DATE: Monday, March 23, 2015
TIME: 3:00 p.m.
LOCATION: Kansas Technology Center, S102

AGENDA

I. Call to Order

II. Approval of February 23, 2015 minutes

III. Announcements
   
   A. Provost and Vice President of Academic Affairs—Dr. Lynette Olson
   
   B. PSU/KNEA Remarks—Dr. Harry Humphries
   
   C. Student Senate Remarks—Dylan McCollar
   
   D. Unclassified Senate Remarks—Dr. Cathy Lee Arquino
   
   E. University Support Staff Remarks—Barbara Circle
   
   F. Faculty Senate Report—Dr. Julie Dainty

   i. New Faculty Senators selection for two year term by departments. Request sent on March 2nd with a deadline of March 31st.
   
   ii. Change Passwords by Wednesday, March 25th!!!

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

   A. Academic Affairs Committee—Chair: Susan Schreiner, Julie Samuels, Rebecca Butler

   • Undergraduate Curriculum Subcommittee—Chair: Janice Jewett, Julie Samuels
   
   • Library Services Subcommittee—Chair: Kristi Frisbee
   
   • Information Systems Subcommittee—Initial Chair: Khamis Siam, Susan Schriener
   
   • Continuing Studies Subcommittee—Chair: Robert Lindsey, Laura Covert, Carol Werhan
   
   • Departmental Academic Honors Subcommittee—Chair: Rion Huffman, Jamie McDaniel
- Honors College Subcommittee—Chair: Kristin Maceli
- Writing Across the Curriculum Subcommittee—Initial Chair: Mandy Peak Bryan, Grant Moss, Anil Lal, Julie Samuels
- Diversity and Multicultural Affairs Subcommittee—Chair: Carol Werhan, Ann Petersen, Anil Lal

B. Student Faculty Committee—Chair: Shannon Nicklaus, Doug Hague, Josh Letner
C. All University Committee—Chair: Rebeca Book, Bob Kehle, Christel Benson
D. Faculty Affairs Committee—Chair: Susan Schreiner, Justin Honey, Hazel Coltharp
E. Constitution Committee—Chair: Ananda Jayawardhana, Darren Botello-Samson, Hazel Coltharp
F. General Education Committee—Chair: Mark Johnson,
G. Budget Committee—Initial Chair: Rebecca Butler, Anil Lal

All University Committees or Other Appointments

- Academic Honesty Committee—Chair: Julie Samuels

V. Unfinished Business:

A. Expedited Curriculum Legislation—pending administrative discussions, revamping from originally presented.

B. COACHE satisfaction survey motion (tabled from February 23 meeting to March 23 meeting)

VI. New Business:

VII. Open Forum

VIII. Adjournment—Next Meeting, April 20, 2015 at 3:00, S102 KTC.
CURRENT CONSTITUTION LANGUAGE:

Article II.A:

To be eligible for election to the Senate, a person must be a full-time member of the faculty with rank of professor, associate professor, or assistant professor, or instructor (whether tenured, tenure-earning, or non-tenure earning), exclusive of departmental chairs and others whose prime responsibility is administrative; or a person must hold a fractional time appointment of .5 or more with the rank of instructor or higher, providing (Amended 11/18/2002)

(1) That if initially employed on a .5 or more fractional basis that person has had an appointment for at least three semesters (summers may be included), or
(2) That if appointment on a .5 or more fractional basis is made at the person’s own request that it follow a period of at least one year on a full-time basis. The electorate for the Faculty Senate shall consist of the members of the general faculty. The general faculty shall consist of those faculty members eligible for election under this section plus those excluded because of administrative assignments.

PROPOSED LANGUAGE:

Option I

Amend Article II.A of the Constitution so that it now reads

A. To be eligible for election to the Senate, a person must be a fulltime member of the faculty with rank of professor, associate professor, or assistant professor, or instructor (whether tenured, tenure earning, or non-tenure earning), exclusive of departmental chairs and all persons holding an administrative appointment at .5 or above. A person holding a fractional time appointment of .5 or more with the rank of instructor or higher is likewise eligible, providing (Amended 11/18/2002)

(1) that if initially employed on a .5 or more fractional basis that person has had an appointment for at least three semesters (summers may be included), or
(2) that if appointment on a .5 or more fractional basis is made at the person's own request that it follow a period of at least one year on a fulltime basis.

The electorate for the Faculty Senate shall consist of the members of the general faculty. The general faculty shall consist of those faculty members eligible for election under this section plus chairs and directors with teaching responsibilities.

Option II

Amend Article II.A of the Constitution so that it now reads

A. To be eligible for election to the Senate, a person must be a fulltime member of the faculty with rank of professor, associate professor, or assistant professor, or instructor (whether tenured, tenure earning, or non-tenure earning), exclusive of departmental chairs and all persons holding an administrative appointment at .5 or above. A person holding a fractional time appointment of .5 or more with the rank of instructor or higher is likewise eligible, providing (Amended 11/18/2002)

(1) that if initially employed on a .5 or more fractional basis that person has had an appointment for at least three semesters (summers may be included), or
(2) that if appointment on a .5 or more fractional basis is made at the person's own request that it follow a period of at least one year on a fulltime basis.

The electorate for the Faculty Senate shall consist of the members of the general faculty. The general faculty shall consist of those faculty members eligible for election under this section.
Request for Revision to Curriculum

Revision for: ☑ Major ☐ Minor ☐ Emphasis ☐ Certificate

Department: English College: Arts and Sciences

Submission Date: November 24, 2014

Contact Person: Celia Patterson

Name of Existing Major or Minor/Emphasis/Certificate: Bachelor of Arts in English

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

Description of Change: This is a change to the Core Requirements for the B.A. in English. The English Department wishes to delete our one-semester survey of American Literature (ENGL 230) and replace it with a two-semester survey (ENGL 231: American Literature I; ENGL 232: American Literature II). The current Core requires all English majors to take ENGL 230 and our two surveys of British Literature, ENGL 241 and ENGL 242. We propose to delete ENGL 230 from the Core and to require students to take 3 of the following 4 courses as part of the Core Requirements: ENGL 231 (American Literature I), ENGL 232 (American Literature II), ENGL 241 (British Literature I), ENGL 242 (British Literature II). Total credit hours required for the degree will not change. This proposal affects only our Core Requirements, and no changes will be made to the additional requirements for each of our emphases.

Rationale for Change (include changes to curriculum objectives): The English Department wishes to delete its one-semester survey of American literature and replace it with a two-course survey, American Literature I (ENGL 231) and American Literature II (ENGL 232). A two-course survey of American literature is common at many universities and matches our current structure of British Literature I and British Literature II. This change will allow each course to offer more thorough coverage of the breadth, depth, and diversity of American literature.

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

Whether a "yes" or "no" response, please provide an explanation.
This change will affect only students seeking a B.A. in English at PSU.

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
This change will affect only students seeking a B.A. in English at PSU.

Existing Major or Minor/Emphasis/Certificate

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

Core for Traditional, Creative Writing, Technical/Professional Writing, and Language emphases of the Bachelor of Arts in English:

Core Requirements Hours

Request for Revision to Curriculum - Major or Minor/Emphasis/Certificate - Revised Summer 2013 1
ENGL 199 Introduction to English Studies 2
ENGL 202 English Grammar and usage 3
ENGL 220 World Masterpieces 3
ENGL 230 American Literature 3
ENGL 241 British Literature I 3
ENGL 242 British Literature II 3
ENGL 699 Senior Seminar in English 1
18

**Proposed Major or Minor/Emphasis/Certificate:**
List below, the proposed curriculum *as you wish it to appear* in the online catalog:
Core for Traditional, Creative Writing, Technical/Professional Writing, and Language emphases of the Bachelor of Arts in English:
Core Requirements Hours
ENGL 199 Introduction to English Studies 2
ENGL 202 English Grammar and usage 3
ENGL 220 World Masterpieces 3
Any 3 of the following 4 courses:
    ENGL 231 American Literature I 3
    ENGL 232 American Literature II 3
    ENGL 241 British Literature I 3
    ENGL 242 British Literature II 3
ENGL 699 Senior Seminar in English 1
18
Additional Questions

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

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

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

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

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

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

☑ Approved: Department Chairperson
Date 1/22/17 Signature, Department Chairperson

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

☑ Approved: Dean of College
Date 2/14/17 Signature, Dean

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 3/12/15 Signature, Undergraduate Curriculum Committee Chair

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

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

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

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

Please Note: This is a 2-3 month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.

Request for Deletion of Course- Revised Summer 2013
Request for Revision to Curriculum

Revision for: □ Major  □ Minor  □ Emphasis  □ Certificate

Department: MIS  College: Arts and Sciences

Submission Date: 12/10/2014

Contact Person: Darren Botello-Samson

Name of Existing Major or Minor/Emphasis/Certificate: Minor in International Studies

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

Description of Change: Change in hour requirements

Rationale for Change (include changes to curriculum objectives): Reflection of changes to the INT major

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

Whether a “yes” or “no” response, please provide an explanation.
The change is merely a reallocation of credits all within the INT major

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

Whether a “yes” or “no” response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
The change is merely a reallocation of credits all within the INT major

Existing Major or Minor/Emphasis/Certificate
Copy and paste the existing curriculum as it currently appears in the online catalog: see attachment

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

The International Studies minor serves as an excellent complement to majors in Business, Communication, Economics, English, History, Justice Studies, Marketing, Modern Languages and Literature, Social Sciences as well as other degree programs. The minor consists of the twenty-one hour core requirement of the International Studies major listed above plus ten hours from one modern language.

For more information contact Dr. Darren Botello-Samson, Director of International Studies, 327D Russ Hall, or the Department of History, Philosophy, and Social Sciences, 412 Russ Hall.

Proposed Changes

The International Studies minor serves as an excellent complement to majors in Business, Communication, Economics, English, History, Justice Studies, Marketing, Modern Languages and Literature, Social Sciences as well as other degree programs. The minor consists of the twenty-one 24 hour core requirement of the International Studies major listed above plus ten 6 hours from one modern language.

For more information contact Dr. Darren Botello-Samson, Director of International Studies, 327D Russ Hall, or the Department of History, Philosophy, and Social Sciences, 412 Russ Hall.

Proposed Catalog Description

The International Studies minor serves as an excellent complement to majors in Business, Communication, Economics, English, History, Justice Studies, Marketing, Modern Languages and Literature, Social Sciences as well as other degree programs. The minor consists of the 24 hour core requirement of the International Studies major listed above plus 6 hours from one modern language.

For more information contact Dr. Darren Botello-Samson, Director of International Studies, 327D Russ Hall, or the Department of History, Philosophy, and Social Sciences, 412 Russ Hall.
Additional Questions

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

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

   Please give the rationale for additional student fees:

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

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

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

☑ Approved: Department Chairperson
Date 1/24/2013
Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 1/16/2013
Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 1/15/2013
Signature, Dean

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 3/14/2013
Signature, Undergraduate Curriculum Committee Chair

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

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

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

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

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

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

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

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

Revision for:  ☑ Major  ☐ Minor  ☐ Emphasis  ☐ Certificate

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

Submission Date: November, 2014  Revision Effective: Fall, 2015

Contact Person: Kirstin Lawson  ☑ Faculty member  ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Bachelor of Science in Education, History/Government

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

Description of Change: A course in the major has been dropped. The total minimum required hours for this degree is now 139 and will change to 136 with the removal of this course from the program curriculum.

Rationale for Change (include changes to curriculum objectives): POLS 301 State and Local Government is no longer offered

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

☐ Yes  ☑ No

Whether a "yes" or "no" response, please provide an explanation.
Political Science at PSU is no longer offering this course.

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

☐ Yes  ☑ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
The course is no longer being offered by the Political Science program. The KSDE/CAEP standard related to this topic is already covered in POLS 101 US Politics.

Existing Major or Minor/Emphasis/Certificate

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

- I. General education degree requirements for secondary students preparing to teach (31-36 hours)
- II. History/Government Requirements (60 hours)
  - History (36 hours)
  - 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)
  - HIST-430: History: Theory and Practice (3 hours)
  - HIST-619: Kansas and the West (3 hours)
  - One from the following:
HIST-650: Colonial America (3 hours)
OR HIST-652: American Revolution (3 hours)
OR HIST-655: Early American Republic, 1789-1848 (3 hours)
  One from the following:
  HIST-620: History of the South (3 hours)
OR HIST-656: Sectional Crisis and Civil War (3 hours)
OR HIST-657: Reconstruction and New South (3 hours)
OR HIST-660: Industrial America, 1865-1914 (3 hours)
  One from the following:
  HIST-515: World War I (3 hours)
OR HIST-518: Hitler and Nazi Germany (3 hours)
OR HIST-520: World War II (3 hours)
OR HIST-522: Korean and Vietnam Wars (3 hours)
OR HIST-535: Medieval Civilization (3 hours)
OR HIST-540: English History to 1660 (3 hours)
OR HIST-545: English History since 1660 (3 hours)
OR HIST-546: The Age of Empire (3 hours)
OR HIST-548: The French Revolution and Napoleon (3 hours)
OR HIST-610: Modern Europe, 1500 to 1815 (3 hours)
OR HIST-644: The Tudor Age (3 hours)
OR HIST-645: Stuart England (3 hours)
  One from the following:
  HIST-505: African Civilizations (3 hours)
OR HIST-507: Modern Africa (3 hours)
OR HIST-510: Modern Middle East (3 hours)
OR HIST-547: Radical Islam (3 hours)
OR HIST-626: U.S. Iraq and Afghanistan (3 hours)
  One from the following:
  HIST-625: Mexico and the US Southwest (3 hours)
OR HIST-662: Modern America, 1912-1941 (3 hours)
OR HIST-664: Modern America, 1941-1968 (3 hours)
OR HIST-665: Modern America Since 1968 (3 hours)
OR HIST-668: U.S. as a Superpower (3 hours)
  One from the following:
  HIST-523: Early China (3 hours)
OR HIST-524: Early Japan (3 hours)
OR HIST-526: Japan Since 1700 (3 hours)
OR HIST-527: China Since 1700 (3 hours)
OR HIST-529: History of South Asia (3 hours)
OR HIST-531: Samurai: History, Literature, Myth (3 hours)
OR HIST-532: History of Japanese Women (3 hours)
OR HIST-533: US-East Asia Relations (3 hours)
OR HIST-534: Korea Since 1700 (3 hours)
  Social science (21 hours)
  GEOG-106: World Regional Geography (3 hours)
  GEOG-300: Elements of Geography (3 hours)
OR GEOG-304: Human Geography (3 hours)
  POLS-101: U.S. Politics (3 hours)
  POLS-301: State and Local Government and Politics (3 hours)
  POLS-324: Introduction to Comparative Politics (3 hours)
  POLS-661: Constitutional Law I (3 hours)
OR POLS-662: Constitutional Law II (3 hours)

- SOC-100: Introduction to Sociology (3 hours)
- Economics (3 hours)
- ECON-191: Issues in Today’s Economy (3 hours)
- III. Electives (12 hours)
- History (any course numbered 300 and above) (3 hours)
- Political Science (any two courses numbered 300 and above for which they have the prerequisites or permission of instructor) (6 hours)
- HIST/SOC/GEOG/ECON/POL (any course numbered 300 and above for which they have the prerequisites or permission of instructor) (3 hours)

* IV. Professional Education*
- PSYCH-263: Developmental Psychology (3 hours)
- PSYCH-357: Educational Psychology (3 hours)
- EDUC-261: Explorations in Education (3 hours)
- EDUC-307: Clinical Experience (1 hour)
- EDUC-520: Methods and Materials for Academic Literacy (3 hours)
- HIST-479: Techniques for Teaching Middle and Secondary Social Studies (3 hours)
- SPED-510: Overview of Special Education (3 hours)
- Professional Semester (17 hours) ##
- EDUC-458: Methods and Curriculum (3 hours)
- EDUC-462: Secondary and Middle Level Education (2 hours)
- EDUC-464: Foundations of Measurement and Evaluation (2 hours)
- EDUC-480: Supervised Teaching in the Secondary School (3 hours)
- EDUC-482: Supervised Teaching in the Secondary School (5 hours)
- HIST 579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)

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

PSYCH 357 Educational Psychology, EDUC 520 Methods and Materials for Academic Literacy and HIST 479 Techniques for Teaching Middle and Secondary Social Studies require Admission to Teacher Education prior to enrollment in the courses.

HIST 479 Techniques for Teaching Middle and Secondary Social Studies requires admission to History/Government Education prior to enrollment in the course.

## Majors must earn a passing score on the Praxis II 0081 Social Studies exam before being approved to student teach, including enrolling in HIST 579 Supervised Student Teaching and Follow-Up of Teachers.

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

TOTAL minimum semester hours required for Bachelor of Science in Education Degree with a Major in History/Government (139 hours)

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

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

* I. General education degree requirements for secondary students preparing to teach (31-36 hours)
  
Some general education courses are met by major or certification requirements listed below.

* II. History/Government Requirements (57 hours)
  
  o History (36 hours)
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)
HIST-430: History: Theory and Practice (3 hours)
HIST-619: Kansas and the West (3 hours)
One from the following:
HIST-650: Colonial America (3 hours)
OR HIST-652: American Revolution (3 hours)
OR HIST-655: Early American Republic, 1789-1848 (3 hours)
One from the following:
HIST-656: Sectional Crisis and Civil War (3 hours)
HIST-657: Reconstruction and New South (3 hours)
HIST-660: Industrial America, 1865-1914 (3 hours)
One from the following:
HIST-515: World War I (3 hours)
HIST-518: Hitler and Nazi Germany (3 hours)
OR HIST-520: World War II (3 hours)
HIST-522: Korean and Vietnam Wars (3 hours)
HIST-535: Medieval Civilization (3 hours)
HIST-540: English History to 1660 (3 hours)
HIST-545: English History since 1660 (3 hours)
HIST-546: The Age of Empire (3 hours)
HIST-548: The French Revolution and Napoleon (3 hours)
HIST-610: Modern Europe, 1500 to 1815 (3 hours)
HIST-644: The Tudor Age (3 hours)
HIST-645: Stuart England (3 hours)
One from the following:
HIST-505: African Civilizations (3 hours)
HIST-507: Modern Africa (3 hours)
HIST-510: Modern Middle East (3 hours)
HIST-547: Radical Islam (3 hours)
HIST-625: U.S. Iraq and Afghanistan (3 hours)
One from the following:
HIST-625: Mexico and the US Southwest (3 hours)
HIST-662: Modern America, 1912-1941 (3 hours)
HIST-664: Modern America, 1941-1968 (3 hours)
HIST-665: Modern America Since 1968 (3 hours)
HIST-668: U.S. as a Superpower (3 hours)
One from the following:
HIST-523: Early China (3 hours)
HIST-524: Early Japan (3 hours)
HIST-526: Japan Since 1700 (3 hours)
HIST-527: China Since 1700 (3 hours)
HIST-529: History of South Asia (3 hours)
HIST-531: Samurai: History, Literature, Myth (3 hours)
HIST-532: History of Japanese Women (3 hours)
HIST-533: US-East Asia Relations (3 hours)
HIST-534: Korea Since 1700 (3 hours)
Social Science (18 hours)
GEOG-106: World Regional Geography (3 hours)
GEOG-300: Elements of Geography (3 hours)
OR GEOG-304: Human Geography (3 hours)
POLS-101: U.S. Politics (3 hours)
POLS-324: Introduction to Comparative Politics (3 hours)
POLS-661: Constitutional Law I (3 hours)
OR POLS-662: Constitutional Law II (3 hours)
SOC-100: Introduction to Sociology (3 hours)
Economics (3 hours)
ECON-191: Issues in Today's Economy (3 hours)
III. Electives (12 hours)
History (any course numbered 300 and above) (3 hours)
Political Science (any two courses numbered 300 and above for which they have the prerequisites or permission of instructor) (6 hours)
HIST/SOC/GEOG/ECON/POL (any course numbered 300 and above for which they have the prerequisites or permission of instructor) (3 hours)
IV. Professional Education*
PSYCH-263: Developmental Psychology (3 hours)
PSYCH-357: Educational Psychology (3 hours)
EDUC-261: Explorations in Education (3 hours)
EDUC-307: Clinical Experience (1 hour)
EDUC-520: Methods and Materials for Academic Literacy (3 hours)
HIST-479: Techniques for Teaching Middle and Secondary Social Studies (3 hours)
SPED-510: Overview of Special Education (3 hours)
Professional Semester (17 hours) ##
EDUC-458: Methods and Curriculum (3 hours)
EDUC-462: Secondary and Middle Level Education (2 hours)
EDUC-464: Foundations of Measurement and Evaluation (2 hours)
EDUC-480: Supervised Teaching in the Secondary School (3 hours)
EDUC-482: Supervised Teaching in the Secondary School (5 hours)
HIST-579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)

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

PSYCH 357 Educational Psychology, EDUC 520 Methods and Materials for Academic Literacy and HIST 479 Techniques for Teaching Middle and Secondary Social Studies require Admission to Teacher Education prior to enrollment in the courses.
HIST 479 Techniques for Teaching Middle and Secondary Social Studies requires admission to History/Government Education prior to enrollment in the course.

# Majors must earn a passing score on the Praxis II 0081 Social Studies exam before being approved to student teach, including enrolling in HIST 579 Supervised Student Teaching and Follow-Up of Teachers.

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

TOTAL minimum semester hours required for Bachelor of Science in Education Degree with a Major in History/Government (136 hours)
Additional Questions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Department: TWL    College: Technology

Contact Person: Kenke    ☑ Faculty member    ☐ Chair

Submission Date: 30 Sep 2014

Is this new course proposal related to, and/or affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?
☑ Yes    ☐ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
As a emphasis area for elementary majors, this course establishes the need and direction for STEM in the elementary education classroom as an elective course. It also serves as the first course of the Elementary STEM Education minor for those wishing to specialize in the area of STEM. Correspondence regarding this minor is attached.

Proposed Course:
Course Number: TE301

Title of Course: STEM Experiences for Elementary Education

Credit Hours: 1

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

Prerequisite: None

Course Description (as it will appear in the next catalog):

Purpose/Justification for Proposed Course: This introductory course in technological literacy education focuses on the development and introduction of technology and engineering-based activities to support science and mathematics instruction in the elementary classroom. Through hands-on, problem-based learning activities, students will develop an understanding the importance of and how technology and engineering can be integrated into the elementary classroom to enhance the curriculum and engage students in meaningful activities.

Objectives/Student Learning Outcomes (as it will appear in the syllabus):
Upon completion of the course, students should be able to:
A. Understand the concepts of STEM integration
B. Understand the design loop concept
C. Complete a variety of STEM-based projects that can be used in elementary STEM classrooms
D. Demonstrate an awareness of collaborative instruction in STEM education between science, technology and engineering, and mathematics
E. Work with other students to complete STEM projects and activities
F. Demonstrate an ability to follow technical drawings and technical instructions to complete a task
G. Develop a portfolio of ideas and projects to be used to teach STEM concepts in an elementary classroom
H. Demonstrate an ability to plan, organize, and integrate STEM concepts into the elementary classroom

Request for New Course - Revised Summer 2013
Assessment Strategies [e.g., exams, projects, university rubric, etc. [as it will appear in the syllabus]]

Overall Evaluation
1. The student is graded on his or her ability to answer questions on objective and essay tests.
2. The student is graded on the completion and quality of assigned work.
3. The student is judged on the basis of his or her participation and cooperation in class.

Evaluation Criteria Undergraduate
1. Lab assignments 40%
2. Written work and Exams 35%
3. Class Grade* 10%
4. Final Exam 15%

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

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

2. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
   - [ ] Yes    [ ] No
   - If "yes," please realize that it will need to gain approval of the President's Council.
   
   Please give the rationale for additional student fees:

3. 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.

4. Will this course be required of any education majors?
   - [ ] Yes    [ ] No
   - If "yes," please realize that it will need to have the approval of the Council for Teacher Education.

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

☑ Approved: Department Chairperson
Date 12.6.14 Signature, Department Chairperson

☑ Approved: College Curriculum Committee
Date 12.5.14 Signature, College Curriculum Committee Chair

☑ Approved: Dean of College
Date 12.5.14 Signature, Dean

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

☑ Approved: Council for Teacher Education (if applicable)
Date 2/14/15 Signature, Council for Teacher Education Chair

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 3/15/15 Signature, Undergraduate Curriculum Committee Chair

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

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

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

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

Please Note: This is a 2-3 month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee may result in an additional month added to the process.
Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: Technology

Contact Person: Andy Kienke  ☑ Faculty member  ☐ Chair

Revision Effective: F15 (Semester/Year)

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

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

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

Attached is a sampling of emails between College of Education faculty and administration, Technology & Engineering Education faculty and others. These documents show the topic is collaborative and gives an example of the scope and depth of the discussions. More emails are available upon request.

Purpose/Justification for Revision to Course: The course was originally designed for the Elementary Education minor in Technological Literacy, however, the name did not reflect the emphasis on elementary education, particularly in the areas of technology and engineering in STEM.

Existing Course:
Course Number: TE331

Title of Course: Overview of Technology

Credit Hours: 3

Prerequisite: EDUC261 or Permission of Instructor

Course Description (as it appears in the current catalog): Activity-based course provides an overview of technological systems: communication, power/energy/transportation, manufacturing, and construction. Manipulative activities provide experiences promoting and reinforcing technological literacy content: nature of technology, impacts of technology, engineering design, and abilities for a design world, based on standards for technological literacy. Required for Technology Education majors and recommended for educators in general.

Proposed Course:
Course Number: TE331

Title of Course: Overview of Technology & Engineering in STEM Education

Request for Revision to Course- Revised Summer 2013
Credit Hours: 3

Prerequisite: EDUC 261 or Permission of Instructor

Course Description (as it will appear in the next catalog): Activity-based course provides an overview of technology & engineering concepts. Manipulative activities provide experiences promoting and reinforcing technological literacy content and STEM content, based on standards for technological literacy. Required for Elementary Technological Literacy Minor.
Additional Questions

1. Is this course to be considered for General Education? ☒ Yes ☐ No

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

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

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

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

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

☑ Approved: Department Chairperson
Date __________________ Signature, Department Chairperson __________________

☑ Approved: College Curriculum Committee
Date 12.5.14 Signature, College Curriculum Committee Chair __________________

☑ Approved: Dean of College
Date 12.5.14 Signature, Dean __________________

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

☑ Approved: Council for Teacher Education (if applicable)
Date 2.14.15 Signature, Council for Teacher Education Chair __________________

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 3.14.15 Signature, Undergraduate Curriculum Committee Chair __________________

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

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

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

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

Please Note: This is a 2-3 month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee, may result in an additional month added to the process.

Request for Revision to Course- Revised Summer 2019
STEM Information

From: Alice Sagehorn
  <asagehorn@pittstate.edu>

Subject: STEM information

To: Mike Neden <mneden@pittstate.edu>,
    Andrew Klenke <aklenke@pittstate.edu>
Cc: Julie Samuels <jsamuels@pittstate.edu>,
    H W Smith <hsmith@pittstate.edu>,
    John Iley <jiley@pittstate.edu>

Dear Mike and Andy,

I have been reading more about STEM standards and Elementary Education teacher candidates as a follow up our meeting about a possible STEM minor. I hope you will be able to send the syllabi for the two classes you mentioned at the meeting. I think this would give us a place to start.

I was also wondering if you were able to schedule a time for a trip to UA in December. I know faculty are not expected to be on campus after December 13th, but I wanted you to know that I am available after that date pretty much any day.

Hope you both have a great Thanksgiving holiday.

Alice

Alice C. Sagehorn, PhD
Chairperson/Professor
Teaching and Leadership
Pittsburg State University
Pittsburg, KS 66762
620-235-4499
620-235-4520 Fax
From: Michael Daugherty <mkd03@uark.edu>  
Date: April 22, 2014, 9:50:52 AM CDT  
To: Mike Neden <mneden@pittstate.edu>  
Subject: RE: STEM Minor at PSU

Mike,

Some information that might help you make an argument that is based on research:

Children's career paths are often rooted in the contexts of family, school, and community and the experiences they associate with each of these contexts (Schultheiss, 2008). A large number of research reports indicate that children's ambitions and confidence in science and other STEM areas are largely formed by the time they are 10-14 years old and vary little after this age (Archer, DeWitt, Osborne, Dillon, Willis & Wong, 2012; Murphy & Beggs, 2005; Tai, Qi Liu, Maltese & Fan, 2006). Since interest in STEM subjects and STEM careers is largely formed by the time children reach the upper
elementary or middle school level, it is vital that children be engaged in rich STEM curriculum and learning experiences in early to middle elementary grades, long before the point at which they enroll in courses leading to eventual career paths during high school and college. Unfortunately, most STEM initiatives and projects are launched at the secondary school level—long after the majority of students have made the decision that they do not like science, or that they are not good at math! Many of these students avoid the STEM disciplines for the rest of their lives and programs designed to engage them are too little, too late.

Some of the most prominent business organizations and leaders in the U.S. have joined to express their concern that we maintain and build upon our competitiveness in science and technology in the twenty-first century and beyond (Business Roundtable, 2005). These leaders are concerned that the U.S. may lose its scientific and technological supremacy if taken for granted. It must become a priority to everyone that "students and workers have the grounding in math and science that they need to succeed and that mathematicians, scientists, and engineers do not become endangered species in the United States" (Business Roundtable, 2005, p. 14). In the committee’s mission to double the number of students who attain undergraduate STEM degrees by 2015 a number of recommendations were made. They included: (a) building support for making STEM improvement a national priority, (b) upgrading the K-12 math and science teaching to ensure higher student achievement, (c) building awareness of the importance of more students studying and obtaining degrees in the STEM fields, (d) and making special effort to incorporate those in currently underrepresented groups. (p. 10-11)

The need for strong and engaging STEM programs at the elementary school level also appears to particularly important for female students. Dave, et al (2010) noted that although the number of women majoring in engineering related fields has increased in the last few decades, percentages lag behind those in other STEM disciplines. This problem may be exacerbated by traditional elementary teachers with a limited background and knowledge of STEM fields. Given that many elementary teachers feel apprehensive about teaching STEM lessons (Rittmayer & Beier, 2008), a formula for changing the status quo will
require the infusion of highly skilled STEM educators who can provide engaging lessons and professional development for other educators within the elementary school. There have been some national efforts to integrate technological literacy, engineering, and STEM in the elementary school curriculum like the Engineering is Elementary curriculum, but the overall effect is very limited.

The combined effects of standards-based reforms and accountability demands arising from recent technological and economic changes are requiring schools to accomplish something they have never been required to accomplish previously—ensure that substantially all students achieve at a relatively high level (Corcoran & Silander, 2009). Meeting that challenge will require educational leaders to reexamine the curriculum, the manner in which instruction is delivered, and the level at which core subjects are taught. If STEM is emphasized at all, most schools start STEM instruction at the secondary school level (Means, et al., 2008). Means, et al found that there were at least 315 public STEM schools in the United States as of the 2007-2008 academic year. Eighty-six percent of these schools serve students in grades 9-12 while only 3 to 4 percent serve students in grades 1-5.

Anthony Murphy, Executive Director of the National Center for STEM Elementary Education, notes that we need to begin STEM education early with our children, certainly in elementary school and possibly even younger. Murphy goes on to note that very young children are natural scientists, engineers, and problem-solvers. They try to make sense of the world by touching, tasting, building, dismantling, creating, discovering, and exploring. Yet, research documents that by the time students reach 4th grade, thirty percent of boys and girls have lost an interest in science. By 8th grade, almost 50% have lost interest or deemed it irrelevant to their education or future plans. This means that millions of students have tuned out or lack the confidence to believe they can pursue a future in STEM (Murphy, 2008).

After examining a variety of elementary STEM programs across the nation, Dejamette (2012) suggested that elementary STEM education be greatly expanded to help foster an interest in STEM subject areas for continued interest among students. He further noted that students who complete STEM programs in high school have a greater likelihood
of continuing in STEM fields for college and careers and the same likelihood would occur between the elementary school and the middle school if STEM programs were expanded during the early grades. The goal of educators now should be to look at increasing the number of students interested in STEM programs at middle school and high school and therefore these concepts should be presented at the elementary grade level (Dejamette).

In secondary education, effective teachers with content knowledge in STEM play a key role in student achievement (Murphy, 2008). Almost all of these secondary STEM teachers have a degree or minor in one of the STEM disciplines, but elementary teachers are generalists and typically major in education. So it should not surprise anyone to learn that teachers at the elementary level are somewhat apprehensive about teaching STEM-in large part, they were not prepared to teach STEM effectively? Research shows that many elementary teachers feel anxious about teaching STEM subjects. If they lack confidence, how can they impart passion and knowledge to their elementary students (Murphy)?

Hope this helps,

Mike

Michael K. Daugherty  
Professor of Technology Education  
Department Head - Curriculum and Instruction  
College of Education and Health Professions  
University of Arkansas  
217 Peabody Hall  
Fayetteville AR 72701  
(479) 575-4209 (O)  
(479) 575-6676 (F)

This email, including any attachments, is for the sole use of the intended recipients and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or redistribution is prohibited. If you are not the intended recipient, please contact the sender and delete the original message.
Re: Need Students

From: Alice Sagehorn  <asagehorn@pittstate.edu>  Wed, Aug 20, 2014 11:47 AM

Subject: Re: Need Students

To: Mike Neden <mneden@pittstate.edu>,
Andrew Klenke <aklenke@pittstate.edu>
Cc: Kathy Spillman <kspillman@pittstate.edu>

Mike and Andy,
Are you still planning to come to 215 HH at 1:30 today so we can discuss the Tech minor?

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

---

From: "Mike Neden" <mneden@pittstate.edu>
To: "Kathy Spillman" <kspillman@pittstate.edu>
Cc: "Alice Sagehorn" <asagehorn@pittstate.edu>
Sent: Monday, August 18, 2014 1:48:13 PM
Subject: Need Students

Hey Kathy and Alice,

Andy and I have put together the legislation to add the necessary classes for the Technological Literacy Minor with an emphasis on STEM education and we want to run it past you guys first before we proceed. Also, we need you to
push for a few more elementary teachers to take the 1 hour intro courses. We have a few in each session, but a few more in each one would make it more interesting for them. I will share the syllabus with you and you can promote it to your students. I also want your input on a new Children's Learning Center so that we can move forward with that project. I know everyone is busy this time of year, but we really would like to get these things moving while the iron is hot. Thanks for your help and we look forward to working with you in the future.

Professionally,

Mike

From: "Kathy Spillman" <kspillman@pittstate.edu>
To: "Alice Sagehom" <asagehom@pittstate.edu>, "Mike Neden" <mneden@pittstate.edu>, "Andrew Klenke" <aklenke@pittstate.edu>
Sent: Monday, August 18, 2014 9:18:27 AM
Subject: Meeting

The following is a new meeting request:

Subject: Meeting
Organizer: "Kathy Spillman" <kspillman@pittstate.edu>

Location: 215 Hughes Hall
Time: Wednesday, August 20, 2014, 1:30:00 PM - 2:30:00 PM GMT -06:00 US/Canada Central

Invitees: asagehom@pittstate.edu; mneden@pittstate.edu; aklenke@pittstate.edu
Hey Alice,
Here is our revised schedule to accommodate your students to take GT331 and TE403 on Tuesdays and Thursdays. Call me when you have time and we can finalized this for both of us. Thanks for your help.
Mike
Re: Minor Hours

From: Alice Sagehorn
<asagehorn@pittstate.edu>

Subject: Re: Minor Hours
To: Andrew Klenke <amklenke@pittstate.edu>

We have an EDUC 345 Topics class we could use. It is already on the books.

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

From: "Andrew Klenke" <amklenke@pittstate.edu>
To: "Alice Sagehorn" <asagehorn@pittstate.edu>
Sent: Tuesday, September 30, 2014 10:36:34 AM
Subject: Re: Minor Hours

Is the a 400 level topics course which would work? Senior only courses could affect or limit the options for students.

Sent from my iPhone

On Sep 30, 2014, at 9:02 AM, Alice Sagehorn <asagehorn@pittstate.edu> wrote:

This is what I have. I am also attaching the K-6 Program guide with
Technological Lit classes.

TE 403 (301) Elementary Ed STEM Experience 1
EDTH 330 Technology for the Classroom 3
TE 331 Overview of Technology in STEM 3
EDTH 551 Instruction Techniques for Education 3
TE 551 Collaborative STEM Education 3
EDTH 732 Topics 3
TE 753 Topics 3

After a meeting we had yesterday (John I was there) with Dr. Kahol, I am a bit worried about the 700 level classes. According to Dr. Kahol, only seniors are permitted to take 700 level courses.

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

From: "Andrew Klenke" <aklenke@pittstate.edu>
To: "Alice Sagehorn" <asagehorn@pittstate.edu>
Sent: Tuesday, September 30, 2014 7:21:35 AM
Subject: Minor Hours

Alice,

I am submitting paperwork for minor revisions. Do you have the list of courses which constitute the minor and if so, could you send them to me. I only have 13 hours of courses and I believe in our conversation we had closer to 18 hours. Thanks,

Andy
Dr. Andy Klenke, DTE
Technology & Engineering Education
1701 S. Broadway, W105b KTC
Pittsburg State University
Pittsburg, KS 66762
620-235-4372
Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: Technology and Workforce Learning
Submission Date: 12/16/14

College: College of Technology

Contact Person: Julie Dainty  ☑ Faculty member  ☐ Chair

Revision Effective: Fall 2015 (Semester/Year)

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

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

Whether a “yes” or “no” response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
This course is solely used for the Bachelors of Science in Vocational Technical Education or Technical Teacher Certificate.

Purpose/Justification for Revision to Course: The course is currently focused on evaluation processes that are ultimately performed at the administrative level. Due to statewide and national changes in career and technical education, the course needs to also focus on leadership, professionalism and collaboration. This course is included in the courses required by the state of Kansas for a restricted and full career and technical certificate. New components were adopted for the state regulations and the revisions to this course will be addressing those Kansas State Department of Education changes. A change from two credit hours to three is needed with the additional content and added course expectations.

Existing Course:
Course Number: TTED 698

Title of Course: School Improvement Processes

Credit Hours: 2

Prerequisite: none

Course Description (as it appears in the current catalog): An introductory course examining different methods and theories as to the improvement of schools and the roles in which teachers play in this process.

Proposed Course:
Course Number: TTED 698

Title of Course: Leadership and Professionalism in Career and Technical Education

Credit Hours: 3
Prerequisite: none

Course Description (as it will appear in the next catalog): An introductory course examining different methods and theories as to the improvement of schools and the roles in which teachers play in this process. This course will include exploration of the importance of professionalism, faculty leadership, and collaboration.
Additional Questions

1. Is this course to be considered for General Education? ☐ Yes ☒ No

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

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

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

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

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

☑ Approved: Department Chairperson
Date 9/14/14 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
Date 2/4/15 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
Date 2/9/15 Signature, Dean

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 3/3/15 Signature, Undergraduate Curriculum Committee Chair

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

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

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

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

Please Note: This is a 2-3 month process, at least, and is designed to eliminate questions and concerns at the beginning of the process. Any questions/concerns not addressed prior to the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee, may result in an additional month added to the process.
Request for Revision to Curriculum

Revision for: □ Major  □ Minor □ Emphasis □ Certificate

Department: TME  College: College of Technology

Submission Date: 9/30/2015  Revision Effective: Fall 2015

Contact Person: Klenke  □ Faculty member □ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Minor In Technological Literacy

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

Description of Change: Addition and deletion of courses, as well as some course name changes to reflect a focus on STEM related integration into the elementary classroom.

Rationale for Change (include changes to curriculum objectives): The minor in Technological Literacy with an emphasis in Science, Technology, Engineering, and Mathematics (STEM) education will combine Elementary Education methodology courses with Technology & Engineering Education courses. The purpose of this integrated approach is to prepare elementary teachers with the skills, STEM teaching efficacy, and STEM methodologies to develop quality localized STEM curriculum for their unique classrooms and populations. The technological literacy minor provides the knowledge, skills, and dispositions in STEM education to improve K-6 science, math, and technology teaching to ensure higher academic achievement.

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

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

Although other Regent universities are exploring and implementing STEM related education minors, there is no direct impact or relationship between the university programs. Currently, each university is exploring which STEM curriculum will best meet the needs of their unique elementary education student populations.

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

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

This will be an integrated program between the Technology & Engineering Education program housed within the Department of Technology & Workforce Learning and the College of Education Elementary Education program.

Existing Major or Minor/Emphasis/Certificate

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

The minor in Technological Literacy is available to all majors. The course combines Educational Technology courses with Technology Education courses to provide a comprehensive approach to the practical use and implementation of computer skills, design and problem solving skills and teaching concepts into real world practices and experiences.

Required Courses (20 hours)

Request for Revision to Curriculum- Major or Minor/Emphasis/Certificate- Revised Summer 2013
EDTH-330: Technology for the Classroom  (3 hours)
- TE-331: Overview of Technology  (3 hours)
- EDTH-551: Instructional Technology for Educators  (3 hours)
- TE-551: Integrated Technology for Educators  (3 hours)
- EDTH-732: Topics in Educational Technology  (1-3 hours)
- TE-753: Special Topics in Technology Education  (1-3 hours)

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

Required Courses (19 hours)
- TE301 STEM Experiences for Elementary Education  (1 hour)
- EDTH330 Technology for the Classroom  (3 hours)
- TE 331 Overview of Technology & Engineering in STEM Education  (3 hours)
- EDUC345 Topics in Education: STEM Integration  (3 hours)
- TE403 Special Topics In Technology Education: STEM Delivery Techniques  (3 hours)
- EDTH551 Instructional Techniques for Education  (3 hours)
- TE 551 Integrated Technology & Engineering for Elementary Education  (3 hours)
Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.): In order to facilitate an integrated educational approach, several courses to include the Elementary School Science and Math courses will be taught within the Technology and Engineering Education classroom with the Technology & Engineering teachers. Other courses and instructors will be encouraged to utilize the capabilities of the Technology & Engineering Education Lab.

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

Please give the rationale for additional student fees:

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

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

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

☐ Approved: Department Chairperson
  Date ___/___/___ Signature, Department Chairperson ________________

☑ Approved: College Curriculum Committee
  Date 12.5.14 Signature, College Curriculum Committee Chair ________________

☑ Approved: Dean of College
  Date 12.5.14 Signature, Dean ________________

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

☑ Approved: Council for Teacher Education (if applicable)
  Date 3/4/15 Signature, Council for Teacher Education Chair ________________

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
  Date 3/16/15 Signature, Undergraduate Curriculum Committee Chair ________________

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

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

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

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

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

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

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

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

Department of Technology and Workforce Learning

Technology & Engineering Education

Technological Literacy Minor Revision to Curriculum

Legislative Materials

Fall, 2014
Technological Literacy Minor (with an emphasis in STEM education) for Elementary Education majors

The minor in Technological Literacy with an emphasis in Science, Technology, Engineering, and Mathematics (STEM) education combines Elementary Education methodology courses with Technology & Engineering Education courses. The purpose of the minor is to prepare elementary teachers with the skills, STEM teaching efficacy, and STEM methodologies to develop quality localized STEM curriculum for their own unique classrooms and populations. The technological literacy minor provides the knowledge, skills, and dispositions in STEM education to improve K-6 science, math, and technology teaching to ensure higher academic achievement.

Required Courses:

- TE301 STEM Experience for Elementary Education (NEW COURSE) 1 hour
- EDTH330 Technology for the Classroom (NO CHANGE) 3 hours
- TE 331 Overview of Technology & Engineering in STEM Education (COURSE REVISION) 3 hours
- EDUC345 Topics in Education: STEM Integration (REPLACES SSLS732) 3 hours
- TE403 Special Topics in Technology Education: STEM Delivery Techniques (REPLACES TE753) 3 hours
- EDTH551 Instructional Techniques for Education (SAME AS SSLS551) 3 hours
- TE 551 Integrated Technology & Engineering for Elementary Education (NO CHANGE) 3 hours
- 19 hours

For additional information contact:

Dr. Alice Sagehorn
Teaching and Leadership
201A Hughes Hall
sagehorn@pittstate.edu
620-235-4499

Mr. Mike Noden
Technology and Workforce Learning
W105 Kansas Technology Center
mnoden@pittstate.edu
620-235-4379
Request for Revision to Curriculum

Revision for: ☐ Major ☐ Minor ☐ Emphasis ☒ Certificate

Department: Technology and Workforce Learning  College: College of Technology

Submission Date: 12/16/14  Revision Effective: Fall, 2015  (Year)

Contact Person: Julie Dainty  ☒ Faculty member  ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Technical Teacher Certificate

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

Description of Change: Remove course TTED 608 since the state no longer requires for certification components. Add three courses, TTED 308 (laboratory and shop safety), TTED 698 (Leadership and Professionalism in CTE) and TTED 731 (Adult Learners) to meet additional components outlined by the Kansas State Department of Education. TTED 308 meets component #3 learning environment. TTED 698 addresses components #9 and 11 of the new regulations for professional learning and leadership and collaboration. TTED 731 will provide content for component #2 for learning differences.

Rationale for Change (include changes to curriculum objectives): In order to mirror requirements of the Kansas State Department of Education, changes in the course listing for the Technical Teacher certificate is necessary. One course is no longer required by the state for certification and three additional courses have been added to address changes in state regulations to meet desired components for technical teachers. The courses for this certificate are driven by the requirements outlined by the state department of education.

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

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

This is a stand alone certificate for individuals taking courses required for a career and technical education certification from the Kansas State Department of Education.

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

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

These courses are already offered and will not affect anything other than the certificate itself.

Existing Major or Minor/Emphasis/Certificate

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

Specifically for those individuals who are obtaining coursework with the Technical Teacher Education unit for the purpose of certification within the states of Kansas, Oklahoma and Missouri.

- TTED-391: Student Assessment Development in Vocational/Technical Education (3 hours)
- TTED-395: Task Analysis for Technical Teachers (1 hours)
- TTED-396: Curriculum Usage in Technical Education (2 hours)
• TTED-479: Techniques for Teaching Vocational-Technical Education (3 hours)
• TTED-608: Components of Work-based Learning in Career and Technical Education (3 hours)
• TTED-694: Foundations of Vocational/Technical Education (3 hours)
• TTED-695: Using Technology as an Instructional Tool (2 hours)
• TTED-697: Identification and Instruction of Students with Special Needs (3 hours)
• TTED-780: Classroom Management in Career and Technical Education (3 hours)

Proposed Major or Minor/Emphasis/Certificate:

List below, the proposed curriculum as you wish it to appear in the online catalog:
Specifically for those individuals who are obtaining coursework with the Technical Teacher Education unit for the purpose of certification within the states of Kansas, Oklahoma and Missouri.
• TTED-308 Laboratory and Shop Safety (3 hours)
• TTED-391: Student Assessment Development in Vocational/Technical Education (3 hours)
• TTED-395: Task Analysis for Technical Teachers (1 hours)
• TTED-396: Curriculum Usage in Technical Education (2 hours)
• TTED-479: Techniques for Teaching Vocational-Technical Education (3 hours)
• TTED-698: Leadership and Professionalism in Career and Technical Education (3 hours)
• TTED-694: Foundations of Vocational/Technical Education (3 hours)
• TTED-695: Using Technology as an Instructional Tool (2 hours)
• TTED-697: Identification and Instruction of Students with Special Needs (3 hours)
• TTED-731: Adult Learners (3 hours)
• TTED-780: Classroom Management in Career and Technical Education (3 hours)
Additional Questions

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

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

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

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

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

☐ Approved: Department Chairperson
Date 8/13/14 Signature, Department Chairperson

☒ Approved: College Curriculum Committee
Date 2.4.15 Signature, College Curriculum Committee Chair

☒ Approved: Dean of College
Date 2.9.15 Signature, Dean

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

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

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 3/3/15 Signature, Undergraduate Curriculum Committee Chair

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

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

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

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

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

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

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

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

Request for Revision to Curriculum- Major or Minor/Emphasis/Certificate- Revised Summer 2013