCH 263 Developmental Psychology</strong></td>
<td><strong>PHYS 171/172 Physical Sci. &amp; Lab</strong></td>
</tr>
<tr>
<td><strong>ENGL 113, 114, or 116 General Literature</strong></td>
<td><strong>EDTH 330 Technology for the Classroom</strong></td>
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<tr>
<td><strong>MUSIC 140 Children’s Music OR EDUC 321 Methods of Creative Expression</strong></td>
<td><strong>ART 311 Art Education</strong></td>
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<tr>
<td>Electives</td>
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<td>1-3 hours</td>
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2 Writing to Learn (WL) General Education courses need to be taken prior to ENGL 299.
- Must pass C-Base or PPST by completion of EDUC 261 or cannot take any other EDUC courses
- If ACT is 24 or higher, do not need to take C-Base or PPST.

Note: Complete all remaining General Education requirements and/or electives in summer session, if needed.

<table>
<thead>
<tr>
<th>Professional Education BLOCK 1</th>
<th>Professional Education BLOCK 2</th>
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</thead>
<tbody>
<tr>
<td><strong>EDUC 252 Children’s Literature</strong></td>
<td><strong>EDUC 366 Primary Rdg/Lang Arts with Prac.</strong></td>
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<tr>
<td>3 hours</td>
<td>4 hours</td>
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<tr>
<td><strong>EDUC 320 Early Childhood Fou/Curr.</strong></td>
<td><strong>PSYCH 357 Educational Psychology</strong></td>
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<tr>
<td>3 hours</td>
<td>3 hours</td>
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<tr>
<td><strong>EDUC 551 Diversity in the Classroom</strong></td>
<td><strong>EDUC 362 Elementary School Science</strong></td>
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<td>3 hours</td>
<td>3 hours</td>
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<tr>
<td><strong>EDUC 307 Clinical Experience</strong></td>
<td><strong>EDUC XXX Curriculum Development for El Ed</strong></td>
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<tr>
<td>1 hour</td>
<td>3 hours</td>
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<tr>
<td><strong>SPED 511 Overview of Ed. Birth-6</strong> or SPED 510</td>
<td><strong>SPED 513 Instructional Approaches for IC</strong></td>
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<td>3 hours</td>
<td>3 hours</td>
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<td><strong>HHP 341 Elem School PE and Health</strong></td>
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<td>3 hours</td>
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Note: Must be admitted to Teacher Education for Senior Year coursework. Complete non-restricted course requirements in summer session, if needed.

<table>
<thead>
<tr>
<th>INTERNSHIP SEMESTER</th>
<th>PROFESSIONAL SEMESTER</th>
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<tbody>
<tr>
<td>Admission to Teacher Ed. required</td>
<td>Admission to the Professional Semester is required. This is a 15 hour block schedule of courses. Must have passed PLT and Elementary Content Tests.</td>
</tr>
<tr>
<td><strong>EDUC 345 Internship</strong></td>
<td><strong>EDUC 455 Elementary &amp; Middle Level Ed.</strong></td>
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<tr>
<td>1 hour</td>
<td>2 hours</td>
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<tr>
<td><strong>EDUC 361 Elementary School Math</strong></td>
<td><strong>EDUC 458 Methods and Curriculum</strong></td>
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<tr>
<td>3 hours</td>
<td>3 hours</td>
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<tr>
<td><strong>EDUC 363 Elem. School Social Studies</strong></td>
<td><strong>EDUC 475 Supervised Teach in Elem. Sch.</strong></td>
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<tr>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>EDUC 367 Intermediate Rdg. &amp; Language Arts with Practicum</strong></td>
<td><strong>EDUC 476 Supervised Teach in Elem. Sch.</strong></td>
</tr>
<tr>
<td>4 hours</td>
<td>5 hours</td>
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<tr>
<td><strong>EDUC 368 Effective Classroom Mgmt.</strong></td>
<td><strong>EDUC 579 Supervised St. Teach &amp; Follow-up</strong></td>
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<tr>
<td>2 hours</td>
<td>2 hours</td>
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<tr>
<td><strong>EDUC 464 Found of Measurement &amp; Ev</strong></td>
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<td>2 hours</td>
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<td>Total credits</td>
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<td>15</td>
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</tbody>
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Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: TCHLS  College: Education

Date of Submission to the Department: August 20, 2012

Contact Person: Julie Samuels, PhD  Faculty member  Chair

Title of Course: Curriculum Development for Elementary Education  Credit Hours: 3

Course Number: EDUC 360  Hegis Number: ____

Date first offered: Spring 2014
(Semester/Year)

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

Estimated Enrollment: 60

Prerequisite(s): Admission to Teacher Education.

This course is: Required  Elective

If this course is “required,” which major(s) will require it? Elementary Education K-6

Course Description: This course is designed to help students understand the processes of designing curriculum for the classroom. The focus is on the pedagogical approaches and materials for teaching integrating themes, as well as research that documents effective integrated teaching practices. May be taken for honors.

(as it will appear in the catalog)

Purpose/Justification for Course: The purpose of this course is to provide each student with an understanding of the content and organization of an elementary school curriculum. The course emphasizes development of teaching strategies skills that are educationally important for all students, regardless of exceptionality or cultural background.

The purpose of this course is to provide each teacher candidate the opportunity to apply the skills learned in a school setting with children while the university instructor provides support, guidance and evaluation.

Objectives/Student Learning Outcomes:
Upon successful completion of this course, the student will be able to:
A. Discuss the unique qualities of curriculum development.
B. Discuss the processes involved in curriculum planning.
C. Describe the basic characteristics of successful curriculum development.
D. Discuss the characteristics and roles of informal, formal, and authentic assessment for students.
E. Develop activities that promote standards based teaching.
F. Recognize levels of comprehension and utilize appropriate strategies for building comprehension.
G. Discuss and develop activities for teaching across the content.
H. Discuss and develop activities that increase comprehension through prior learning connections.
I. Learn and practice strategies appropriate for individualized, small group and whole group activities.
J. Recognize the similarities among exceptional and non-exceptional students.
K. Recognize motivation, attitude, and interest as powerful factors in developing lifelong readers.
L. Develop and deliver lessons that are interdisciplinary in nature.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Assessment will be determined both formatively and summatively through a point system. You are responsible for class reading and writing assignments and are expected to come to class prepared to share from both. Grade includes prompt attendance unannounced quizzes on readings and active, thoughtful participation in class activities and discussions. Each course requirement will have attached to it a predetermined point value. Each student’s final grade will be determined by the point total of the following:

Project 1: Unit Planning Template
The Unit Planning Template is based upon the Backwards Design Process and is an overview of a possible unit that you would plan and teach at the elementary level. It includes several stages of planning that will be completed over the duration of the course. This template will help you to align your curriculum project.

Project 2: Essential Questions Template
The Essential Questions Template is based upon the Backwards Design Process and is a brainstorming and refinement of the possible unit that you would plan and teach at the elementary level. It includes several stages of planning that will be completed over the duration of the course. This template will help you to align your curriculum project.

Project 3: Background Narrative
You will research your chosen topic and write a 3-4 page typed and double-spaced narrative with background information necessary in order to teach your unit. You should research thoroughly enough to explain your topic clearly and thoroughly, avoiding common misconceptions, biases, or simplistic views. Include a statement on the value and relevance of this topic for today’s students. Cite sources accurately (APA 5th edition format) within the text and on a reference list. Use a minimum of 5 sources including one internet resource and one teacher resource book. Include a title page and references. Paper will be evaluated on organization, clarity, consistency of thought and format, thoroughness, evidence of understanding of your chosen topic, and editing (typographical, spelling, or grammatical). (Oklahoma General Competencies: 1, 2, 7) Student must include Background Narrative rubric (with their name) with the submission.

Project 4: Lesson Plans
- Complete Lesson plan template
- Lesson plan should include opportunities for large groups, small groups and individual work
- Lesson plan should “flow” and build concepts and skills upon each other
- You may include additional lesson plan/activity ideas that could be used if the unit is expanded.
- Critique an existing lesson plan.
- Teach a lesson
1. Self-assessment of Lesson taught
2. Letter to Parents

Creation of Course

Last Revision: Fall, 2012

Page 2 of 5
3. Cooperating teacher's evaluation

Project 5: Class Assignments
There will be assignments required during the course for which you will be given credit. These assignments will include but are not limited to: personal definition of "what is curriculum," creation of an integrated web, an Essential Questions web, class activities such as writing goals and objectives; completion of a differentiation activity and development of assessments.

Project 6: Integration Presentation:
   This is a personal assignment. Find a creative way to demonstrate what you have learned about integrating curriculum.
   You will make a 5 minute presentation in front of your peers. You will be assessed on how well you communicate your understanding of integration and how your ideas have grown and changed on the topic of curriculum in general and integration in particular through your experiences at PSU.

Professionalism
Your grade for professionalism will be evaluated on the following (to name a few): cooperation/participation in class discussions; attendance in class; and professionalism (described previously in syllabus).

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 9/20/12 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 10/23/12 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 12/23/12 Signature, Dean

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

☑ Approved: Teacher Education Council (if applicable)
Date 10/6/12 Signature, Teacher Education Council Chair

☐ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11/19/13 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.
New course - for Honors

From: Alice Sagehorn
To: Barbara Mcclaskey

Barbara,

The Department of Teaching and Leadership is legislating a new course EDUC 360 Curriculum Development for Elementary Education. It will be available for Academic Honors. See attached syllabus.

Alice

Alice C. Sagehorn, PhD
Chairperson/Professor
Teaching and Leadership
Pittsburg State University
Pittsburg, KS 66762
620-235-4499
620-235-4520 Fax
asagehorn@pittstate.edu
Department of Curriculum and Instruction  
College of Education  
Pittsburg State University  
Preparing Competent, Committed, Caring Professionals  
Fall 2013

Course Number: EDUC 360  
Title: Curriculum Development for Elementary Education  
Credit Hours: 3  
Course Time:  
Instructor:  
Office Phone:  
Office:  
Office Hours:  
Classroom:  
Face-to-Face

HOW TO ACCESS COURSE INFORMATION ON CANVAS

1. Log on to www.pittstate.edu and click on CANVAS
2. Type in the following information:
   Name: PSU ID Number (all 7 digits)
   Password:
3. Click on Curriculum Design

Students can contact Gorilla Geeks Help Center at 109 Whitesitt, 620-235-4600 or geeks@pittstate.edu with questions.

COURSE DESCRIPTION
This course is designed to help students understand the processes of designing curriculum for the classroom. The focus is on the pedagogical approaches and materials for teaching integrating themes, as well as research that documents effective integrated teaching practices.

The following are some of the beliefs practiced in this class.
=> Students become more confident and proficient by having frequent, meaningful, and relevant curriculum design opportunities.
=> Promote thinking and integration that is important across the curriculum.
=> Effective teachers provide opportunities everyday for all students to engage in the learning processes.
=> Teacher expectations make a difference.

This course is available for Academic Honors.

I. PREREQUISITES FOR THE COURSE
Admission to Teacher Education

II. PURPOSE OF THE COURSE
The purpose of this course is to provide each student with an understanding of the content and organization of an elementary school curriculum. The course emphasizes development of teaching strategies skills that are educationally important for all students, regardless of exceptionality or cultural background.

The purpose of this course is to provide each teacher candidate the opportunity to apply the skills learned in a school setting with children while the university instructor provides support, guidance and evaluation.

DRAFT 1
III. COURSE OBJECTIVES
Upon successful completion of this course, the student will be able to:
A. Discuss the unique qualities of curriculum development.
B. Discuss the processes involved in curriculum planning.
C. Describe the basic characteristics of successful curriculum development.
D. Discuss the characteristics and roles of informal, formal, and authentic assessment for students.
E. Develop activities that promote standards based teaching.
F. Recognize levels of comprehension and utilize appropriate strategies for building comprehension.
G. Discuss and develop activities for teaching across the content.
H. Discuss and develop activities that increase comprehension through prior learning connections.
I. Learn and practice strategies appropriate for individualized, small group and whole group activities.
J. Recognize the similarities among exceptional and non-exceptional students.
K. Recognize motivation, attitude, and interest as powerful factors in developing lifelong readers.
L. Develop and deliver lessons that are interdisciplinary in nature.

Kansas Standards for Professional Education:

Standard #1 The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Knowledge #4 The teacher has knowledge of a variety of genres, of children’s literature, including works written for K-6 by ethnically diversity writers.

Knowledge #8 The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the contexts of family culture, and society.

Knowledge #10 The teacher understands the various purposes of reading and writing (narrative, expository, technical, and persuasive).

Performance #1 The teacher designs, implements, and evaluates literacy experiences that are developmentally appropriate.

Performance #2 The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities.

Performance #3 The teacher uses effective instructional strategies to help students make cross-curricular connections.

Performance #7 The teacher creates literacy rich environments and experiences that promote individually and culturally responsive approaches throughout the curriculum.

Performance #8 The teacher evaluates and selects assessment to fit diverse learner strengths and needs.

Performance #9 The teacher uses a variety of assessment tools, analyzes the results, and applies the results to instruction.

Standard #2 The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.
Knowledge #2. The teacher understands the five process standards (problem solving, reasoning and proof, communication, connections and representations).

Knowledge #3. The teacher is aware of effective, developmentally appropriate instructional strategies to help all students learn and use their mathematical skills in many different situations and applications to solve real life problems.

Knowledge #4. The teacher knows a variety of developmentally appropriate assessment tools that align with curriculum and instruction.

Performance #2. The teacher integrates the five process standards (problem solving, reasoning and proof, communication, connections and representations) into math instruction.

Performance #3. The teacher demonstrates the ability to use effective, developmentally appropriate instructional strategies to help all students learn and use their mathematical skills in many different situations and applications to solve real life problems.

Performance #4. The teacher uses diverse and developmentally appropriate assessments that align with curriculum and instruction.

Standard #3 The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Knowledge #2. The teacher understands how to design science activities, using the science process skills, to teach developmentally appropriate science content.

Knowledge #3. The teacher has knowledge of the basic concepts of life science, physical science, and earth and space science that are developmentally appropriate.

Knowledge #6. The teacher is familiar with current science curricular materials and understands the interconnectedness of the science disciplines.

Knowledge #7. The teacher knows a variety of assessment tools including open-ended questions and performance tasks, to assess student learning.

Performance #3. The teacher provides the opportunity for students' discovery and application of knowledge.

Performance #6. The teacher demonstrates the design, implementation and evaluation of scientific experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive developmental outcomes, and that develop positive dispositions toward science and scientific investigation.

Performance #7. The teacher uses a variety of assessment tools including open-ended questions and performance tasks, to assess student learning.

Standard #4 The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Knowledge

Knowledge #1. The teacher knows how experiences may be interpreted by people from diverse cultural perspectives and frames of reference and how experiences contribute to a sense of self.

Knowledge #3. The teacher is aware of significant historical periods and change within and across cultures.
Knowledge #11. The teacher understands the importance of social studies and social understanding in student's development and learning, and is able to observe and describe students' interest in their social worlds and build on those interests.

Knowledge #12. The teacher understands conditions and motivations that contribute to conflict, cooperation, and interdependence among societies, groups, and nations.

Performance #1. The teacher demonstrates the design, implementation and evaluation of social studies experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward the investigation of the social studies.

Performance #5. The teacher uses a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.

Performance #8. The teacher uses diverse and developmentally appropriate assessments that align with the curriculum and instruction.

Standard #5 The kindergarten through sixth grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Knowledge #2. The teacher knows effective instructional strategies that actively engage students in creating, performing, and responding to the arts.

Knowledge #6. The teacher understands the interrelationships of the arts with other disciplines.

Performance #1. The teacher selects arts experiences appropriate to developmental levels of students.

Performance #5. The teacher assesses arts activities, products, and performances and involves students in self-assessment.

Performance #6. The teacher demonstrates the interrelationships within the arts and with other disciplines.

Standard #6 The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Knowledge #2. The teacher understands the impact of movement on brain development and learning.

Performance #3. The teacher integrates movement and learning theories across curriculum and instruction.

Standard #7 The kindergarten through sixth grade teacher uses his/her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

Knowledge #1. The teacher is fully grounded in current research in all areas of child development and learning and knows how to use this knowledge to inform his/her teaching practices.

Knowledge #2. The teacher understands the many influences on children's development and learning and how those influences may interact to affect development in both positive and negative ways.

Knowledge #4. The teacher understands how children differ in their development and approaches to learning and knows how to create instructional opportunities that are adapted to diverse students.
Performance #2. The teacher creates a learning environment that reflects respect and adaptations for children's culture, home languages, individual abilities and disabilities, family contexts, and communities.

Performance #3. The teacher creates a learning environment that reflects the belief that all children can learn.

Performance #7. The teacher creates learning environments that appropriately and individually challenge children to stretch their abilities to higher levels of accomplishments.

Performance #8. The teacher uses developmental theory, brain research, and learning theory to design appropriate instruction, assessment, curriculum and learning environments.

PSU Teacher Education Effectiveness Knowledge Base

PROFESSIONAL CHARACTERISTICS
1. Is dependable and punctual.
2. Maintains a consistently pleasant, positive, and professional demeanor.
3. Believes that all students can learn and that, as a teacher, he/she can make a significant contribution to their learning.
4. Understands and respects a diverse student/parent population and has a goal to help all children learn respect for the traditions and cultures of others.
5. Communicates fluently using appropriate and grammatically correct oral and written language.
6. Sets goals and directions, which demonstrate the desire for lifelong learning (e.g. in-service, peer collaboration, professional readings.)
7. Seeks to implement the recommendations from evaluations of his/her personal performance.

RELATIONSHIPS WITH STUDENTS
14. Conveys high expectations that all students will succeed and learn.

INSTRUCTIONAL PLANNING
18. Understands the appropriate scope and sequence of objectives for teaching the curriculum (national, state, and/or local standards).
19. Develops clear short and long-term instruction plans (e.g. lesson plans, units, and/or modules) which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.
20. Has an up-to-date knowledge of the subject matter and attempts to incorporate diverse and practical illustrations, examples and applications in lesson material and activities. (D)
21. Selects materials and activities consistent with the objectives of the lesson and students' diverse abilities resulting in appropriate adaptations and modifications. (D)
22. Has knowledge of and plans developmentally appropriate instruction. (D)
23. Uses available technologies for planning and integration with other disciplines. (T)
24. Structures lesson planning to allow for interventions, such as individualization, reteaching, and alternative assessment, so all students can meet the objectives. (D)
25. Creates lessons that encourage students to think creatively and critically, to solve problems, and to develop skills needed in a global society. (D)

INSTRUCTION
27. Presents lessons in a clear, logical, and sequential manner.
28. Insures that lesson materials and information are professionally displayed and accessible to all students.
29. Communicates clearly to all students the objective and purpose of each lesson.
30. Reviews or provides an anticipatory set in an effort to provide lesson continuity and/or to gain the interest of the student for each lesson.
31. Provides a real world context for lesson content
32. Utilizes various instructional strategies appropriate for the objectives of the lesson.
33. Incorporates differentiated instruction to meet the academic needs of all students. (D)
37. Provides opportunities for all students to successfully apply or practice knowledge and skills learned. (D)
38. Facilitates instructional strategies which provide opportunities to work individually and collaboratively in groups.
EVALUATION
57. Uses multiple methods of assessing and evaluating student knowledge and performance. (D)
58. Makes changes in instruction based on feedback from multiple classroom assessment sources.

IV. REQUIRED TEXT AND MATERIALS

SUGGESTED TEXT AND MATERIALS

V. INSTRUCTIONAL RESOURCES
Various texts/materials in the Instructional Resource Center, Axe Library, and instructor's office; newspapers, professional publications, and appropriate web sites; class handouts and visuals; intermediate-level basal readers

VI. TEACHING STRATEGIES
Lecture and demonstrations  Discussions
Oral reading  Audio/video materials
Student presentations  Peer evaluation
e-mail and internet  Student conferences
Independent reading from professional sources
Individual, partner, small group, and large group activities

VII. COURSE REQUIREMENTS AND EVALUATION
Assessment will be determined both formatively and summatively through a point system. You are responsible for class reading and writing assignments and are expected to come to class prepared to share from both. Grade includes prompt attendance unannounced quizzes on readings and active, thoughtful participation in class activities and discussions. Each course requirement will have attached to it a predetermined point value. Each student's final grade will be determined by the point total of the following:

Project 1: Unit Planning Template
The Unit Planning Template is based upon the Backwards Design Process and is an overview of a possible unit that you would plan and teach at the elementary level. It includes several stages of planning that will be completed over the duration of the course. This template will help you to align your curriculum project.

Project 2: Essential Questions Template
The Essential Questions Template is based upon the Backwards Design Process and is a brainstorming and refinement of the possible unit that you would plan and teach at the elementary level. It includes several stages of planning that will be completed over the duration of the course. This template will help you to align your curriculum project.

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You will research your chosen topic and write a 3-4 page typed and double-spaced narrative with background information necessary in order to teach your unit. You should research thoroughly enough to explain your topic clearly and thoroughly, avoiding common misconceptions, biases, or simplistic views. Include a statement on the value and relevance of this topic for today's students. Cite sources accurately (APA 5th edition format) within the text and on a reference list. Use a minimum of 5 sources including one internet resource and one teacher resource book. Include a title page and references. Paper will be evaluated on organization, clarity, consistency of thought and format, thoroughness, evidence of understanding of your chosen topic, and editing (typographical, spelling, or grammatical). (Oklahoma General Competencies: 1, 2, 7) Student must include Background Narrative rubric (with their name) with the submission.

Project 4: Lesson Plans
- Complete Lesson plan template
- Lesson plan should include opportunities for large groups, small groups and individual work
- Lesson plan should "flow" and build concepts and skills upon each other

DRAFT 6
• You may include additional lesson plan/activity ideas that could be used if the unit is expanded.
• Critique an existing lesson plan.
• Teach a lesson
  1. Self-assessment of Lesson taught
  2. Letter to Parents
  3. Cooperating teacher’s evaluation

Project 5: Class Assignments
There will be assignments required during the course for which you will be given credit. These assignments will include but are not limited to: personal definition of “what is curriculum,” creation of an integrated web, an Essential Questions web, class activities such as writing goals and objectives; completion of a differentiation activity and development of assessments.

Project 6: Integration Presentation:
This is a personal assignment. Find a creative way to demonstrate what you have learned about integrating curriculum.
You will make a 5 minute presentation in front of your peers. You will be assessed on how well you communicate your understanding of integration and how your ideas have grown and changed on the topic of curriculum in general and integration in particular through your experiences at PSU.

Professionalism
Your grade for professionalism will be evaluated on the following (to name a few):
cooperation/participation in class discussions; attendance in class; and professionalism (described previously in syllabus).

ALL ASSIGNMENTS ARE TO BE SUBMITTED ON THE DUE DATE

PLEASE NOTE: FINALS WILL NOT BE GIVEN PRIOR TO THE SCHEDULED DATE, DO NOT MAKE PLANS TO BE GONE DURING THIS TIME.

Attendance, Punctuality, Participation
Participation in classroom activities is a vital part of the learning process. Varying amounts of points will be earned through in-class activities. These activities will include reflective writings on topics of importance. (Standard I, Knowledge 9) (PSU Indicators #3, #4) These points may be earned only when in attendance.
NOTE WELL: Attendance is vital! Student interaction and participation are important to each class session. EXCESSIVE ABSENCES (MORE THAN 2) MAY RESULT IN A "DROP" FROM THE CLASS! YOU MAY NOT MISS FIELD WORK DAYS! NOTE: Three tardies are counted as one absence. (PSU Indicator #1)

GRADING SCALE:
90-100% A
80-89%  B
70-79%  C
60-69%  D
Below 60%  F
EXPECTATIONS OF PROFESSIONALISM: All assignments should be completed on time with high quality content and, when appropriate, student ready format. (Student-Ready means the paper or project could be offered to intermediate students as a model or assignment.) Please type/word process unless otherwise noted. Obvious exceptions to this are in-class activities and the professional reading side notes.

Students are expected to maintain a professional attitude at all times. Examples of professionalism are: Showing respect by listening to the instructor and others when they are speaking to the class; taking notes when appropriate; not working on other class assignments or reading the newspaper; participating in class discussions; text messaging; refraining from talking in class while the instructor or your peers.

ACADEMIC HONESTY
Teacher candidates are expected to follow the PSU Academic Honesty Policy, which speaks to unethical acts associated with coursework or grades. This policy can be found in the Pittsburg State University catalog.

COURSE ALTERATIONS: Course content and assignments are subject to change due to student needs and/or time constraints.

VIII. COURSE CONTENT/SCHEDULE

Let the Learner enjoy the Learning!
Teachers make a difference in the lives of students!

DRAFT 8
Department: Automotive Technology  College: College of Technology

Date of Submission to the Department: 8-27-12

Contact Person: Scott Norman  Faculty member  Chair

Title of Course: Automatic Transmissions

Course Number: AT 414  Credit Hours: 3

Revision Effective: Spring 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: (2 Hours Lecture, 2 Hours Laboratory) Theory of operation and design of automatic transmissions/transaxles and their electronic control circuits. Trouble diagnosis and service procedures. Special testing techniques. Prerequisites: AT 215 Automotive Electrical/ Electronic Equipment, AT 216 Automotive Electrical/Electronic Laboratory, and junior standing or permission of instructor.

Modification (as it will appear in the next catalog): (2 Hours Lecture, 2 Hours Laboratory) Theory of operation and design of automatic transmissions/transaxles and their electronic control circuits. Trouble diagnosis and service procedures. Special testing techniques. Prerequisites: AT 314 Manual Transmission and junior standing or permission of instructor.

Please highlight the change in the proposed listing

Purpose/Justification for Revision of Course: The course currently has a prerequisite of AT 215 Auto Electrical and AT 216 Auto Electrical Lab that is no longer warranted nor needed. It needs to be removed. Conversely, the course does not have a prerequisite of AT 314 Manual Transmission and students need that knowledge base prior to taking this 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.)? n/a

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 2.26.12 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
  Date 11.7.12 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
  Date 11.7.12 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 11.10.13 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: Automotive Technology  College: College of Technology

Date of Submission to the Department: 8-28-12

Contact Person: Scott Norman  Faculty member  Chair

Title of Course: Automotive Climate Systems  Credit Hours: 3

Course Number: AT 510  Hegis Number: ___

Revision Effective: Spring 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: Operating principles, diagnosis, and service techniques of passenger comfort systems.

Modification (as it will appear in the next catalog): Operating principles, diagnosis, and service techniques of passenger comfort systems. Prerequisite: AT 215 Automotive Electrical/Electronics Equipment and AT 216 Automotive Electrical/Electronics Equipment Lab.

Please highlight the change in the proposed listing.

Purpose/Justification for Revision of Course: Due to the increase of electronics in automotive a/c systems students need to have a good understanding of automotive electrical systems and electronics prior to taking the 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.)? n/a
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: 9.24.12 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
 Date: 11.7.12 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
 Date: 11.7.12 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
 Date: 11.18.13 Signature, Faculty Senate

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

Department: Automotive Technology    College: College of Technology

Date of Submission to the Department: 8-28-12

Contact Person: Ron Downing    Faculty member    Chair

Title of Course: Service Techniques Lab    Credit Hours: 3

Course Number: AT 511    Hegis Number: ____

Revision Effective: Spring 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: Practical garage experience in all phases of automotive servicing with related technical content devoted to diagnosis, troubleshooting, and shop management.

Modification (as it will appear in the next catalog): Practical garage experience in all phases of automotive servicing with related technical content devoted to diagnosis, troubleshooting, and shop management.

Prerequisite: AT 215 Automotive Electrical/Electronics Equipment and AT 216 Automotive Electrical/Electronics Equipment Lab.

Please highlight the change in the proposed listing.

Purpose/Justification for Revision of Course: This course requires students to perform work on live vehicles in the lab. Due to that requirement, students must have a good general knowledge of automotive electrical systems in order to succeed in this 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.)?  n/a

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 9-26-12 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
   Date 11.7.12 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
   Date 11.7.12 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 11.15.13 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.
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 Sales Management
Credit Hours: 3

Course Number: AT 697
Hegis Number: ______________

Date first offered: Fall 2013
(Semester/Year)

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

Estimated Enrollment: 20

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 identify the roles and responsibilities of the Sales team 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, Organizing Presentations for group meetings, Preparing an Expense Report, Budgeting, and Variable Operating Report Analysis. Sales analysis including Customer Satisfaction, New Car Sales Planning and Distribution, Certified Used Cars, Internet leads and tracking, Accessory Sales, Training, and Owner Retention will also be examined.
(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:
1. Students will learn consulting skills and how to interact with retail dealership management.
2. Students will learn the importance of setting goals to reach district and company objectives.
3. Students will learn how to schedule weekly business contacts and how to deal with disruptions in scheduling.
4. Students will learn how to put information together and prepare a proper business contact.
5. Students will learn how to identify underperforming business contacts and develop a business plan to identify underperforming area and come to a consensus on how to improve the areas.
6. Students will learn accountability of corporate charge accounts and how to submit an expense report.
7. Students will learn how to manage and allocate district funds for sales promotions and contests.
8. Students will learn how to read and analyze dealer financial reports.
9. Students will learn how to help dealers forecast new car sale and inventory through various sales reports.
10. Students will analyze CSI (Customer Satisfaction Reports) and make observations and suggestions for improvement.
11. Students will learn the importance of used car inventory and how to implement and support factory Certified Used Programs.
12. Students will learn the importance of factory accessories and how to help the dealer merchandise and market these items.
13. Students will learn the importance of retail training and how to implement training in their districts.
14. Students will learn how to track owner loyalty/retention and offer input to dealer management.
15. Students will learn how to prepare and conduct district meetings.

Assessment Strategies (e.g., exams, projects, university rubrics, etc.):
Students will be assessed on individual and group projects, periodic exams mid-term and finals, quizzes.
Rubrics will be created for presentations to help students focus on and address key points of the assignment. Real world simulation models will be created to track results based on decisions made by the students.

PLEASE ATTACH SYLLABUS

Additional Resources Required (e.g., library or multimedia resources, technology, space, major expense, etc.):
No book will be assigned at this time. Course materials will be prepared and supplied by instructor.
Students will have outside reading assignments including article reviews from sources like Automotive News magazine.

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.)? na

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"); then 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 7/28/12 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
  Date 11/7/12 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
  Date 11/7/12 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 11/13/12 Signature, Undergraduate Curriculum Committee Chair

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

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

Course Number: AT 697
Credit Hours: 3

Course Name: Corporate Sales Management
Course Time Schedule: TBD
Classroom TBD

Instructor: Randy Jones
Office: N105d (Kansas Technology Center)
Office Hrs. Posted on door
E-mail: crjones@pittstate.edu
Telephone: (620) 235-4197

**COURSE DESCRIPTION:** This is a *three credit* hour course that meets twice a week for *three hours* in the Kansas Technology Center. This course will identify the roles and responsibilities of the District Sales team 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, Organizing Presentations for group meetings, Preparing an Expense Report, Budgeting, and Variable Operating Report Analysis. Sales analysis including Customer Satisfaction, New Car Sales Planning and Distribution, Certified Used Cars, Internet leads and tracking, Accessory Sales, Training, and Owner Retention will also be examined.

**PURPOSE OF THE COURSE:** This course is designed to expose the student to their role and responsibility as a corporate District Sales Manager in the decision making and planning process. The managers role in the decision making process includes (but is not limited to) developing a district business plan, analysis of the various sales reports, assisting dealers with reaching their goals and objectives though dealer/manufacturer business plans. The manager will also provide support by keeping lines of communication open between the corporation and retail partners.

**REQUIRED TEXT:** None

**INSTRUCTIONAL RESOURCES:** Materials provided by instructor, current periodicals sales 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 the 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 student will be evaluated on their understanding of the subject matter by presenting and explaining their decisions to the instructor.

The quizzes, tests, and final exam are typically multiple choice, true/false, short essay, and problem solving 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.

**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 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 with proper spelling and grammar.**

**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 = 72 - 79%
- D = 65 - 71%
- F = 64% 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. If you miss a test without an excused absence, you WILL NOT be allowed to make it up later.

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.

Academic dishonesty is taken very seriously on this class. Please review page 38 of the 2011-2012 catalog to view the university's guidelines. It states that "it includes, but is not limited to:
(a) giving or receiving unauthorized aid on examinations,
(b) giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,
(c) submitting the same work for more than one course without the instructor’s permission, and,
(d) plagiarism. Plagiarism is defined as using ideas or Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individual’s 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."

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 Concentration or Minor or Emphasis Template

Department: N/A      College: COT/COB
Date of Submission to the Department: October 5, 2012
Contact Person: Mark Johnson/Linden Dalecki ☒ Faculty member ☐ Chair
New: ☐ Concentration ☒ Minor ☐ Emphasis
Name of Proposed Concentration/Minor/Emphasis: Innovation Engineering

Major in Which Concentration/Minor/Emphasis is to be located: N/A
Associated Major’s CIP Number: 52.0701

Information for Proposed New Concentration/Minor/Emphasis

Name of Major: N/A (if different from above)
Please provide the course information as you wish it to appear in the catalog:

Core:
IE 580 Create: Innovation Engineering I
IE 590 Connect: Innovation Engineering II
IE 670 Commercialize: Innovation Engineering III
IE 680 Experience: Innovation Engineering Case Study

Support Courses:
IE 685 Innovation Engineering Internship
IE 695 Innovation Engineering Independent Study

Date first offered: Fall, 2013 (Year)

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.):
Cost of initial Training and subsequent update training related to the curricula.

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: Use of a nationally recognized curriculum
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 legislation (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.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

[X] Approved: Department Chairperson
   Date 1.18.13 Signature, Department Chairperson

[X] Approved: College Curriculum Committee
   Date 1.18.13 Signature, College Curriculum Committee Chair

[X] Approved: Dean of College
   Date 1.18.13 Signature, Dean

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

[X] 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

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:

Innovation Engineering, 52.0701
(Title and CIP)

☒ New
☐ Derived from Existing Program

October 5, 2012
(DATE SUBMITTED)

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

N/A

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

Name: Innovation Engineering

Description of Purpose/Rationale:

The proposed minor in Innovation Engineering is a collaborative effort of the College of Technology and the Kelce College of Business. The minor will be jointly administered and overseen by a committee composed of faculty members from each college. The minor is designed to build a bridge between the curriculums of the two colleges and to fill an educational need in the Pittsburg State University service area. Specifically, the minor in Innovation Engineering, open to any major on campus, will teach students the techniques and systems used to create, connect, and commercialize unique ideas. The primary purpose is to provide students with the tools necessary to identify potential new ventures, create marketable concepts, connect with potential target markets, and to follow through and commercialize the product, service or activity.

Over the past five years, the national, state and regional economies have struggled. While the local unemployment rate has dropped from a recession induced high of 8.9% to the current level of 6.9%, there are still many individuals unemployed or underemployed across our region. There is a strong need for new business growth to stimulate the economy and bring new opportunities to the regional job market. Innovation Engineering is part of an emerging field designed to stimulate and encourage the formation and development of new ideas in ways that generate marketable products and services, thereby creating new jobs. Innovation Engineering is more than what is traditionally known as entrepreneurship; it extends the creative entrepreneurial process into the existing institutional structures of businesses and organizations. Thus, the Innovation Engineering minor will appeal to those who wish to reenergize and reinvigorate ongoing concerns as well as those planning to start their own businesses.

Currently, Pittsburg State University lacks a entrepreneurial-based curriculum. Although selected courses in both the Kelce College of Business and the College of Technology address the study of entrepreneurship, no program teaches how to bring the entrepreneurial spirit to realization. This is the void that the proposed Innovation Engineering minor will fill.
Research continues to show that entrepreneurial endeavors make significant impact on the economy. One such example is business generated by MIT graduates, identified in the study “Entrepreneurial Impact: The Role of MIT,” conducted by Edward B. Roberts and Charles Eesley of the MIT Sloan School of Management. This study revealed that if the active companies founded by MIT graduates formed an independent nation, their revenues would be equal to the seventeenth-largest economy in the world. Furthermore, the results indicate that the employment effects of these jobs were heavily localized in the region of Massachusetts surrounding MIT.

The creation of an Innovation Engineering minor at Pittsburg State University will provide the state and region a unique opportunity to potentially grow and develop new businesses and jobs. Pittsburg State will be the only university in the Midwest offering the Innovation Engineering minor. The proposed curriculum is based on the work of Doug Hall and his colleagues at the University of Maine’s Innovation Engineering Leadership Institute. The minor, as currently offered at the University of Maine, serves as a benchmark for the proposed Pitt State minor. Details about the University of Maine minor can be found here:

http://foster.target.maine.edu/students/minor

The use of the title “Innovation Engineering” for our proposed curriculum provides important benefits. First, Innovation Engineering creates a tie to the established and nationally recognized work of the University of Maine’s Innovation Engineering Leadership Institute and Doug Hall’s Eureka! Ranch International organization which employs Innovation Engineering techniques in its corporate training programs world-wide. Organizations currently implementing Innovation Engineering include the U.S. Department of Commerce’s National Institute of Standards and Technology and their Manufacturing Extension Partnership. Second, implementation of the Innovation Engineering program opens access to the “tool box” of proven techniques used in innovation as well as the approved curriculum for students needed to be certified in the Innovation Engineering process. Its use will also strengthen the marketability of our students as well as provides opportunities for Pitt State to work collaboratively with local and regional industries which already employ Innovation Engineering techniques.

Unlike the courses which make up our existing traditional minors, the proposed Innovation Engineering courses do not have external prerequisites. Thus, the program will be open not only to all business and technology majors, but to majors across each of our colleges. The Innovation Engineering framework has a proven track record and provides an opportunity for our campus to offer a distinct program that is differentiated from the current entrepreneurship programs found at other regional colleges and universities.

By combining the unique talents of the faculties of the Kelce College of Business and the College of Technology, the Innovation Engineering minor will expose our students to the tools and techniques of innovation and entrepreneurship. The program will expand and enhance our curriculum and provide opportunities for our students to expand and build upon their ambitions. Furthermore, over time, the minor will enable us to grow the regional job base by creating, connecting, and commercializing business concepts in new and emerging fields.
III. Provide curriculum for the major and indicate courses required for each concentration/emphasis:

N/A
Name of Major

If the format below does not fit your curriculum outline, please use the text box, at the end of this section.

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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<td>Core Courses:</td>
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Total: ___________

**Innovation Engineering**
(Name of Concentration/Minor/Emphasis)

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>New Concentration/Minor/Emphasis:</td>
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<tr>
<td>IE 580 – Create: Innovation Engineering I</td>
<td>3</td>
</tr>
<tr>
<td>IE 590 – Communicate: Innovation Engineering II</td>
<td>3</td>
</tr>
</tbody>
</table>
IE 670 – Commercialize: Innovation Engineering III 3
IE 680 – Experience: Innovation Engineering Case Study 3
IE 685 – Innovation Engineering Internship 3
IE 695 – Innovation Engineering Independent Study 3


Total: 18

If the above format does not fit your curriculum outline, please use this text box: ______
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: 4

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

C. Preparation of faculty (indicate level of degrees): Bachelors_____; Masters_____; Doctors____

D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): Dr Mark Johnson - HRD 879 Professional Presentations; TM 679 Presentation Skills, HRD 596 Intro to Human Resource Development + Dr Linden Dalecki - MGMKT 330 Basic Marketing; MGMKT 481 Advertising Management; MGMKT 600 Entertainment Marketing; MGMKT 600 Digital Content Marketing; MGMKT 600 Retail Survey; MGMKT 821 Retail Survey + 2 Additional Fulltime and/or Adjunct Faculty
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: N/A        College: COB/COT
Date of Submission to the Department: October 5, 2012
Contact Person: Mark Johnson/Linden Dalecki        ☑ Faculty member ☐ Chair

Title of Course: Create: Innovation Engineering I
Credit Hours: 3
Course Number: IE 580
Hegis Number: ______
Date first offered: Fall 2013
(Semester/Year)
To be Offered: ☑ Fall ☑ Spring ☐ Summer
(check all that apply)
Estimated Enrollment: 15

Prerequisite(s): none

This course is: ☑ Required ☐ Elective

If this course is "required," which major(s) will require it? NA (core of Minor)

Course Description: IE 580 Create: Innovation Engineering I. 3 hours. The first course in Innovation Engineering will provide a systematic approach to creativity, the foundation for students to understand how to generate innovative ideas in any field. The course gives students the theories behind and practice using tools to generate meaningfully unique ideas. These tools engage creative stimulus, diversity, and mining for technology and economic, social and cultural trends. The course will examine case histories that demonstrate how social and cultural contexts and human institutions have been influenced by innovative individuals who have realized original ideas in practice.
(as it will appear in the catalog)

Purpose/Justification for Course: This course serves as the foundation for one’s understanding of how to generate innovative ideas in any field.

Objectives/Student Learning Outcomes:
1) Discover diversity in thinking style preference and the value of diversity in group work.
2) Develop the process of using and creating tools in a systematic approach to creativity.
3) Identify the concepts of Innovation Engineering
4) Determine criteria for assessment and self assessment; courage, self awareness, intrinsic motivation, leadership, responsibility, and a focus on meaningful uniqueness.
5) Identify the basic values of the innovation program; social responsibility, environmental stewardship, and universal access.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Group work
Journaling of ideas
Individual projects

PLEASE ATTACH SYLLABUS

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.):
$1500 plus travel expenses for cost of initial training and subsequent update training related to the curricula.

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: A semester fee of $100 per student to cover use of licensed material.
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.)?  NA

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 1.18.13 Signature, Department Chairperson
  [Signature]

☑ Approved: College Curriculum Committee
  Date 1.18.13 Signature, College Curriculum Committee Chair
  [Signature]

☑ Approved: Dean of College
  Date 1.18.13 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 1.23.13 Signature, Undergraduate Curriculum Committee Chair
  [Signature]

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

Please Note
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Course Number: IE 580  Title: Create: Innovation Engineering I
Credit Hours: 3  Time Schedule: TBD
Instructor: TBD  Office Phone:
Office: email:
Office Hours:

I. COURSE DESCRIPTION
The first course in Innovation Engineering will provide a systematic approach to creativity, the foundation for students to understand how to generate innovative ideas in any field. The course gives students the theories behind and practice using tools to generate meaningfully unique ideas. These tools engage creative stimulus, diversity, and mining for technology and economic, social and cultural trends. The course will examine case histories that demonstrate how social and cultural contexts and human institutions have been influenced by innovative individuals who have realized original ideas in practice.

II. PREREQUISITE
None

III. PURPOSE OF THE COURSE
This course serves as the foundation for one's understanding of how to generate innovative ideas in any field.

IV. COURSE OBJECTIVES
Upon completion of the course, students should be able to:
1) Discover diversity in thinking style preference and the value of diversity in group work.
2) Develop the process of using and creating tools in a systematic approach to creativity
3) Identify the concepts of Innovation Engineering
4) Determine criteria for assessment and self-assessment; courage, self-awareness, intrinsic motivation, leadership, responsibility, and a focus on meaningful uniqueness.
5) Identify the basic values of the innovation program; social responsibility, environmental stewardship, and universal access.

V. REQUIRED TEXT AND MATERIALS
Innovation Engineering Workbook, University of Maine & Eureka! Institute, Inc, 2011
Jump Start Your Brain V 2.0, Doug Hall and David Wecker, Cincinnati, OH, Clerisy Press, 2008
VI. INSTRUCTIONAL RESOURCES
Innovative Engineering, Manufacturing Engineering Partnership, National Institute of Standards and Technology

VII. TEACHING STRATEGIES
Readings in textbook, and other printed materials
PowerPoint presentations
Group Work
Individual assignments

VIII. REQUIREMENTS FOR COURSE

A. Class Attendance
Class attendance is mandatory. Students who regularly miss will find themselves falling quickly behind in this class. The class is both lecture and an interactive class.

B. Email
All students, upon registering for classes at Pittsburg State University, have a pre-assigned email address and account. All students in IE 580 are required to activate their accounts by the first week of class. Crucial class correspondence may occur through this medium throughout the semester.

C. Written Assignments
There will be a class project due one week before the final exam. In addition, there will be a variety of individual and group assignments to be turned in throughout the semester. All assignments are due before the next class and are to be turned in electronically.

D. Midterm Exam
There will be a midterm exam to cover the material in the first half of the semester.

E. Final Exam
The final exam will be a comprehensive exam.

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

G. Academic Honesty
Students are expected to do their own work. Dishonest actions by the student may result in punitive actions against the student. Students should read the University’s policy on Academic Honesty and Integrity at the following link:
http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot
H. Syllabus Supplement
Students may find general information on university policies related to class work on
The Fall 2012 Syllabus Supplement, which is now available on the Registrar's office web
site at http://www.pittstate.edu/office/registrar/. Click on Forms and then Syllabus
Supplement Fall 2012.

IX. EVALUATION

A. Overall Evaluation
   1. The student is evaluated on their participation in class.
   2. The student is evaluated on the completion and quality assignments
   3. The student is evaluated on their knowledge of the material covered in
class as demonstrated on the midterm and final exams.

B. Evaluation Criteria
   1. Attendance and Participation          20% points
   2. Homework Assignments                40%
   3. Midterm Exam                        20%
   4. Final Exam                          20%

C. Grading System
   1. A=90-100%
   2. B=80-89%
   3. C=70-79%
   4. D=60-69%
   5. F=59% or lower

X. COURSE CONTENT

Diversity
Creative Tools
Systems Approach
Innovative Engineering
Assessment
Core Values of Innovation Engineering
Title of Course: Connect: Innovation Engineering II

Course Number: IE 590

Date first offered: Fall 2013

To be Offered: ☒ Fall ☒ Spring ☐ Summer

Prerequisite(s): IE 580

This course is: ☒ Required ☐ Elective

If this course is "required," which major(s) will require it? NA (core of Minor)

Course Description: IE 590 Connect: Innovation Engineering II. 3 hours. Combines elements of several disciplines: clear, precise and creative expression. Attention to narrative power of visual imagery as well as text; an emphasis on writing as a method of prototyping and technology translation. Students learn to communicate the benefit, the uniqueness, and the credibility of a concept to others. Students work with innovators to explore and translate the benefits of technical and specialized ideas to a target audience. Students will learn how to evaluate the meaningful uniqueness of ideas through the process of articulation and to translate big ideas into words that persuade others to take action. Prerequisite: IE 580.

(as it will appear in the catalog)

Purpose/Justification for Course: Allow the students to learn how to evaluate the meaningful uniqueness of ideas through the process of articulation and to translate big ideas into words and images that persuade others to take action.

Objectives/Student Learning Outcomes:
1) State ideas with clarity and precision.
2) Present ideas in a dynamic and engaging way
3) Target the concept to a particular audience with meaningfully uniqueness.
4) Incorporate a variety of methods into the marketing message.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Exams, Writer's Notebooks, Individual and Group presentations

PLEASE ATTACH SYLLABUS
Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.):
$1500 plus travel expense for cost to cover initial training and subsequent upgrade training of curricula.

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: $100 per student fee to cover licensing fee for use of branded curriculum.
Is this course to be considered for General Education? □ Yes ☒ No

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

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

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

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

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

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

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

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
   Date 1.18.13 Signature, Department Chairperson
   [Signature]

☑ Approved: College Curriculum Committee
   Date 1.18.13 Signature, College Curriculum Committee Chair
   [Signature]

☑ Approved: Dean of College
   Date 1.18.13 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 11.22.13 Signature, Undergraduate Curriculum Committee Chair
   [Signature]

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

Please Note
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate Undergraduate Curriculum Committee may result in an additional month added to the process.
Course Number: IE 590 Title: Connect: Innovation Engineering II

Credit Hours: 3  Time Schedule: TBD

Instructor: TBD  Office Phone:

Office: email:

Office Hours:

I. COURSE DESCRIPTION

Combines elements of several disciplines: clear, precise and creative expression. Attention to narrative power of visual imagery as well as text; an emphasis on writing as a method of prototyping and technology translation. Students learn to communicate the benefit, the uniqueness, and the credibility of a concept to others. Students work with innovators to explore and translate the benefits of technical and specialized ideas to a target audience. Students will learn how to evaluate the meaningful uniqueness of ideas through the process of articulation and to translate big ideas into words that persuade others to take action.

II. PREREQUISITE

IE 580 Create Innovation Engineering I

III. PURPOSE OF THE COURSE

This course allows the students to learn how to evaluate the meaningful uniqueness of ideas through the process of articulation and to translate big ideas into words and images that persuade others to take action.

IV. COURSE OBJECTIVES

Upon completion of the course, students should be able to:
1) State ideas with clarity and precision,
2) Present ideas in a dynamic and engaging way,
3) Target the concept to a particular audience with meaningfully uniqueness,
4) Incorporate a variety of methods into the marketing message.

V. REQUIRED TEXT AND MATERIALS

Hall, D., Jump Start Your Business Brain, Cincinnati, OH, Clerisy Press, 2001
Hall, D., and Wecker, D., Jump Start Your Brain V 2.0, Cincinnati, OH, Clerisy Press, 2008
VI. INSTRUCTIONAL RESOURCES
Innovative Engineering, Manufacturing Engineering Partnership, National Institute of Standards and Technology

VII. TEACHING STRATEGIES
Readings in textbook and other printed materials
PowerPoint presentations
Group Work
Individual writing assignments

VIII. REQUIREMENTS FOR COURSE

A. Class Attendance
Class attendance is mandatory. Students who regularly miss will find themselves falling quickly behind in this class. The class is both lecture and an interactive class.

B. Email
All students, upon registering for classes at Pittsburg State University, have a pre-assigned email address and account. All students in IE 590 are required to activate their accounts by the first week of class. Crucial class correspondence may occur through this medium throughout the semester.

C. Written Assignments
There will be a class project due one week before the final exam. In addition, there will be a variety of individual and group assignments to be turned in throughout the semester. All assignments are due before the next class and are to be turned in electronically.

D. Writer’s Notebook
Students will develop a journal of ideas that will be written and re-written to create a clear precise marketing message. These will be reviewed and shared throughout the semester with the instructor and other students for peer review.

E. Final Exam
The final exam will be a comprehensive exam.

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

G. Academic Honesty
Students are expected to do their own work. Dishonest actions by the student may result in punitive actions against the student. Students should read the University’s policy on Academic Honesty and Integrity at the following link:
http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot
H. Syllabus Supplement
Students may find general information on university policies related to class work on
The Fall 2012 Syllabus Supplement, which is now available on the Registrar's office web
site at http://www.pittstate.edu/office/registrar/. Click on Forms and then Syllabus
Supplement Fall 2012.

IX. EVALUATION

A. Overall Evaluation
1. The student is evaluated on their participation in class.
2. The student is evaluated on the completion and quality assignments
3. The student is evaluated on their knowledge of the material covered in
class as demonstrated on the midterm and final exams.

B. Evaluation Criteria
1. Class Participation 20%
2. Graded Homework 35%
3. Writer's Notebook 20%
4. Final Exam 25%

C. Grading System
1. A=90-100%
2. B=80-89%
3. C=70-79%
4. D=60-69%
5. F=59% or lower

X. COURSE CONTENT

Creating a meaningfully unique message.
Writing the message to a particular audience.
Writing with clarity and expression.
Delivering effective visual presentations.
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: N/A College: COB/COT

Date of Submission to the Department: October 5, 2012

Contact Person: Mark Johnson/Linden Dalecki ☑ Faculty member ☐ Chair

Title of Course: Commercialize: Innovation Engineering III Credit Hours: 3

Course Number: IE 670 Hegis Number: ______

Date first offered: Fall 2013 (Semester/Year)

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

Prerequisite(s): IE 580, IE 590

This course is: ☑ Required ☐ Elective

If this course is “required,” which major(s) will require it? NA (core of Minor)

Course Description: IE 670 Commercialize: Innovation Engineering III. 3 hours. Students work with real product and service ideas and create working prototypes to find the flaws of a design quickly and inexpensively. Topics include application of the scientific method to the prototyping process, sales forecasting, open source technology, patent searching, provisional patent writing and some elements of market research and funding. Prerequisites: IE 580, IE 590.
(as it will appear in the catalog)

Purpose/Justification for Course: This course provides students tools and confidence to commercialize/realize meaningfully unique ideas in any field. Students use common prototyping tools to quickly create, evaluate, and refine designs. An emphasis is placed on universal design and obtaining input from multiple disciplinary perspectives. Students will create prototypes for real product and service ideas and challenges.

Objectives/Student Learning Outcomes:
1) Use prototyping tools to create, evaluate and refine designs.
2) Obtain input from multiple interdisciplinary perspectives.
3) Create prototypes for real product and service ideas and challenges.
4) Explore various theories related to prototyping and the innovation process.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Written Exams, Homework Assignments, Group Projects, Individual Projects

PLEASE ATTACH SYLLABUS

Additional Resources Required (e.g. library or multimedia resources, technology, space, major expense, etc.):
$1500 plus travel expense for cost of initial training and subsequent update training related to the curricula.

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: $100 per student to cover fee for use of licensed curriculum.
Is this course to be considered for General Education? □ Yes  ☒ No

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

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

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

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

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

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

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

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

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

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

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

Please print the final version of this form, apply the appropriate signature, and forward to the Office of the Registrar.
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

[✓] Approved: Department Chairperson
   Date 1.18.13 Signature, Department Chairperson
   [Signature]

[✓] Approved: College Curriculum Committee
   Date 1.18.13 Signature, College Curriculum Committee Chair
   [Signature]

[✓] Approved: Dean of College
   Date 1.18.13 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 11.20.13 Signature, Undergraduate Curriculum Committee Chair
   [Signature]

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

Please Note
This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate Undergraduate Curriculum Committee may result in an additional month added to the process.
Course Number: IE 670  Title: Commercialize: Innovation Engineering III
Credit Hours: 3  Time Schedule: TBD
Instructor: TBD  Office Phone:
Office:  email:
Office Hours:

I. COURSE DESCRIPTION
Students work with real product and service ideas and create working prototypes to find the flaws of a design quickly and inexpensively. Topics include application of the scientific method to the prototyping process, sales forecasting, open source technology, patent searching, provisional patent writing and some elements of market research and funding.

II. PREREQUISITE
IE 580 Create: Innovation Engineering I
IE 590 Connect: Innovation Engineering II

III. PURPOSE OF THE COURSE
This course provides students tools and confidence to commercialize/realize meaningfully unique ideas in any field. Students use common prototyping tools to quickly create, evaluate, and refine designs. An emphasis is placed on universal design and obtaining input from multiple disciplinary perspectives. Students will create prototypes for real product and service ideas and challenges.

IV. COURSE OBJECTIVES
Upon completion of the course, students should be able to:
1) Use prototyping tools to create, evaluate and refine designs.
2) Obtain input from multiple interdisciplinary perspectives.
3) Create prototypes for real product and service ideas and challenges.
4) Explore various theories related to prototyping and the innovation process.

V. REQUIRED TEXT AND MATERIALS
Hall, D., Jump Start Your Business Brain, Cincinnati, OH, Clerisy Press, 2001
Hall, D., and Wecker, D, Jump Start Your Brain V 2.0, Cincinnati, OH, Clerisy Press, 2008
Innovation Engineering Workbook, University of Maine & Eureka! Institute, Inc., 2011
VI. INSTRUCTIONAL RESOURCES
Innovative Engineering, Manufacturing Engineering Partnership, National Institute of Standards and Technology

VII. TEACHING STRATEGIES
Readings in textbook and other printed materials
Business Simulation and Case Studies
Group and Individual Problem Solving
Work with real-world inventors and businesses
Guest Lectures

VIII. REQUIREMENTS FOR COURSE

A. Class Attendance
Class attendance is mandatory. Students who regularly miss will find themselves falling quickly behind in this class. The class is both lecture and an interactive class.

B. Email
All students, upon registering for classes at Pittsburg State University, have a pre-assigned email address and account. All students in IE 680 are required to activate their accounts by the first week of class. Crucial class correspondence may occur through this medium throughout the semester.

C. Written Assignments
There will be a class project due one week before the final exam. In addition, there will be a variety of individual and group assignments to be turned in throughout the semester. All assignments are due before the next class in hard copy unless otherwise noted.

D. Information Mining
Many in-class activities will involve “information-mining”- it is far easier to do this with a laptop and we encourage you to bring your laptop to class.

E. Exams
There will be a unit take home exam and midterm.

F. Final Exam
The final exam will be a comprehensive take-home exam.

G. Special Concerns:
Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact me as soon as possible to make necessary accommodations.
H. Academic Honesty

Students are expected to do their own work. Dishonest actions by the student may result in punitive actions against the student. Students should read the University’s policy on Academic Honesty and Integrity at the following link:
http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.doc

I. Syllabus Supplement

Students may find general information on university policies related to class work on The Fall 2012 Syllabus Supplement, which is now available on the Registrar's office web site at http://www.pittstate.edu/office/registrar/. Click on Forms and then Syllabus Supplement Fall 2012.

IX. EVALUATION

A. Overall Evaluation

1. The student is evaluated on their participation in class.
2. The student is evaluated on the completion and quality assignments
3. The student is evaluated on their knowledge of the material covered in class as demonstrated on the midterm and final exams.

B. Evaluation Criteria

1. Attendance 14%
2. Homework 21%
3. 1st Take Home Exam 10%
4. Midterm 15%
5. ABC Cycle 20%
6. Final take home exam 20%

C. Grading System

1. A=90-100%
2. B=80-89%
3. C=70-79%
4. D=60-69%
5. F=59% or lower

X. COURSE CONTENT

User Interface Prototyping
Deming/PDCA Cycle
State Gate Product Innovation Process
Information Mining
Universal Design
Gathering input and ideas from multiple disciplinary sources
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: N/A     College: COB/COT
Date of Submission to the Department: October 5, 2012
Contact Person: Mark Johnson/Linden Dalecki     ☑ Faculty member     ☐ Chair

Title of Course: Experience: Innovation Engineering Case Study
Credit Hours: 3

Course Number: IE 580
Hegis Number: _____

Date first offered: Fall 2013
(Semester/Year)

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

Estimated Enrollment: 15

Prerequisite(s): IE 580, IE 590, IE 670

This course is: ☑ Required     ☐ Elective

If this course is “required,” which major(s) will require it? NA (core of Minor)

Course Description: IE 680 Experience: Innovation Engineering Case Study, 3 hours. Through weekly case studies and in rapidly changing peer teams, students generate ideas, articulate innovations through writing and research potential technologies and markets in context of real world businesses or nonprofit organizations. Through this process, students will learn to identify the best opportunities and to set up systems for generating and implementing new ideas in a wide range of organizations. Prerequisites: IE 580, IE 590, IE 670.

(as it will appear in the catalog)

Purpose/Justification for Course: This course gives students a variety of experiences and contexts in which to integrate and apply concepts and skills from the first three courses of the Innovation Engineering Minor. Through multiple case studies involving real businesses and non-profit organizations, students will put in practice systems for idea creation, connection, and commercialization.

Objectives/Student Learning Outcomes:
1) Create meaningfully unique ideas for a variety of organizations
2) Articulate product/service ideas with clarity and persuasion
3) Estimate Sales Volumes
4) Balance conflicts and tradeoffs of ideas marketing promise, product/service reality and profit opportunity.
5) Work in teams on focused projects
6) Have confidence in their ability to take a variety of roles in the team process

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Team project work, Deliverables (i.e., product concepts, marketing messages, sales forecasts, etc.)

PLEASE ATTACH SYLLABUS

Additional Resources Required (e.g., library or multimedia resources, technology, space, major expense, etc.): $1500 plus travel expenses for cost of initial training and subsequent update training related to the curricula.

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: $100 per student fee to cover cost of fees for use of licensed curriculum.
Is this course to be considered for General Education? □ Yes  ☒ No

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

_____  

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

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

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

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

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

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

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

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

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

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

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

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
Date 1.18.13 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 1.18.13 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 1.18.13 Signature, Dean

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 1.27.13 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.
College of Business/College of Technology
Pittsburg State University

Course Number: IE 680 Title: Experience: Innovation Engineering Case Study
Credit Hours: 3 Time Schedule: TBD
Instructor: TBD Office Phone:
Office: email:
Office Hours:

I. COURSE DESCRIPTION
Through weekly case studies and in rapidly changing peer teams, students generate ideas, articulate innovations through writing and research potential technologies and markets in context of real world businesses or nonprofit organizations. Through this process, students will learn to identify the best opportunities and to set up systems for generating and implementing new ideas in a wide range of organizations.

II. PREREQUISITE
- IE 580 Create: Innovation Engineering I
- IE 590 Connect: Innovation Engineering II
- IE 670 Commercialize: Innovation Engineering III

III. PURPOSE OF THE COURSE
This course gives students a variety of experiences and contexts in which to integrate and apply concepts and skills from the first three courses of the Innovation Engineering Minor. Through multiple case studies involving real businesses and nonprofit organizations, students will put in practice systems for idea creation, connection, and commercialization.

IV. COURSE OBJECTIVES
Upon completion of the course, students should be able to:
1) Create meaningfully unique ideas for a variety of organizations
2) Articulate product/service ideas with clarity and persuasion
3) Estimate Sales Volumes
4) Balance conflicts and tradeoffs of ideas marketing promise, product/service reality and profit opportunity.
5) Work in teams on focused projects
6) Have confidence in their ability to take a variety of roles in the team process

V. REQUIRED TEXT AND MATERIALS
Hall, D., Jump Start Your Business Brain, Cincinnati, OH, Clerisy Press, 2001
VI. INSTRUCTIONAL RESOURCES
Innovative Engineering, Manufacturing Engineering Partnership, National Institute of Standards and Technology

VII. TEACHING STRATEGIES
Readings in textbook and other printed materials
Business Simulation and Case Studies
Group and Individual Problem Solving
Work with real-world inventors and businesses
Guest Lectures

VIII.- REQUIREMENTS FOR COURSE

A. Class Attendance
Class attendance is mandatory. Students who regularly miss will find themselves falling quickly behind in this class. The class is both lecture and an interactive class.

B. Email
All students, upon registering for classes at Pittsburg State University, have a pre-assigned email address and account. All students in IE 690 are required to activate their accounts by the first week of class. Crucial class correspondence may occur through this medium throughout the semester.

C. Written Assignments
There will be a class project due one week before the final exam. In addition, there will be a variety of individual and group assignments to be turned in throughout the semester. All assignments are due before the next class in hard copy unless otherwise noted.

D. Team Work
Many of the class activities will require out of class contact with other students, whether through face-to-face meetings, email, chat or phone.

E. Exams
There will be a midterm and final written exam.

F. Special Concerns:
Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact me as soon as possible to make necessary accommodations.
G. Academic Honesty
Students are expected to do their own work. Dishonest actions by the student may result in punitive actions against the student. Students should read the University’s policy on Academic Honesty and Integrity at the following link:
http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot

H. Syllabus Supplement
Students may find general information on university policies related to class work on The Fall 2012 Syllabus Supplement, which is now available on the Registrar’s office website at http://www.pittstate.edu/office/registrar/. Click on Forms and then Syllabus Supplement Fall 2012.

IX. EVALUATION

A. Overall Evaluation
1. The student is evaluated on their participation in class.
2. The student is evaluated on the completion and quality of assignments
3. The student is evaluated on their knowledge of the material covered in class as demonstrated on the midterm and final exams.

B. Evaluation Criteria
1. Teamwork (in and out of class) 20%
2. Deliverables (group-earned) 20%
3. Class Participation 20%
4. Midterm 20%
5. Final take home exam 20%

C. Grading System
1. A=90-100%
2. B=80-89%
3. C=70-79%
4. D=60-69%
5. F=59% or lower

X. COURSE CONTENT

Classic Creativity
Marketing Mining and Insight Mining
Overt Benefit Promise
Reason to Believe Proof
Meaningful Uniqueness
Fail Fast/Cheap
Bronze, Silver, Gold Ideas
Advance Commercialization
Industrial Strength Invention
Out of the Box Inventing
Advanced Strategies
Simultaneous Engineering
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: N/A  College: COB/COT

Date of Submission to the Department: October 5, 2012

Contact Person: Mark Johnson/Linden Dalecki  ☑ Faculty member  ☐ Chair

Title of Course: Innovation Engineering Internship  Credit Hours: 3

Course Number: IE 685  Hegis Number: ___

Date first offered: Fall 2013
(Semester/Year)

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

Estimated Enrollment: 15

Prerequisite(s): IE 580, IE 590, IE 680, IE 690

This course is: ☐ Required  ☑ Elective

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

Course Description: Through on the job experience, students will gain insight through real world application of the processes and work involved in creating, connecting, and commercializing a new idea into a marketable product or service.
(as it will appear in the catalog)

Purpose/Justification for Course: This course allows students to take what they have learned in the core of the Minor and put it to practical use in the workplace. Students are able to create, connect, and commercialize meaningfully unique ideas in a real-world experiences in both business and nonprofit organizations.

Objectives/Student Learning Outcomes:
1) Work with a business or nonprofit organization in creating ideas for new products or services.
2) Work with a business or nonprofit organization in effectively connecting generated ideas for new products or services to a target audience.
3) Work with a business or nonprofit organization in commercializing ideas for the marketplace.
4) Develop effective team work skills working with a wide variety of people in any field.

Assessment Strategies (e.g. exams, projects, university rubrics, etc.):
Deliverables (List of ideas generated, Marketing plan developed, Commercialization Plan), Mentor reports of student progress and development

PLEASE ATTACH SYLLABUS

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

Creation of Course  Last Revision: Fall, 2012  Page 1 of 4
Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ☐ Yes  ☒ No

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

Rationale:  

Is this course to be considered for General Education? □ Yes  ☒ No

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

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

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

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

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

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

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

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

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

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

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

Please print the final version of this form, apply the appropriate signature, and forward to the Office of the Registrar.
LEGISLATIVE PROCESS
APPLICATION/NOTIFICATION SIGN-OFF SHEET.

Signatures:

☐ Approved: Department Chairperson
  Date 1/1/10 Signature, Department Chairperson
  Paul W. Armes

☑ Approved: College Curriculum Committee
  Date 1/1/10 Signature, College Curriculum Committee Chair

☐ Approved: Dean of College
  Date 10/12/12 Signature, Dean
  Paul W. Armes

☐ 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 1/1/13 Signature, Undergraduate Curriculum Committee Chair
  [Signature]

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

Please Note

This is a two-to-three-month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate Undergraduate Curriculum Committee may result in an additional month added to the process.
PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
    Date 10.8.12 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
    Date 12.5.12 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
    Date 12.5.12 Signature, Dean

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

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

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.
College of Business/College of Technology
Pittsburg State University

Course Number: IE 685 Title: Innovation Engineering Internship

Credit Hours: 3 Time Schedule: TBD
Instructor: TBD Office Phone:
Office: email:
Office Hours:

I. COURSE DESCRIPTION
Through on the job experience, students will gain insight through real world application of the processes and work involved in creating, connecting, and commercializing a new idea into a marketable product or service.

II. PREREQUISITE
IE 580 Create: Innovation Engineering I
IE 590 Connect: Innovation Engineering II
IE 680 Commercialize: Innovation Engineering III
IE 690 Experience: Innovation Engineering Case Study

III. PURPOSE OF THE COURSE
This course allows students to take what they have learned in the core of the Minor and put in to practical use in the work place. Students are able to create, connect, and commercialize meaningfully unique ideas in a real-world experiences in both business and nonprofit organizations.

IV. COURSE OBJECTIVES
Upon completion of the course, students should be able to:
1) Work with a business or nonprofit organization in creating ideas for new products or services.
2) Work with a business or nonprofit organization in effectively connecting generated ideas for new products or services to a target audience.
3) Work with a business or nonprofit organization in commercializing ideas for the marketplace.
4) Develop effective team work skills working with a wide variety of people in any field.

V. REQUIRED TEXT AND MATERIALS
VI. INSTRUCTIONAL RESOURCES
Innovative Engineering, Manufacturing Engineering Partnership, National Institute of Standards and Technology

VII. TEACHING STRATEGIES
On the job partnerships with business and nonprofit organizations

VIII. REQUIREMENTS FOR COURSE

A. Attendance
Attendance policies will be worked out with the organization the student is assisting.

B. Email
All students, upon registering for classes at Pittsburg State University, have a pre-assigned email address and account. All students in IE 685 are required to activate their accounts by the first week of class. Crucial class correspondence may occur through this medium throughout the semester.

C. Assignments
At the end of the semester, students will turn in hard copy or electronic forms of their creation, connection and commercialization plans.

D. Reports
Reports will be completed by both the intern and the supervising mentor at midterm and at the end of the semester regarding the student’s progress and work with the organization.

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

F. Academic Honesty
Students are expected to do their own work. Dishonest actions by the student may result in punitive actions against the student. Students should read the University’s policy on Academic Honesty and Integrity at the following link:
http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot

G. Syllabus Supplement
Students may find general information on university policies related to class work on The Fall 2012 Syllabus Supplement, which is now available on the Registrar's office website at http://www.pittstate.edu/office/registrar/. Click on Forms and then Syllabus Supplement Fall 2012.
IX. EVALUATION

A. Overall Evaluation
   1. The student is evaluated on their attendance and work ethics.
   2. The student is evaluated on the completion and quality of assignments.
   3. The student is evaluated on their work as a team member and contribution to the create, connect, commercialize process.

B. Evaluation Criteria
   1. Teamwork 20%
   2. Assignments 40%
   3. Attendance 20%
   4. Midterm 20%
   5. Reports (mentor and student) 20%

C. Grading System
   1. A=90-100%
   2. B=80-89%
   3. C=70-79%
   4. D=60-69%
   5. F=59% or lower

X. COURSE CONTENT

Dependent on organization chosen to work with the student
Request for New Course Template
(Undergraduate Course Numbers through Course Number 699)

Department: N/A College: COB

Date of Submission to the Department: October 5, 2012

Contact Person: Mark Johnson/Linden Dalecki  Faculty member  Chair

Title of Course: Innovation Engineering Independent Study  Credit Hours: 3

Course Number: IE 695

Date first offered: Fall 2013 (Semester/Year)

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

Prerequisite(s): IE 580, IE 590, IE 680, and IE 690

This course is:  Required  Elective

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

Course Description: Independent study related to creating, connecting and commercializing a meaningfully unique idea within the student's given major under direct supervision of the IE Minor faculty. Allows students to explore potential ideas and test various markets. (as it will appear in the catalog)

Purpose/Justification for Course: This course allows students to take what they have learned in the core of the Minor and develop potential products and services using the Create, Connect, and Commercialize Concept.

Objectives/Student Learning Outcomes: Upon completion of the course, students should be able to:

1) Research potential ideas for new products or services.
2) Research possible target markets for newly created products and services.
3) Investigate possible commercializing of new products and services using the Fail Fast and Cheap approach. This course allows students to take what they have learned in the core of the Minor and develop potential products and services using the Create, Connect, and Commercialize Concept.

Assessment Strategies (e.g., exams, projects, university rubrics, etc.): Research Reports (including idea list, possible markets, fail fast/cheap reports)

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  □ No

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

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

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

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

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

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

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

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

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

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

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

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

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PITTSBURG STATE UNIVERSITY

LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

Signatures:

☑ Approved: Department Chairperson
  Date 10.8.12 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
  Date 12.5.12 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
  Date 12.5.12 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 12.12.13 Signature, Undergraduate Curriculum Committee Chair

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

Please Note:
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College of Business/College of Technology
Pittsburg State University

Course Number: IE 695 Title: Innovation Engineering Independent Study

Credit Hours: 3 Time Schedule: TBD

Instructor: TBD Office Phone:

Office: email:

Office Hours:

I. COURSE DESCRIPTION
Independent study related to creating, connecting and commercializing a meaningfully unique idea within the student’s given major under direct supervision of the IE Minor faculty. Allows students to explore potential ideas and test various markets.

II. PREREQUISITE
IE 580 Create: Innovation Engineering I
IE 590 Connect: Innovation Engineering II
IE 680 Commercialize: Innovation Engineering III
IE 690 Experience: Innovation Engineering Case Study

III. PURPOSE OF THE COURSE
This course allows students to take what they have learned in the core of the Minor and develop potential products and services using the Create, Connect, and Commercialize Concept.

IV. COURSE OBJECTIVES
Upon completion of the course, students should be able to:
1) Research potential ideas for new products or services.
2) Research possible target markets for newly created products and services.
3) Investigate possible commercializing of new products and services using the Fail Fast and Cheap approach.

V. REQUIRED TEXT AND MATERIALS
NA

VI. INSTRUCTIONAL RESOURCES
Innovative Engineering, Manufacturing Engineering Partnership, National Institute of Standards and Technology

VII. TEACHING STRATEGIES
Supervised research with IE faculty into the creation, connection, and commercialization of possible new products and services.

VIII. REQUIREMENTS FOR COURSE

A. Attendance
Attendance policies will be worked out between the supervising faculty and the student.

B. Email
All students, upon registering for classes at Pittsburg State University, have a pre-assigned email address and account. All students in IE 695 are required to activate their accounts by the first week of class. Crucial class correspondence may occur through this medium throughout the semester.

C. Assignments
At the end of the semester, students will turn in hard copy or electronic forms of their research findings.

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

E. Academic Honesty
Students are expected to do their own work. Dishonest actions by the student may result in punitive actions against the student. Students should read the University’s policy on Academic Honesty and Integrity at the following link:
http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot

F. Syllabus Supplement
Students may find general information on university policies related to class work on The Fall 2012 Syllabus Supplement, which is now available on the Registrar’s office web site at http://www.pittstate.edu/office/Registrar/. Click on Forms and then Syllabus Supplement Fall 2012.

IX. EVALUATION

A. Overall Evaluation
1. The student is evaluated on research activity.
2. The student is evaluated on the completion of research reports.
3. The student is evaluated on their work as a researcher and their contribution to the create, connect, commercialize process.

B. Evaluation Criteria
   1. Research activities  25%
   2. Research Findings   50%
   3. Attendance         25%

C. Grading System
   1. A=90-100%
   2. B=80-89%
   3. C=70-79%
   4. D=60-69%
   5. F=59% or lower

X. COURSE CONTENT

Dependent on project chosen by the student