# Pittsburg State University
# Faculty Senate Meeting

**Date**: Monday, Jan 27, 2025
**Time**: 3:00 p.m.
**Location**: Sunflower Room, Overman Student Center

**Agenda**

I. **Call to order**

II. **Campus Update(s):**

III. **Approval of Dec 9, 2024 minutes**

IV. **Announcements**

a. **Provost and Vice President of Academic Affairs - Dr. Susan Bon**

b. **PSU/KNEA Remarks – Khamis Siam**

c. **Student Senate Remarks – Jonah Sandford**

d. **Unclassified Professional Senate Remarks – Greg Belcher**

e. **University Support Staff Remarks – Michelle Hensley**

f. **Graduate College Remarks – Kyle Thompson**

g. **Faculty Senate President's Report – Norman Philipp**

V. **Committee Reports**

a. **Academic Affairs Committee - Chair: Mark Diacopoulos**

- Undergraduate Curriculum Subcommittee - Chair: **Byron McKay**
- Library Services/Leaming Resources Subcommittee - Chair: **Lora Winters**
- Online and Distance Learning Committee - Chair: **Kelly Woestmann**
- Academic Honors Subcommittee - Chair: **Rion Huffman (Brian Moots)**
- Honors College Subcommittee - Chair: **Randy Winzer**
- Writing Across the Curriculum Subcommittee - Chair: **Ashley Shaw**
- Diversity and Multicultural Affairs Subcommittee - Chair: **Dennis Audo**

b. **Student-Faculty Committee - Chair: Serif Uran**

c. **All-University Committee - Chair: Kristen Maceli**

d. **Faculty Affairs Committee - Chair: David Sikolia**

e. **Constitution Committee - Chair: Mark Johnson**

f. **General Education Committee - Chair: Mark Johnson (Michelle Hensley)**

g. **Budget Committee - Chair: Kent Runyan**

h. **Academic Honesty Committee - Chair: David Weaver**

## VI. Unfinished Business:

### a. AI Committee

- Discussion on where this committee/subcommittee should go
    1. Maybe subcommittee under Academic Affairs
    2. One rep from each: Academic Affairs, Constitution, Faculty Affairs, Gen Ed, Library Services, Online & Distance Learning, Student-Faculty, Undergrad Curriculum, Others??? (Provost & CTLT ex-officio)
- Update Constitution (Add committee and members)

## VII. New Business:

### a. Apple Day

- Wednesday, April 2, 2025 (11:00 AM to 1:00 PM)
- Need volunteers
    1. (5-6) Hand out apples in the morning (8 AM – 10 AM)
    2. (10) Assist with games (11 AM – 1 PM)

### b. Constitution

- Review of constitution and by-laws to check university/college titles
- Start audit of senate seats to determine areas for reduction/addition of seats
    1. Propose changing language from “department” to “program”
- Update constitution to form Academic Honors Subcommittee in April

## VIII. Open Forum:

### a. CAS and COT Dean Search Sessions

## IX. Adjournment

- Next Faculty Senate Meeting: **Feb 24, 2025**, in the Sunflower Room, OSC

**Faculty Senate President's Report – Dec 2024**

- Higher Ed mentioned in State of the State by the Governor
  - Budget Updates pending, will have more information in February
- KBOR First 15 Initiative
  - Expect this to be implemented in Fall 2025 or 2026
- HLC 90
  - Presented at Jan KBOR mtg
  - Looking at options for 3 yr bachelor's degrees (90-100 hours)
- KBOR Faculty Awards
  - COFSP submitted a revised draft to present to COCOA
    - Include additional faculty roles (clinical, library, extension, …) and a third award for non-tenure track full-time faculty
  - KBOR is considering adding a faculty award
- KBOR Unified Tuition Assistance Program (UTAP)
  - Presented to COCAO at the January KBOR meeting
  - To be presented to COBO at Feb KBOR mtg
  - Collecting data on current usage of tuition assistance programs from institutions
  - Survey going out to all employees (faculty and staff) at KBOR institutions

## Academic Affairs Committee

Chair: Mark Diacopoulos / Recorder: Christine Brodsky

No Report

## Undergraduate Curriculum Subcommittee

Chair: Byron McKay / Recorder: Anuradha Ghosh

| UGCC voting Jan 2025 | Voting Members Approval of Proposed Changes | | | | | | |
|---|---|---|---|---|---|---|---|
| | Pursley | Carper | Ghosh | McKay | Weaver | Hess* | |
| **In attendance on Jan 16** | X | _ | X | X | X | _ | |
| **Dept: Psychology and Counseling** | | | | | | | |
| BA Psych and BS Psych - revision | _ | _ | _ | _ | _ | | Recommending separate academ. plan. spreadsheet for BA & BS |
| | | | | | | | core course credits are different- 33 credits vs 36 credit |
| Psych 656 - new course | X | _ | X | X | X | | Accepting without comment |
| **Dept: Math and Physics** | | | | | | | |
| CS 200 - new course substituting DSIS 230 | X | _ | X | X | X | | Accepting without comment |
| CS 300 -new course substituting DSIS 240 | X | _ | X | X | X | | Accepting without comment |
| **Dept: Chemistry** | | | | | | | |
| Chem 630 - new course | X | _ | X | X | X | | Accepting without comment |
| Chem 633 - new course | X | _ | X | X | X | | Accepting without comment |
| Chem 635 - new course | X | _ | X | X | X | | Accepting without comment |
| **Dept: Family and Consumer Sciences** | | | | | | | |
| FCS 104 - reactivation | X | _ | X | X | X | | Reactivation accepted, |
| | | | | | | | curriculum revision suggested |
| **Dept: Biology** | | | | | | | |
| BIOL Education emphasis - revision | X | _ | X | X | X | | Revision accepted, |
| | | | | | | | inclusion of current program guide suggested |

*non-voting member

## Library Services/Leaming Resources Subcommittee

Chair: Lora Winters / Recorder: Beth Hendrickson

No Report

## Online and Distance Learning Committee

Chair: Kelly Woestmann / Recorder: Paige Boydston

No Report

## Academic Honors Subcommittee

Chair: Rion Huffman / Recorder:

No Report

**Honors College Subcommittee**

Chair: Randy Winzer / Recorder: Emily George

No Report

**Writing Across the Curriculum Subcommittee**

Chair: Ashley Shaw / Recorder: Janet Zepernick

No Report

**Diversity and Multicultural Affairs Subcommittee**

Chair: Joanne Britz / Recorder: Kristen Maceli

No Report

**Student-Faculty Committee**

Chair: Serif Uran / Recorder: Joanne Britz

No Report

**All-University Committee**

Chair: Kristen Maceli / Recorder: Anna Beth Gilmore

No Report

**Faculty Affairs Committee**

Chair: David Sikolia / Recorder: Kevin Elliott

No report

**Constitution Committee**

Chair: Mark Johnson / Recorder: Beth Hendrickson

No Report

**General Education Committee**

Chair: Mark Johnson / Recorder: Michele Barnaby

Report Pending

**Budget Committee**

Chair: Kent Runyan / Recorder: Karen Johnson

No Report

**Academic Honesty Committee**

Chair: David Weaver / Recorder:

No Report

*PSU Faculty Senate 24-25*

# Faculty Senate Curriculum Revision Form

**Effective Date:** FALL **Submission Date:** 08/19/2024

**Department:** Biology **College of:** Arts & Sciences

**Contact Person:** Christine Brodsky **Minor Required?** No

**Revision** Major/Minor/Emphasis/Certification Name:

**Biology / Biology Education Emphasis**

***If selection is "Deletion" complete questions 2, 3, & 4, then complete signatures.***

**Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.**
**Used to change program name and/or curriculum, effective the upcoming academic catalog.**
**Removes Major/Minor/Emphasis/Certificate from upcoming catalog.**

1. Describe your Changes:

Updating curriculum to move one preferred General Education course (CHEM 215/216; 5 hours) into the major requirements. We previously requested an exception for CHEM 215/216 to be taken with KBOR General Education, as this course is a prerequisite to upper-division Chemistry. We seek to now permanently move CHEM 215/216 into the emphasis curriculum and correspondingly remove Biology elective hours to equal 120 total hours.

2. Rationale for change, including changes to curriculum objectives:

Comply with KBOR requirement to not require specific Gen Ed courses within curriculum.

3. Will this change affect any education majors? ***If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.***

☑ Yes ○ No

**4. If this change affects any other department on campus, please attach any email notifications between departments.**

**5. Does the revision meet University catalog definitions for majors, minors, emphases, and certificates as appropriate?**

☑ Yes ○ No

**6. Will additional resources or costs will be required?**

○ Yes ◉ No

**If so, what will be needed?**

**Definition of an Emphasis**
Area of Emphasis is a specific subject area that exists within an approved degree program and major. At Pittsburg State University a minimum of 12 credit hours and no more than 24 credit hours are expected for an area of emphasis in a baccalaureate degree program.

**Definition of a Minor**
Minors at Pittsburg State University may range from 15 to 24 credit hours. When selected to accompany a degree that requires a minor there must be at least nine unique credit hours in the minor that are not found in the student's major in order to meet graduation requirements. In instances where the major requires a minor (not the degree type), academic departments/schools may specify minors that best achieve the learning objective for their students.

**Definition of Certificate Program**
A certificate program can be undergraduate or graduate in course content and provides a specific body of knowledge for personal or career development or professional continuing education. Certificates may be taken while also pursuing a degree or independent from any other studies at Pittsburg State University. It is recommended that if the student is only pursuing a certificate and not in conjunction with a degree and wishes to apply for federal financial assistance that they visit with personnel in the Student Financial Assistance office regarding the eligibility for aid for the certificate of interest. At Pittsburg State University a certificate can range from 12 credit hours to 24 credit hours.

# Authorization Sign-Off Sheet

**Checklist**

- [x] Program guide from current catalog.
- [x] Academic Planning Excel attached.
- [x] 120 Credit hours met.
- [x] Course Id's match Course names.
- [x] Course hours are correct.
- [x] Listed courses are currently active
- [x] Needed Documentation attached.

**-Approved: Department Chair/Director**
**Date:** 08/19/2024 **Signature:** _____

**-Approved: College Curriculum Committee**
**Date:** 11/6/24 **Signature:** Christopher Childers

**-Approved: Dean of College**
**Date:** 11/6/24 **Signature:** Christopher Childers

**-Approved: Council for Teacher Education (if applicable**
**Date:** 12/4/24 **Signature:** _____

**-Approved: University Undergraduate Curriculum Committee**
**Date:** 1/21/25 **Signature:** _____

**-Approved: Faculty Senate**
**Date:** _____ **Signature, Recorder Faculty Senate:** _____

**Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.**

**Originating Department: After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.**

# Biology Education Emphasis

**Degree: Bachelor of Science**

**Major: Biology**

**Emphasis: Biology Education**

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

## Biology Core Requirements (45 hours)

__ BIOL-211 Principles of Biology I (4 hours)
__ BIOL-212 Principles of Biology II (4 hours)
__ BIOL-257 Anatomy and Physiology (3 hours)
and __ BIOL-258 Anatomy and Physiology Laboratory (2 hours)
__ BIOL-300 Assisting in the Biology Laboratory (1 hour)
__ BIOL-322 Genetics (3 hours)
and __ BIOL-323 Genetics Laboratory (2 hours)
__ BIOL-330 Principles of Ecology (3 hours)
__ BIOL-371 General Microbiology (3 hours)
and __ BIOL-372 General Microbiology Laboratory (2 hours)
__ BIOL-529 Evolution (3 hours)

### Select one Field course from:

__ BIOL-303 Regional Natural History (3 hours)
__ BIOL-405 Taxonomy of Vascular Plants (4 hours)
__ BIOL-533 Ichthyology (4 hours)
__ BIOL-534 Herpetology (4 hours)
__ BIOL-535 Ornithology (4 hours)
__ BIOL-536 Mammalogy (3 hours)
__ BIOL-561 General Entomology (3 hours)

### Select one Social Perspectives course from:

__ BIOL-313 Principles of Conservation (3 hours)
__ BIOL-605 Bioethics (3 hours)
__ BIOL-617 Environmental Health (3 hours)

## Biology Electives (9 hours)

## Professional Education Requirements (20 hours)

***See notes *1***

__ EDUC-261 Explorations in Education (3 hours)
__ EDUC-370 Organization and Management of the Middle and Secondary Classroom (2 hours)
__ BIOL-479 Techniques for Teaching Biology (3 hours)
or __ EDUC-479 Effective Teaching Strategies for Middle and Secondary (3 hours)
*Note: Can only be taken after admission to Teacher education.*
__ EDUC-520 Methods and Materials for Academic Literacy (3 hours)
*Note: Can only be taken after admission to Teacher education.*
__ PSYCH-263 Developmental Psychology (3 hours)
__ PSYCH-357 Educational Psychology (3 hours)
*Note: Can only be taken after admission to Teacher education.*
__ SPED-510 Overview of Special Education (3 hours)
*Notes *1: See Admission to Professional Semester for professional education grade point requirements.*

## Professional Semester (15 hours)

__ BIOL-579 Supervised Student Teaching and Follow-Up of Teachers (2 hours)
__ EDUC-458 Methods and Curriculum (3 hours)
__ EDUC-464 Measurement and Evaluation (2 hours)
__ EDUC-475 Supervised Clinical Experience (9 hours)

## Requirements from other Departments (13 hours)

__ CHEM-215 General Chemistry I (3 hours)
and __ CHEM-216 General Chemistry I Laboratory (2 hours)
__ CHEM-320 Introductory Organic Chemistry (3 hours)
and __ CHEM-326 Organic Chemistry I Laboratory (2 hours)
__ PSYCH-155 General Psychology (3 hours)
*TOTAL hours for Bachelor of Science Degree with a Major in Biology: Biology Education Emphasis (120 hours)*

# General Education Requirements

**PittState Pathway Requirements: Courses must meet the requirements approved by the University or approved substitutes.**

**4-5 hours of Natural Sciences are satisfied by course requirements in CHEM 215/216 General Chemistry I/Laboratory.**

**Biology Education emphasis requires certain Pitt State Pathway courses for admission into Teacher Education;**

- **Education emphasis must take a Math course to satisfy C0 requirement.**
- **Education emphasis must take EDUC 261 to satisfy E0 requirement.**

## Core Elements (12 hours)

### A0 - Written Communications

__ ENGL-101 English Composition (3 hours)
__ ENGL-299 Introduction to Research Writing (3 hours)

### B0 - Verbal Communication

__ COMM-207 Speech Communication (3 hours)

### C0 - Quantitative/Analytic Methods

__ MATH-110 College Algebra with Review (5 hours)
__ MATH-113 College Algebra (3 hours)
__ MATH-126 Pre-Calculus (4 hours)
__ MATH-133 Quantitative Reasoning (3 hours)
__ MATH-143 Elementary Statistics (3 hours)
__ MATH-150 Calculus I (5 hours)
__ MATH-204 Mathematics for Education I (3 hours)

__ PHIL-206 Rational Decisions (3 hours)
__ PHIL-207 Critical Thinking (3 hours)
__ PHIL-208 Logic (3 hours)

## Essential Studies (23-24 hours minimum)

***See notes *2***

*Notes *2: D-G and cannot be same prefix as major.*

## D - The Human Experience (3-6 hours)

### D1- Diverse Perspectives

__ ENGL-113 Literature and Culture (3 hours)
__ ENGL-114 General Literature (Genre) (3 hours)
__ ENGL-116 General Literature (Theme) (3 hours)
__ ENGL-117 Introduction to Fiction (3 hours)
__ ENGL-118 Introduction to Poetry (3 hours)
__ ENGL-120 Literature and Film (3 hours)
__ ENGL-125 Introduction to Horror in Literature (3 hours)
__ ENGL-250 Introduction to Creative Writing (3 hours)
__ ENGL-315 Mythology (3 hours)
__ ENGL-320 Literature and Film (3 hours)

### D3 - Non-Verbal and Creative Expression

__ ART-178 Introduction to the Visual Arts (3 hours)
__ ART-188 The Designed World (3 hours)
__ ART-217 Crafts I (3 hours)
__ ART-222 Jewelry Design I (3 hours)
__ ART-233 Drawing I (3 hours)
__ ART-244 Ceramics I (3 hours)
__ ART-266 Sculpture I (3 hours)
__ ART-277 Painting I (3 hours)
__ ART-288 Introduction to Art History I (3 hours)
__ ART-289 Introduction to Art History II (3 hours)
__ ART-311 Art Education (3 hours)
__ COMM-105 Performance Appreciation (3 hours)
__ COMM-205 Performance Studies (3 hours)
__ COMM-395 Theatre History (___) (3 hours)
__ HHP-151 Dance Appreciation (3 hours)
__ MUSIC-120 Music Appreciation (____) (3 hours)
__ MUSIC-121 Introduction to Music Literature (3 hours)
__ MUSIC-321 History of Music (3 hours)
__ MUSIC-322 History of Music (3 hours)

## E - Human Systems (9-12 hours)

### E0 - No Companion

__ CIS-130 Computer Information Systems (3 hours)
__ EDUC-261 Explorations in Education (3 hours)
__ EET-247 Computer Programming for Electronic Systems (3 hours)
__ MECET-121 Engineering Graphics I (3 hours)
__ MGT-101 Introduction to Business (3 hours)

### E1 - Diverse Perspectives

__ ANTH-101 Introduction to Cultural Anthropology (3 hours)
__ GEOG-106 World Regional Geography (3 hours)
__ GEOG-300 Elements of Geography (3 hours)
__ GEOG-304 Human Geography (3 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)
__ MFGET-405 Quality Control (3 hours)
__ MLL-124 French Language and Culture I (3 hours)
__ MLL-154 Spanish Language and Culture I (3 hours)
__ PHIL-103 Introduction to Philosophy (3 hours)
__ PHIL-231 World Religions (3 hours)
__ POLS-103 Comparative Politics (3 hours)
__ SOC-100 Introduction to Sociology (3 hours)
__ WGS-399 Global Women's Issues (3 hours)

### E2 - Social Responsibility

__ ECON-191 Issues in Today's Economy (3 hours)
__ ECON-200 Principles of Microeconomics (3 hours)
__ ECON-201 Principles of Macroeconomics (3 hours)
__ EDTH-330 Technology for Teaching and Learning (3 hours)
__ ENGL-121 Intro to Anti-Racist Literature (3 hours)
__ ENGL-122 Introduction to Women's Literature (3 hours)
__ ENGL-123 The Citizen in Literature (3 hours)
__ ETECH-502 Engineering Economy (3 hours)
__ FCS-230 Consumer Education and Personal Finance (3 hours)
__ FIN-210 Financial Planning (3 hours)
__ GT-210 Technology in the World Today (3 hours)
__ GT-350 Technology and Civilization (3 hours)
__ NURS-303 Introduction to Public Health (3 hours)
__ PHIL-105 Ethics (3 hours)
__ PHIL-112 Biomedical Ethics (3 hours)
__ PHIL-113 Business Ethics (3 hours)
__ PHIL-114 Environmental Ethics (3 hours)
__ POLS-101 U.S. Politics (3 hours)
__ WGS-200 Introduction to Women's Studies (3 hours)

### E4 - Scientific Inquiry

__ MFGET-263 Manufacturing Methods I (2 hours)
and __ MFGET-268 Manufacturing Methods I Laboratory (1 hour)

## F - Natural World (4-5 hours)

### F0 - No Companion

__ BIOL-617 Environmental Health (3 hours)

### F4 - Scientific Inquiry

__ BIOL-111 General Biology (3 hours)
and __ BIOL-112 General Biology Laboratory (2 hours)
__ BIOL-113 Environmental Life Science (4 hours)
__ BIOL-211 Principles of Biology I (4 hours)
__ CHEM-105 Introductory Chemistry (3 hours)
and __ CHEM-106 Introductory Chemistry Laboratory (1 hour)
__ CHEM-215 General Chemistry I (3 hours)
and __ CHEM-216 General Chemistry I Laboratory (2 hours)
__ PHYS-100 College Physics I (4 hours)
or __ PHYS-104 Engineering Physics I (4 hours)
__ PHYS-130 Elementary Physics Laboratory I (1 hour)
__ PHYS-160 Physical Geology (3 hours)
and __ PHYS-165 Physical Geology Laboratory (1 hour)
__ PHYS-166 Meteorology (3 hours)
and __ PHYS-167 Meteorology Laboratory (1 hour)
__ PHYS-171 Physical Science (3 hours)

and __ PHYS-172 Physical Science Laboratory (1 hour)
__ PHYS-175 Descriptive Astronomy (3 hours)
and __ PHYS-176 Astronomy Laboratory (1 hour)
__ PHYS-375 Solar System Astronomy (3 hours)

## G - Wellness Strategies (4-6 hours)

### G0 - No Companion

__ ENGL-124 Health and Literature (3 hours)
__ EXSCI-200 Introduction to Exercise Science (1 hour)
__ FCS-203 Nutrition and Health (3 hours)
__ HHP-150 Lifetime Fitness Concepts (1 hour)
__ HIST-207 Health Habits in American History (3 hours)
__ REC-350 Promoting Community and Worksite Wellness (3 hours)

### G2 - Social Responsibility

__ SWK-250 Relationship Skills (3 hours)

### G3 - Non-Verbal and Creative Expression

__ DANCE-200 Dance (___) (1-3 hours)

### G4 - Scientific Inquiry

__ PSYCH-155 General Psychology (3 hours)

## H - Gorilla Gateway

### H0 - No Companion

__ UGS-150 Gorilla Gateway (2 hours)

## I - Pathway Elective (3 hours)

***See notes *3***

***Notes *3: Elective can be from any D,E,F, or G Essential Studies and can be from the same prefix as major or repeat of prefix used in Essential Studies.***

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Revised: 08/21/2023

*PSU Facilty Senate 24-25*

**Make sure to attach the program guide from current catalog! (For Revised Curriculum)**

https://www.pittstate.edu/registrar/catalog

# Academic Planning Document for 2025-2026

**Major/Emphasis/Minor/Certificate - BS, Biology, Biology Education**

| Course Prefix | Course Num. | Course Name | Cr. Hr. |
|---|---|---|---|
| | | **Core Courses -** | **30** |
| BIOL | 211 | Principles of Biology I | 4 |
| BIOL | 212 | Principles of Biology II | 4 |
| BIOL | 257 | Anatomy and Physiology | 3 |
| | And | | |
| BIOL | 258 | Anatomy and Physiology Laboratory | 2 |
| BIOL | 300 | Assisting in the Biology Laboratory | 1 |
| BIOL | 322 | Genetics | 3 |
| | And | | |
| BIOL | 323 | Genetics Laboratory | 2 |
| BIOL | 330 | Principles of Ecology | 3 |
| BIOL | 371 | General Microbiology | 3 |
| | And | | |
| BIOL | 372 | General Microbiology Laboratory | 2 |
| BIOL | 529 | Evolution | 3 |
| | | | |
| | | **Support Courses -** | **13** |
| CHEM | 215 | General Chemistry I | 3 |
| | And | | |
| CHEM | 216 | General Chemistry I Laboratory | 2 |
| CHEM | 320 | Introductory Organic Chemistry | 3 |
| | And | | |
| CHEM | 326 | Introductory Organic Chemistry Laboratory | 2 |
| PSYCH | 155 | General Psychology | 3 |
| | | | |
| | | **Emphasis Courses -** | **42** |
| | | **Select 3 hours of Field Biology from:** | 3 |
| BIOL | 303 | Regional Natural History | |
| BIOL | 405 | Taxonomy of Vascular Plants | |
| BIOL | 533 | Ichthyology | |
| BIOL | 534 | Herpetology | |
| BIOL | 535 | Ornithology | |
| BIOL | 536 | Mammalogy | |
| BIOL | 561 | General Entomology | |
| | | **Select 3 hours of Social Perspectives from:** | 3 |
| BIOL | 313 | Principles of Conservation | |
| BIOL | 605 | Bioethics | |
| BIOL | 617 | Environmental Health | |
| | | **Professional Education Requirements - 20 Hours** | |
| | | See Admission to Professional Semester for professional education grade point requi | |
| EDUC | 261 | Explorations in Education | 3 |
| EDUC | 370 | Organization and Management of the Middle and Secondary Classroo | 2 |
| BIOL | 479 | Techniques for Teaching Biology | |

| | | | |
|---|---|---|---|
| | OR | | 3 |
| EDUC | 479 | Effective Teaching Strategies for Middle and Secondary | |
| EDUC | 520 | Methods and Materials for Academic Literacy | 3 |
| PSYCH | 263 | Developmental Psychology | 3 |
| PSYCH | 357 | Educational Psychology | 3 |
| SPED | 510 | Overview of Special Education | 3 |
| | | **Professional Semester - 16 Hours** | |
| BIOL | 579 | Supervised Student Teaching and Follow-Up of Teachers | 2 |
| EDUC | 458 | Methods and Curriculum | 3 |
| EDUC | 464 | Measurement and Evaluation | 2 |
| EDUC | 475 | Supervised Clinical Experience | 9 |
| | | | |
| | | **Elective Courses -** | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | **Total Credit Hours -** | **85** |
| | | **Minor -** | 0 |
| | | **General Educaton, 34-35 hours -** | 35 |
| | | **Total Credit Hours:** | **120** |

Be sure all information is correct and courses are active before submitting.
Curriculum Revisions **REQUIRE** a program guide from the current catalog, 24/25.
Your legislation will be returned if either is found.

# Faculty Senate Course Form

Effective Date: **Fall 2025** Submission Date: 10/28/2024

Department: Chemistry College of: **Arts & Sciences**

Contact Person: Alessandro Martins Prefix: **CHEM**

Create New, Revise, Inactivate, or Reactivate: **New** Course #: **630**

**Course Form:**
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:
Offering new course on Polymerization and Polymer Kinetics based on faculty expertise in the area.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? ***If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

○ Yes ◉ No

3. Is this course to be considered for General Education?
*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

○ Yes ◉ No

4. Will this course be required of any education majors?
*If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.*

○ Yes ◉ No

5. Will additional resources or costs be required?

○ Yes ◉ No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

◯ Yes ◉ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

| | Exsisting | New/Proposed |
|---|---|---|
| Title: | | Polymerization and Polymer Kinetics |
| Course Number: | | |
| Credits: | | 3 |
| Grading System: | **Select One** | **A-F, IN** |
| Pre/Co-Requisite(s): | | CHEM225, CHEM335, CHEM336, and CHEM360, or instructor's permission. |
| Course Description: | | This course will offer a detailed exploration of reaction kinetics in polymer science, covering polymerization and degradation kinetics. Topics include step-growth and chain-growth mechanisms, such as free radical, chain transfer, controlled radical (RAFT, ATRP), ionic (anionic, cationic), and ring-opening polymerization. Additionally, students will study degradation mechanisms affected by thermal, chemical, and biological factors, with real-world case studies throughout. |

*PSU Faculty Senate 24-25*

# Authorization Sign-Off

**Checklist**

- ☐ **Required fields completed.**
- ☐ **Syllabus attached for new courses**
- ☐ **Assignment Strategies Attached**

**-Approved: Department Chair/Director**
**Date:** Nov 13, 2024 **Signature, Chair/Director:** _____

**-Approved: College Curriculum Committee**
**Date:** 12/2/24 **Signature, Committee Chair:** Christopher Childers

**-Approved: Dean of College**
**Date:** 12/2/24 **Signature, Dean:** Christopher Childers

**-Approved: Council for Teacher Education (if applicable)**
**Date:** _____ **Signature, Council Chair:** _____

**-Approved: University Undergraduate Curriculum Committee**
**Date:** 1/21/25 **Signature, Committee Chair:** _____

**-Approved: Faculty Senate**
**Date:** _____ **Signature, Recorder Faculty Senate:** _____

**Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.**

**Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.**

# PITTSBURG STATE UNIVERSITY

## Polymerization and Polymer Kinetics

## Course Syllabus

## Spring 20XX

## CHEM 630 (Undergraduate) and CHEM 820 (Graduate)

Instructor: Dr. Alessandro Martins

Office: 105-G Heckert-Wells Hall

e-mail: amartins@pittstate.edu

Phone No: 620-235-4424

Lecture room: XXXX

Lecture time: MN, WD: 12:00-1:15 PM

**Description:** This course will provide an in-depth study of reaction kinetics as they apply to polymer science, including polymerization and other kinetic processes such as degradation kinetics. Students will explore both step-growth and chain-growth mechanisms and their kinetic behavior. Key topics covered include:

1. Introduction to Chemical Kinetics
2. Step-Growth Polymerization Kinetics: Case studies and examples from real-world applications.
   2.1. Liner polymers
   2.2. Crosslinked networks
   2.3. Copolymers
3. Chain Polymerization Kinetics: Case studies and examples from real-world applications.
   3.1. Free radical polymerization
      3.1.1 Ziegler-Nata Catalysis
      3.1.2 Cross-linking
   3.2. Chain transfer polymerization
   3.3. Controlled radical polymerization
      3.3.1. RAFT, ATRP
      3.3.2. Copolymers
      3.3.3. Metallocene-Catalyzed Polymerization
4. Ionic Polymerization Kinetics: Case studies and examples from real-world applications.
   4.1. Anionic
   4.2. Cationic
   4.3. Ring-opening polymerization (ROP)
5. Others: Case studies and examples from real-world applications.
   5.1. Ring-Opening Metathesis Polymerization (ROMP)
6. Degradation Kinetics: Case studies and examples from real-world applications.
   Overview of polymer degradation mechanisms, including thermal, chemical, and biological factors.

**Prerequisite:** CHEM-225 General Chemistry II, CHEM-335 Organic Chemistry II, CHEM-336 Organic Chemistry II Laboratory, CHEM-360 Introduction to Polymer Science and Technology, permission of instructor.

## Textbooks/Materials (Required):

1. "Principles of Polymerization, 4th Edition." G. Odian. John Wiley & Sons, Inc. ISBN: 978-0471274001
2. "The Elements of Polymer Science & Engineering, Third Edition." A. Rudin and P. Choi. Elsevier. ISBN: 978-0-12-382178-2.
3. "Fundamentals of Polymer Engineering, Third Edition." A. Kumar and R. K. Gupta. CRC Press. ISBN: 978-1498759502
4. "Polymer Reaction Engineering" J. M. Asua. Wiley. ISBN: 978140514442
5. "Handbook of Polymer Degradation, 2nd Edition." S. H. Hamid. CRC Press. ISBN: 978-0824703240.

Note: Selected parts of these textbooks will be excellent guides for further study. The instructor reserves the right to extract and modify from these textbooks and other sources for a better student learning experience.

**Course objectives:** The primary objectives of this course are designed to provide students with a robust and comprehensive understanding of reaction kinetics in the context of polymer science. By the end of the course, students will achieve the following:

1. **Understand Fundamental Concepts**: Students will be able to comprehend the fundamental principles of chemical kinetics as they relate to polymer science, including key terms, definitions, and the underlying theories governing reaction rates.
2. **Analyze Step-Growth Polymerization**: Students will develop the ability to analyze step-growth polymerization kinetics, including understanding the mechanisms involved, the different types of polymers (linear, crosslinked, and copolymers), and be able to evaluate real-world case studies that illustrate their applications.
3. **Explore Chain Polymerization Kinetics**: Students will demonstrate an understanding of chain polymerization kinetics, including free radical polymerization and controlled radical mechanisms (e.g., RAFT, ATRP). They will also learn about the role of catalysts and chain transfer processes, supported by relevant case studies.
4. **Evaluate Ionic Polymerization Kinetics**: Students will gain insights into ionic polymerization kinetics—including both anionic and cationic mechanisms—and their applications in producing specific polymers. They will be expected to engage with case studies that exemplify these processes.
5. **Investigate Unique Polymerization Methods**: Students will explore additional polymerization methodologies, such as ring-opening metathesis polymerization (ROMP), enabling them to evaluate the advantages and disadvantages of various synthesis methods through practical case studies.
6. **Examine Degradation Kinetics**: Students will understand the various mechanisms of polymer degradation, including thermal, chemical, and biological factors. They will be equipped to analyze

how these degradation processes impact polymer materials' physical properties and longevity, supported by real-world examples.

7. **Apply Knowledge to Practical Scenarios**: Throughout the course, students will engage in case studies and practical scenarios, applying their knowledge of polymerization and degradation kinetics to solve complex problems in polymer science. This application-oriented approach will enhance their critical thinking and problem-solving skills relevant to the field.
8. **Communicate Scientific Concepts Effectively**: Students will develop their ability to communicate complex scientific concepts and findings clearly and effectively in written and oral formats, fostering skills essential for professional success in polymer science.

By fulfilling these objectives, students will become adept in polymerization and degradation kinetics' theoretical and practical aspects, preparing them for further study or professional careers in polymer science and engineering. Students will Understand the fundamental principles of chemical kinetics as they apply to polymer reactions. Understanding that the kinetics of polymerization is vital for achieving the desired properties in polymer production.

**Course Requirements:** Regular participation and note-taking are crucial for completing coursework successfully. Students must attend classes regularly and stay updated with the lecture material to stay caught up. Much of the exam materials for which performance will be evaluated will be based on slides presented and explanations given in the class. Understanding the course material will depend heavily upon understanding the preceding material. Understanding the subject matter is strongly encouraged over mere memorization of facts since the latter will almost certainly guarantee a poor performance in the course and application of the knowledge acquired in the subsequent career. Therefore, the goal of each exam will be to evaluate understanding of the course material instead of mere memorization. This means that each student will ultimately be expected to utilize the basic principles taught in the course to solve new problem situations.

**Evaluation of Performance:** The grade in this course will be determined by a series of examinations. These exams will be given during class and will cover material discussed since the previous exam. Exams will be closed books, closed notes, and any other helping tool unless differently specified by the instructor. No makeup exams will be given unless prior permission is granted for absence. Showing up late for an exam will result in an automatic 10% reduction in score, and no extra time will be allowed. Grades will be based on the following system:

Four exams: 100%. Each exam: 25%, including a "final" exam: all exams are equal.

The overall letter grade for the course will be determined using the following relative scale:

A $\geq 90\%$

B 80-89%

C 70-79%

D 60-69%

F $< 60\%$

**Tentative Calendar:** Tentative course calendar for the spring semester of 2025 will be presented on Canvas before the beginning of the course and will be regularly updated during the semester. Please do not make any travel plans that conflict with your exam schedule.

Note that the schedule and examination topics given in the Course calendar in the first class are approximate only and subject to modification as necessary during the course occurrence. The material covered in each examination will be announced in the lecture class.

**Academic Misconduct:** No help will be allowed during exams, and using any materials, information sources (unless expressly stated by the instructor), or substitute person will be considered cheating. "Collaborative efforts" to answer exam questions are strictly forbidden since your answers must result from individual efforts. As defined above, evidence of cheating will result in a grade of zero for that exam for the first offense, even if the cheating activity involves only one question. In the second instance of such activity, the instructor will proceed with formal charges against the student to affect at least a failing grade in the course. **Please consult the policy on Student Academic Dishonesty.**

Please consult The PSU academic honesty policy, which can be found at the following URL address:

(http://www.pittstate.edu/office/registrar/syllabus-supplement.dot

**Other:** Students are expected to dress and behave according to generally accepted societal norms of decency for all course events, including classes and exams. Wearing sunglasses, sleeping, or disturbing other students in the class is not permitted. Use of cell phones, tablets, computers, or any other communication device during the class period is not allowed. Any of the above will result in ejection from the class after ONE warning.

**Disclaimer:** The instructor reserves the right to revise the content of this syllabus (including the Course Content and Calendar) as needed throughout the semester for a better learning experience for the students.

# Faculty Senate Course Form

Effective Date: **Fall 2025** Submission Date: 10/28/2024

Department: Chemistry College of: **Arts & Sciences**

Contact Person: Mazeyar Parvinzadeh Gashti Prefix: **CHEM**

Create New, Revise, Inactivate, or Reactivate: **New** Course #: **CHEM 633**

**Course Form:**
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:

Offering new course on fiber chemistry based on faculty expertise in the area. From cellulose to carbon, fibers have utmost importance in technological applications, industrial developments and sustainability. Fibers are identified as useful energy resources, water treatment mediums, supercapacitors in electronic devices and wearable e-textiles. Therefore, knowing the chemistry behind fiber manipulation for advanced applications is beneficial for the students in Chemistry/Polymer Chemistry programs.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? ***If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

◯ Yes ◉ No

3. Is this course to be considered for General Education?
*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

◯ Yes ◉ No

4. Will this course be required of any education majors?
*If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.*

◯ Yes ◉ No

5. Will additional resources or costs be required?

◯ Yes ◉ No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

○ Yes ◉ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

| | Exsisting | New/Proposed |
|---|---|---|
| Title: | | Fiber Chemistry |
| Course Number: | | **CHEM 633** |
| Credits: | | **3** |
| Grading System: | **Select One** | **A-F, IN** |
| Pre/Co-Requisite(s): | | Intro to Polymer Sci & Tech (CHEM 360) |
| Course Description: | | Fibers are a key part of organic and inorganic substances and are a major part of polymer science. Their unique structures and diversity make them important for many studies and applications including apparel, floor coverings, biomedical, aeronautics, medicine, the military, electronics and forensics. They are also used as energy resources, water treatment mediums, and as supercapacitors in electronic devices. Study fiber chemistries is important for developing renewable fibers as alternatives to cotton and polyester. Chemistry also helps with efficient production processes that save water and energy.<br>This course is aimed at a wide audience of students to enter in different fields in their future career including scientists, technologists, and engineers in chemistry, physics, biology, medicine, agriculture, materials, textiles, and polymers.<br>It will also help students as future experts working in these various disciplines to understand the vigorous and complex field of fibers, and as a result, to interact with scientists working on fibers to provide new, better routes for developing novel and innovative products and technologies. |

# Authorization Sign-Off

**Checklist**

- [x] Required fields completed.
- [x] Syllabus attached for new courses
- [x] Assignment Strategies Attached

-Approved: Department Chair/Director
Date: 10/28/2024 Signature, Chair/Director: _____

-Approved: College Curriculum Committee
Date: 12/2/24 Signature, Committee Chair: Christopher Chilsen

-Approved: Dean of College
Date: 12/2/24 Signature, Dean: Christopher Chilsen

-Approved: Council for Teacher Education (if applicable)
Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee
Date: 1/21/25 Signature, Committee Chair: _____

-Approved: Faculty Senate
Date: _____ Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

# PITTSBURG STATE UNIVERSITY

## Course Syllabus

## Fall 2025

## CHEM 633: Fiber Chemistry

Instructor: Dr. Mazeyar Parvinzadeh Gashti

Office: 105-C Heckert-Wells Hall

e-mail: mparvinzadehgashti@pittstate.edu

Phone No: (620) 235-4453

Lecture room: Yates 118

Number of credits: 3

Prerequisite: Intro to Polymer Sci & Tech (CHEM360)

**Course description:** Fibers are a key part of organic and inorganic substances and are a major part of polymer science. Their unique structure and diversity make them important for many studies and applications including apparel, floor coverings, biomedical, aeronautics, medicine, the military, electronics and forensics. They are also used as energy resources, water treatment mediums, and supercapacitors in electronic devices. Studying fiber chemistry is important for developing renewable fibers as alternatives to cotton and polyester. Chemistry also helps with efficient fiber production processes that save water and energy.

This course is aimed at a wide audience of students entering different fields in their future career including scientists, technologists, and engineers in chemistry, physics, biology, medicine, agriculture, materials, textiles, and polymers. It will also help students as future experts working in these various disciplines to understand the vigorous and complex field of fibers, and as a result, to interact with scientists working on fibers to provide new, better routes for developing novel and innovative products and technologies.

**Table of Contents includes:**

- Acrylic Fibers (Polymerization, processing, applications, dyeing);
- Aramide Fibers (Polymerization, processing, applications, dyeing);

## Textbook/Materials Required:

- "Handbook of Fiber Chemistry". Edited by Menachem Lewin, CRC Press, 2007.

Note: Selected parts of this textbook will be specifically treated in classes. The instructor reserves the right to extract and modify from the textbook for better learning experience of the students.

**Course objectives:** The course is designed to:

1- Identify and classify textile fibers with respect to their chemical structure.
2- Evaluate the structure-property relationship of the fibers in relation to their chemical structure and predict the ultimate properties of the textile fibers and their end-uses.
3- Understand the role of chemistry throughout the fiber production and the recycled/upcycle path of textile fibers in the market.
4- Develop creativity/critically thinking and solve real-life scientific challenges in the textile/fiber industry by learning how to apply interdisciplinary approaches by combining fiber science, chemistry, materials science and textile engineering.
5- Discuss the environmental issues and sustainability aspects regard to chemistry used in fibers and textiles.
6- Propose suitable approaches for dyeing and finishing processes of textile fibers based on their chemistry and propose more sustainable processes for the textile industry.
7- Spark students' interest in textile science, fiber science and nanotechnology and provide them with foundation for creative thinking in developing new fibers, new processes and new applications.
8- Build teamwork skills, scientific writing skills and oral presentation skills during the semester.

**Course Requirements:** Regular participation is very important for successful completion of course work. It is every student's responsibility to attend classes regularly and keep up to date with the lecture material in order not to fall behind. Much of the exam materials that performance will be evaluated by will be based on slides presented and explanations given in the class. Understanding of the course material will depend heavily upon an understanding of the preceding material. Understanding of the subject matter is strongly encouraged over mere memorization of facts since the latter will almost certainly guarantee a poor performance in the course and application of the knowledge acquired in the subsequent career. Therefore, the goal of each exam will be to evaluate understanding of the course material as opposed to mere memorization. This means that each student will ultimately be expected to utilize the basic principles taught in the course in the solution of new problem situations.

**Course delivery method**: face-to-face,

**Faculty office hours:** 2 and a half hours per week. Students may access course grades and notification of their grades/progress in the course through Canvas.

**Evaluation of Performance:** The grade on this course will be determined by examinations every two weeks (assignments and a literature review presentation). Exams will be given during the class period and will cover material discussed in the class from the previous exam. Students will be informed about the exam time after each chapter is completed. The exam will be in a week later. Exams will be closed book, closed notes, closed any other helping tool, unless differently specified by the instructor. No makeup exams will be given unless prior permission is granted for absence. If showing up late to an exam, no extra time will be allowed. Assignments will be take-home assignments. Plenty of time (ca 4 weeks) will be given to complete and present a power point in the class. Points for all exams will be added for 100% grade. There will be no final comprehensive exam.

- Overall letter grade for the course will be determined using the following *relative scale*:

A > 85%

B 70-85%

C 55-70%

D 40-55%

F < 40 %

**Tentative Calendar:** Tentative course calendar for the fall semester 2025 will be presented on Canvas before the beginning of the course and will regularly be updated during the semester. Please do not make any travel plans that conflict with your exam schedule.

Note that the schedule and examination topics that will be given in the Course calendar in the first class are approximate only. The material that will be covered in each examination will be announced in the lecture class.

**Academic Misconduct:** If needed, it will be allowed to use a non-programmable calculator during the quizzes and examinations on this course. No other help will be allowed and the use of other materials, information (unless specifically stated by the instructor) or substitute person during exam will be viewed as cheating. "Collaborative efforts" to answer exam questions are strictly forbidden, since your answers to exam questions must be the result of strictly individual efforts. Evidence of cheating as defined above will result in a grade of zero for that exam for the first offense, even if the cheating activity involves only one question. In the second instance of such an activity, the instructor will proceed with formal charges against the student, to effect, at least, a failing grade in the course. **Please consult the policy on Student Academic Dishonesty.**

Please consult The PSU academic honesty policy that can be found at the following URL address:

(http://www.pittstate.edu/office/registrar/syllabus-supplement.dot

**Other:** Students are expected to dress and behave according to generally accepted societal norms of decency for all course events, including classes and exams. Wearing sunglasses, sleeping or disturbing other students in the class is not permitted. Use of cell phones, tablets, computers or any other communication device during the class period is not permitted. Any of the above will result in ejection from the class after ONE warning.

**Disclaimer:** Instructor reserves the right to revise the content of this syllabus (including the Course Calendar) as needed throughout the semester for better learning experience of the students.

## References considered:

Curriculum for current Fiber Chemistry course at Cornell University

Curriculum for current Fiber Chemistry course at North Carolina State University

# Faculty Senate Course Form

Effective Date: **Fall 2025** Submission Date: 10/28/2024

Department: Chemistry College of: **Arts & Sciences**

Contact Person: Alessandro Martins Prefix: **CHEM**

Create New, Revise, Inactivate, or Reactivate: **New** Course #: **635**

**Course Form:**
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:
Offering new course on Polymer Gels based on faculty expertise in the area.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? ***If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

○ Yes ◉ No

3. Is this course to be considered for General Education?
*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

○ Yes ◉ No

4. Will this course be required of any education majors?
*If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.*

○ Yes ◉ No

5. Will additional resources or costs be required?

○ Yes ◉ No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

◯ Yes ◉ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

| | Exsisting | New/Proposed |
|---|---|---|
| Title: | | Polymer Gels |
| Course Number: | | |
| Credits: | | 3 |
| Grading System: | **Select One** | **A-F, IN** |
| Pre/Co-Requisite(s): | | CHEM325, CHEM326, CHEM625 or instructor's permission |
| Course Description: | | This course provides an introduction to polymer gels, focusing on physical and chemical hydrogels and their applications in fields like drug delivery, tissue engineering, environmental, and agricultural sectors. Key topics include synthesis methods (e.g., photo-polymerization, ionotropic gelation, self-assembly), hydrogel characterization techniques (rheology, spectroscopy, microscopy), and practical lab experiments on hydrogel synthesis and analysis. The course also explores real-world applications and emerging trends in hydrogel research, such as smart and biocompatible materials. |

*PSU Faculty Senate 24-25*

# Authorization Sign-Off

**Checklist**

- ☐ **Required fields completed.**
- ☐ **Syllabus attached for new courses**
- ☐ **Assignment Strategies Attached**

**-Approved: Department Chair/Director**
**Date:** Nov 13, 2024 **Signature, Chair/Director:** _____

**-Approved: College Curriculum Committee**
**Date:** 12/2/24 **Signature, Committee Chair:** Christopher Childers

**-Approved: Dean of College**
**Date:** 12/2/24 **Signature, Dean:** Christopher Childers

**-Approved: Council for Teacher Education (if applicable)**
**Date:** _____ **Signature, Council Chair:** _____

**-Approved: University Undergraduate Curriculum Committee**
**Date:** 1/21/25 **Signature, Committee Chair:** _____

**-Approved: Faculty Senate**
**Date:** _____ **Signature, Recorder Faculty Senate:** _____

**Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.**

**Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.**

# PITTSBURG STATE UNIVERSITY

## Polymer Gels

## Course Syllabus

## Spring 20XX

## CHEM 635 (Undergraduate) and CHEM 818 (Graduate)

Instructor: Dr. Alessandro Martins

Office: 105-G Heckert-Wells Hall

e-mail: amartins@pittstate.edu

Phone No: 620-235-4424

Lecture room: XXXX

Lecture time: MN, WD: 12:00-1:15 PM

**Description:** This course will introduce "polymer gels and their networks," primarily focusing on physical and chemical hydrogels and their applications. The course aims to introduce and discuss the main methods used in synthesizing hydrogels and their applications, including pharmaceutical (drug delivery), tissue engineering, environmental, and agricultural applications. Selected topics will include:

1. Introduction: Basic Concepts of Gels
2. Synthesis of Polymer and Methods of Making Them
3. Structure and Properties of Polymer Gels
4. Characterization
5. Biomedical Applications
6. Other Applications

**Prerequisite:** CHEM-325 Organic Chemistry, CHEM-326 Organic Chemistry Laboratory, CHEM-625 Polymer Synthesis and Characterizations or permission of instructor.

## Textbook/Materials Required:

1. "Hydrogels: Design, Synthesis, and Application in Drug Delivery and Regenerative Medicine, First Edition." T. R. R. Singh, G. Laverty, and R. Donnelly. CRC Press. ISBN: 978-1498748612
2. "Polymer Gels and Networks, Third Edition." Y. Osada and A. R. Khokhlov. CRC Press. ISBN 978-0824706692
3. "Hydrogels: Biological Properties and Applications." R. Barbucci. Springer. 978-8847011038

Note: Selected parts of these textbooks will be excellent guides for further study. The instructor reserves the right to extract and modify from these textbooks and other sources for a better student learning experience.

**Course objectives:** The course is designed to:

1. Introduce basic concepts of polymer gels, technology, and applications.
2. Introduce students to different types of gels, their general properties, and application areas.
3. Describe the essential characterization of gels.
4. Spark students' interest in polymer gels and networks and provide them with the foundation for more in-depth polymer chemistry.
5. Spark students' interest and imagination and enthuse them for careers in polymer gels focusing on real applications.

**Course Requirements:** Regular participation and note-taking are crucial for completing coursework successfully. It is every student's responsibility to attend classes regularly and keep up to date with the lecture material to avoid falling behind. Much of the exam materials for which performance will be evaluated will be based on slides presented and explanations given in the class. Understanding the course material will depend heavily upon understanding the preceding material. Understanding the subject matter is strongly encouraged over mere memorization of facts since the latter will almost certainly guarantee a poor performance in the course and application of the knowledge acquired in the subsequent career. Therefore, the goal of each exam will be to evaluate understanding of the course material instead of mere memorization. This means that each student will ultimately be expected to utilize the basic principles taught in the course to solve new problem situations.

**Evaluation of Performance:** The grade in this course will be determined by a series of examinations. These exams will be given during class and will cover material discussed since the previous exam. Exams will be closed books, closed notes, and any other helping tool unless differently specified by the instructor. No makeup exams will be given unless prior permission is granted for absence. Showing up late for an exam will result in an automatic 10% reduction in score, and no extra time will be allowed. Grades will be based on the following system:

Four exams: 100 %. Each exam: 25%, including a "final" exam: all exams are equal.

The overall letter grade for the course will be determined using the following relative scale:

A ≥90%

B 80-89%

C 70-79%

D 60-69%

F < 60 %

**Tentative Calendar:** Tentative course calendar for the spring semester of 2025 will be presented on Canvas before the beginning of the course and will be regularly updated during the semester. Please do not make any travel plans that conflict with your exam schedule.

Note that the schedule and examination topics given in the Course calendar in the first class are approximate only and subject to modification as necessary during the course occurrence. The material covered in each examination will be announced in the lecture class.

**Academic Misconduct:** No help will be allowed during exams, and using any materials, information sources (unless expressly stated by the instructor), or substitute person will be considered cheating. "Collaborative efforts" to answer exam questions are strictly forbidden since your answers must result from strictly individual efforts. As defined above, evidence of cheating will result in a grade of zero for that exam for the first offense, even if the cheating activity involves only one question. In the second instance of such activity, the instructor will proceed with formal charges against the student to affect at least a failing grade in the course. **Please consult the policy on Student Academic Dishonesty.**

Please consult The PSU academic honesty policy, which can be found at the following URL address:

(http://www.pittstate.edu/office/registrar/syllabus-supplement.dot

**Other:** Students are expected to dress and behave according to generally accepted societal norms of decency for all course events, including classes and exams. Wearing sunglasses, sleeping, or disturbing other students in the class is not permitted. Use of cell phones, tablets, computers, or any other communication device during the class period is not allowed. Any of the above will result in ejection from the class after ONE warning.

**Disclaimer:** The instructor reserves the right to revise the content of this syllabus (including the Course Content and Calendar) as needed throughout the semester for a better learning experience for the students.

# Faculty Senate Course Form

Effective Date: **Fall 2025** Submission Date: 10/25/24

Department: Mathematics and Physics College of: **Arts & Sciences**

Contact Person: Bobby Winters Prefix: **Dr**

Create New, Revise, Inactivate, or Reactivate: **New** Course #: **CS 200**

**Course Form:**
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:

The purpose of this course is to provide an introduction to computer programming taught by faculty of the Computer Science program. It is meant to substitute for DSIS 230 (formerly CIS 230) in the Computer Science program. This has been approved by the Dean of the Kelce College of Business.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? ***If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

◉ Yes ○ No

3. Is this course to be considered for General Education?
*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

◉ Yes ○ No NO, the form defaults to YES

4. Will this course be required of any education majors?
*If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.*

◉ Yes ○ No NO, the form defaults to YES

5. Will additional resources or costs be required?

◉ Yes ○ No NO, the form defaults to YES

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

○ Yes ◉ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

| | Exsisting | New/Proposed |
|---|---|---|
| Title: | | Computer Programming 1 |
| Course Number: | | **CS 200** |
| Credits: | | **3** |
| Grading System: | **Select One** | **A-F, IN** |
| Pre/Co-Requisite(s): | | MATH 019 Intermediate Algebra or MATH 110 College Algebra with Review or MATH 113 College Algebra. |
| Course Description: | | This course will teach the basic skills of computer programming in a contemporary computer language. |

# Authorization Sign-Off

**Checklist**

- ✔ Required fields completed.
- ✔ Syllabus attached for new courses
- ✔ Assignment Strategies Attached

-Approved: Department Chair/Director
Date: 10/25/2024 Signature, Chair/Director: [signature]

-Approved: College Curriculum Committee
Date: 12/2/24 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College
Date: 12/2/24 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)
Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee
Date: 1/21/25 Signature, Committee Chair: [signature]

-Approved: Faculty Senate
Date: _____ Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

Outlook

**Re: Introductory Computer Science Programming Courses**

**From** Paul Grimes <pgrimes@pittstate.edu>
**Date** Fri 9/13/2024 7:42 AM
**To** Bobby Winters <bwinters@pittstate.edu>
**Cc** Tim Flood <tflood@pittstate.edu>; Alex Binder <abinder@pittstate.edu>; David Sikolia <dsikolia@pittstate.edu>

Professor Winters -

Thank you for your email concerning the proposal to create new programming courses for the Computer Science undergraduate degree program. Yes, the Kelce College of Business does not object to this proposal and supports the idea of new CS courses that will complement our existing DSIS programming courses. This support is endorsed by our DSIS faculty as stated during our meeting.

We look forward to finding additional ways in which we can work together to support our students and mutual interests in furthering the mission of our university.

All the best,

Paul

Paul W. Grimes, Dean
Kelce College of Business
Pittsburg State University
(620) 235-4590
https://orcid.org/0000-0002-3938-9696

KELCE
COLLEGE OF BUSINESS
Pittsburg State University

**From:** Bobby Winters <bwinters@pittstate.edu>
**Sent:** Thursday, September 12, 2024 2:50 PM
**To:** Paul Grimes <pgrimes@pittstate.edu>
**Cc:** Tim Flood <tflood@pittstate.edu>; Alex Binder <abinder@pittstate.edu>; David Sikolia

<dsikolia@pittstate.edu>
**Subject:** Introductory Computer Science Programming Courses

Dean Grimes,
As per our meeting today, the Department of Mathematics and Physics is planning to legislate the attached courses. These are meant to be Computer science versions of CIS 230 Introductions to Programming and CIS 240 Intermediate Programming, respectively.

We are proposing these courses as a means to allow us to teach them ourselves as our staffing allows it so as to take the pressure off the fully subscribed courses that are taught by the Kelce College of Business. Our hope is that in the fullness of time, these courses might be taught in such a way as to provide synergy between our complementary programs and maximize both the university's resources and opportunities for our students.

Please let me know if you have any questions or concerns.

Bobby Winters
Professor of Mathematics
Associate Dean of the College of Arts and Sciences

Phone: 620-235-4788
Office: 200 Yates Hall

Student Learning Outcomes: CS 200, Computer Programming 1

These were developed by the Kansas Core Outcomes Group on Computer Science

Upon completion of this course, students will be able to:

- Explain key programming concepts such as variables, data types, control structures, functions, arrays.
- Design and implement basic algorithms for solving common computational problems. Students will be able to write, test, and debug programs using appropriate syntax and best practices in a programming language (e.g., Python, Java, C++).
- Demonstrate proficiency in using conditional statements (if-else) and loops (for, while) to control program flow.
- Create and use functions to organize and modularize code, applying principles of reusability and abstraction.
- Write programs that handle basic user input and display output, including file I/O operations.
- Demonstrate knowledge of fundamental data structures, such as arrays and/or lists, and apply them effectively in problem-solving.
- Use structured problem-solving techniques to decompose complex problems and develop effective, efficient solutions through programming.

# CS 200, Computer Programming 1

1. Outcome: Explain key programming concepts such as variables, data types, control structures, functions, arrays

   **Strategies**:

   - Quizzes
   - Tests

2. Outcome: Design and implement basic algorithms for solving common computational problems. Students will be able to write, test, and debug programs using appropriate syntax and best practices in a programming language (e.g., Python, Java, C++).

**Strategy:** Student will be assigned to write a program to solve a computational problem. It will be graded according to a rubric that addresses the issues indicated.

3. Outcome: Demonstrate proficiency in using conditional statements (if-else) and loops (for, while) to control program flow.

**Strategy:** Student will be assigned to write a program to implement a choice or decision. It will be graded according to a rubric that addresses the issues indicated.

4. Outcome: Create and use functions to organize and modularize code, applying principles of reusability and abstraction.

**Strategy:** Student will be assigned to write a complex program which requires organization. It will be graded according to a rubric that addresses issues of broad readability for the program in terms of later refactoring and debugging.

5. Outcome: Write programs that handle basic user input and display output, including file I/O operations.

**Strategy:** Student will be assigned to write a program that requires input and output. It will be graded according to a rubric that addresses the issues indicated.

6. **Outcome:** Demonstrate knowledge of fundamental data structures, such as arrays and/or lists, and apply them effectively in problem-solving.

**Strategies**:

- Quizzes
- Tests

7. Outcome: Use structured problem-solving techniques to decompose complex problems and develop effective, efficient solutions through programming.

**Strategy:** Student will be assigned a larger final project that includes the many of the previous goals and requires integration of knowledge through problem-solving. It will be graded according to a rubric that addresses the issues indicated.

# Faculty Senate Course Form

Effective Date: **Fall 2025** Submission Date: 10/25/2024

Department: Mathematics and Physics College of: **Arts & Sciences**

Contact Person: Bobby Winters Prefix: **Dr**

Create New, Revise, Inactivate, or Reactivate: **New** Course #: **CS 300**

**Course Form:**
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:

The purpose of this course is to provide an intermediate computer programming experience taught by faculty of the Computer Science program. It is meant to substitute for DSIS 240 ( formerly CIS 240) in the Computer Science program. This has been approved by the Dean of the Kelce College of Business. (Please see the attached.)

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? ***If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

(●) Yes ( ) No

3. Is this course to be considered for General Education?
*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

( ) Yes (●) No

4. Will this course be required of any education majors?
*If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.*

( ) Yes (●) No

5. Will additional resources or costs be required?

( ) Yes (●) No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

○ Yes ◉ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

| | Exsisting | New/Proposed |
|---|---|---|
| Title: | | Computer Programming 2 |
| Course Number: | | **CS 300** |
| Credits: | | **3** |
| Grading System: | **Select One** | **A-F, IN** |
| Pre/Co-Requisite(s): | | CS 200, CIS 230, or consent of the instructor. |
| Course Description: | | Based in object-oriented programming, the course covers intermediate concepts of programming using a high-level programming language. It covers algorithm development, design concepts, pattern development, and application architecture. It is intended to be a second course in programming concepts . |

# Authorization Sign-Off

**Checklist**

- ✔ Required fields completed.
- ✔ Syllabus attached for new courses
- ✔ Assignment Strategies Attached

-Approved: Department Chair/Director
Date: 10/25/2024 Signature, Chair/Director: [signature]

-Approved: College Curriculum Committee
Date: 12/2/24 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College
Date: 12/2/24 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)
Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee
Date: 1/21/25 Signature, Committee Chair: [signature]

-Approved: Faculty Senate
Date: _____ Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

Outlook

**Re: Introductory Computer Science Programming Courses**

**From** Paul Grimes <pgrimes@pittstate.edu>
**Date** Fri 9/13/2024 7:42 AM
**To** Bobby Winters <bwinters@pittstate.edu>
**Cc** Tim Flood <tflood@pittstate.edu>; Alex Binder <abinder@pittstate.edu>; David Sikolia <dsikolia@pittstate.edu>

Professor Winters -

Thank you for your email concerning the proposal to create new programming courses for the Computer Science undergraduate degree program. Yes, the Kelce College of Business does not object to this proposal and supports the idea of new CS courses that will complement our existing DSIS programming courses. This support is endorsed by our DSIS faculty as stated during our meeting.

We look forward to finding additional ways in which we can work together to support our students and mutual interests in furthering the mission of our university.

All the best,

Paul

Paul W. Grimes, Dean
Kelce College of Business
Pittsburg State University
(620) 235-4590
https://orcid.org/0000-0002-3938-9696

KELCE
COLLEGE OF BUSINESS
Pittsburg State University

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**Sent:** Thursday, September 12, 2024 2:50 PM
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**Cc:** Tim Flood <tflood@pittstate.edu>; Alex Binder <abinder@pittstate.edu>; David Sikolia

<dsikolia@pittstate.edu>
**Subject:** Introductory Computer Science Programming Courses

Dean Grimes,
As per our meeting today, the Department of Mathematics and Physics is planning to legislate the attached courses. These are meant to be Computer science versions of CIS 230 Introductions to Programming and CIS 240 Intermediate Programming, respectively.

We are proposing these courses as a means to allow us to teach them ourselves as our staffing allows it so as to take the pressure off the fully subscribed courses that are taught by the Kelce College of Business. Our hope is that in the fullness of time, these courses might be taught in such a way as to provide synergy between our complementary programs and maximize both the university's resources and opportunities for our students.

Please let me know if you have any questions or concerns.

Bobby Winters
Professor of Mathematics
Associate Dean of the College of Arts and Sciences

Phone: 620-235-4788
Office: 200 Yates Hall

Student Learning Outcomes: CS 300, Computer Programming 2

These were developed by the Kansas Core Outcomes Group on Computer Science

Upon completion of this course, students will be able to:

- Explain and apply core object-oriented programs principles, including subclasses, encapsulation, inheritance, and abstraction.
- Develop robust programs by implementing error-handling techniques, including exception handling, in object-oriented programs.
- Enumerate the differences between imperative and object-oriented programming paradigms.
- Compose a class through design, implementation, and testing to meet behavioral requirements.
- Demonstrate knowledge and use of object-oriented programming, collection classes, and iterators and apply them effectively in problem-solving.
- Use structured problem-solving techniques to decompose complex problems and develop effective, efficient solutions through object-oriented programming principles.

# CS 300, Computer Programming 2

1. **Outcome:** Explain and apply core object-oriented programs principles, including subclasses, encapsulation, inheritance, and abstraction.

**Strategy:** There will be a series of programming assignments in which these concepts will be required. Students will then write short reports regarding where they were used and what they are.

2. **Outcome:** Develop robust programs by implementing error-handling techniques, including exception handling, in object-oriented programs.

**Strategy:** Students will be given object-oriented programs to which they must add error-handling techniques.

3. **Outcome:** Enumerate the differences between imperative and object-oriented programming paradigms.

**Strategy:** This will be embedded as a question in the final exam.

4. **Outcome:** Compose a class through design, implementation, and testing to meet behavioral requirements.

**Strategy:** This will be done as a stand-alone programming assignment near the end of the course.

5. **Outcome:** Demonstrate knowledge and use of object-oriented programming, collection classes, and iterators and apply them effectively in problem-solving.

**Strategy:** This will be spread over a series of programming assignments distributed throughout the semester.

6. **Outcome:** Use structured problem-solving techniques to decompose complex problems and develop effective, efficient solutions through object-oriented programming principles.

**Strategy:** There will be a final individualized project that requires solving a problem through the use of object oriented programming.

# Faculty Senate Course Form

Effective Date: **Fall 2025** Submission Date: 9/25/2024

Department: Math and Physics College of: **Arts & Sciences**

Contact Person: Tim Flood Prefix: **MATH**

Create New, Revise, Inactivate, or Reactivate: **New** Course #: **033**

**Course Form:**
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:

KBOR is requiring co-requisite support for each course in the state-wide general education Math Pathway Courses..

According to KBOR policy these co-requisite supports MUST be included in the Fall 2025 Course Schedule.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? ***If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

○ Yes ◉ No

3. Is this course to be considered for General Education?
*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

◉ Yes ○ No

4. Will this course be required of any education majors?
*If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.*

◉ Yes ○ No

5. Will additional resources or costs be required?

○ Yes ◉ No

If so, what will be needed?
Staffing to cover these additional sections.

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

○ Yes ◉ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

| | Exsisting | New/Proposed |
|---|---|---|
| Title: | | Quantitative Reasoning Supplement |
| Course Number: | | **MATH 033** |
| Credits: | | **1** |
| Grading System: | **Select One** | **Pass/No Credit** |
| Pre/Co-Requisite(s): | | MATH 133 Quantitative Reasoning |
| Course Description: | | This course is designed to provide co-requisite support in Quantitative Reasoning and to enhance a student's learning experience. Offered on a Pass-No Credit basis only. Not counted toward the total hours required for a degree. |

# Authorization Sign-Off

**Checklist**

- [x] Required fields completed.
- [x] Syllabus attached for new courses
- [x] Assignment Strategies Attached

-Approved: Department Chair/Director
Date: 9/27/24 Signature, Chair/Director: Tim Flood

-Approved: College Curriculum Committee
Date: 11/6/24 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College
Date: 11/6/24 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)
Date: 12/4/24 Signature, Council Chair:

-Approved: University Undergraduate Curriculum Committee
Date: 1/21/25 Signature, Committee Chair:

-Approved: Faculty Senate
Date: Signature, Recorder Faculty Senate:

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

**MATH 033 Quantitative Reasoning Supplement (1 credit hour)**
**Online Delivery**

**Catalog Description:** This course is designed to provide co-requisite support in Quantitative Reasoning and to enhance a student's learning experience. Offered on a Pass-No Credit basis only. Not counted toward the total hours required for a degree.

**Objective:** The objective of this course is to provide just-in-time support for students in Quantitative Reasoning.

**Assessment:** The modules in this course are designed to help students successfully complete the homework assignments and tests in Quantitative Reasoning. Failure to successfully complete at least 80% of the modules by the required deadline will result in a grade of No Credit.

# Faculty Senate Course Form

Effective Date: **Fall 2025** Submission Date: 9/25/2024

Department: Math and Physics College of: **Arts & Sciences**

Contact Person: Tim Flood Prefix: **MATH**

Create New, Revise, Inactivate, or Reactivate: **New** Course #: **043**

**Course Form:**
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:

KBOR is requiring co-requisite support for each course in the state-wide general education Math Pathway Courses..

According to KBOR policy these co-requisite supports MUST be included in the Fall 2025 Course Schedule.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? ***If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

○ Yes ◉ No

3. Is this course to be considered for General Education?
*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

◉ Yes ○ No

4. Will this course be required of any education majors?
*If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.*

◉ Yes ○ No

5. Will additional resources or costs be required?

○ Yes ◉ No

If so, what will be needed?
Staffing to cover these additional sections.

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

○ Yes ◉ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

| | Exsisting | New/Proposed |
|---|---|---|
| Title: | | Elementary Statistics Supplement |
| Course Number: | | **MATH 043** |
| Credits: | | **1** |
| Grading System: | **Select One** | **Pass/No Credit** |
| Pre/Co-Requisite(s): | | MATH 143 Elementary Statistics |
| Course Description: | | This course is designed to provide co-requisite support in Elementary Statistics and to enhance a student's learning experience. Offered on a Pass-No Credit basis only. Not counted toward the total hours required for a degree. |

# Authorization Sign-Off

**Checklist**

- [x] Required fields completed.
- [x] Syllabus attached for new courses
- [x] Assignment Strategies Attached

-Approved: Department Chair/Director
Date: 9/27/24 Signature, Chair/Director: Tim Flood

-Approved: College Curriculum Committee
Date: 11/6/24 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College
Date: 11/6/24 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)
Date: 12/4/24 Signature, Council Chair:

-Approved: University Undergraduate Curriculum Committee
Date: 1/21/25 Signature, Committee Chair:

-Approved: Faculty Senate
Date: Signature, Recorder Faculty Senate:

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

**MATH 043 Elementary Statistics Supplement (1 credit hour)**
**Face-to-Face Delivery**
**1:00-1:50 TTh**

**Catalog Description:** This course is designed to provide co-requisite support in Elementary Statistics and to enhance a student's learning experience. Offered on a Pass-No Credit basis only. Not counted toward the total hours required for a degree.

**Objective:** The objective of this course is to provide just-in-time support for students in Elementary Statistics.

**Assessment:** This course is designed as an experiential course, so attendance and participation are critical. Failure to participate or more than 3 unexcused absences will result in a grade of No Credit.

# Faculty Senate Course Form

Effective Date: Fall 2025 Submission Date: 10/2/2024

Department: **Family and Consumer Sciences**

College of: Course **College of Education**

Prefix: **FCS**

Contact Person: **Sheila Cook**

Create New, Revise, Inactivate, or Reactivate: **Reactivate**

Course #: **FCS 104**

**Course Form:**

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes: This course is being reactivated to equip Family and Consumer Sciences teacher education students with essential knowledge, industry awareness, and analytical skills that are crucial for teaching Fashion, Apparel, and Interior Design (FAID) courses and CTE pathways for grades 6-12. Additionally, it fosters personal growth, making it relevant even for those not directly pursuing an FCS teacher ed-related degree.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? ***If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

Yes (No)

3. Is this course to be considered for General Education?
*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes (No)

4. Will this course be required of any education majors?
*If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.*

(Yes) No

5. Will additional resources or costs be required?

Yes **No**

If so, what will be needed?



6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)? *If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes **No**

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

| | Existing | New/Proposed |
|---|---|---|
| Title: | Fashion Fundamentals | |
| Course Number: | FCS 104 | |
| Credits: | 3 credit hours | |
| Grading System: | A-F, IN | |
| Pre/Co-Requisite(s): | | |

| | | |
|---|---|---|
| Course Description: | This course is an Introduction to Fashion Fundamentals topics through a historical as well as contemporary lens. Seminar includes history, appropriate fashion terminology and structure of the industry, including the design process and marketing of fashion products. The purpose of this course is to assist students in establishing and cultivating their background knowledge specific to the fashion industry. This course will provide opportunities to engage in authentic environments and develop competencies recognized by industry to better prepare them for teaching in a middle or secondary setting. | |

# Authorization Sign-Off

**Checklist**

- [x] Required fields completed.
- [x] Syllabus attached for new courses
- [x] Assignment Strategies Attached

-Approved: Department Chair/Director
Date: 10/23/24 Signature, Chair/Director: _____

-Approved: College Curriculum Committee
Date: 12/3/24 Signature, Committee Chair: _____

-Approved: Dean of College
Date: 12/3/24 Signature, Dean: _____

-Approved: Council for Teacher Education (if applicable)
Date: 12/4/24 Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee
Date: 1/21/25 Signature, Committee Chair: _____

-Approved: Faculty Senate
Date: _____ Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

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# Pittsburg State University

# Department of Family and Consumer Sciences

# FCS 104 – Fashion Fundamentals

# Fall Semester

**Course: FCS 104**

**Instructor: Dr. Sheila Cook**

**Office: 113 FCS Building**

**Office Phone: 620-235-4573**

**Time: Online**

**Location: Online**

**Email: skcook@pittstate.edu**

**Credit Hours: 3**

**Office Hours:** Wednesdays 9:00 a.m. – 12:00 p.m. & 12:30 p.m. – 2:30 p.m.

NOTE: Office hours may change without notice.

**Department Policy for the First Day of Class:** Students in Family and Consumer Sciences courses are expected to attend class AND/OR log into Canvas regularly beginning on the first day of a scheduled class. If a student does not attend on the first scheduled class session or notify the instructor of an expected absence on the first day, the instructor will remove the student from the class roll to accommodate students who wish to take the course and/or have been on a waiting list. Students on class waiting lists are strongly advised to attend the first session of class. This will indicate interest and commitment on the part of the student as well as keeping the student current in the class with peers already enrolled. Instructors should be able to indicate to the student at the first meeting the likelihood of the student enrolling based on attendance.

**Course Information:** This course will be conducted online with the use of Canvas. Questions and concerns should be addressed by requesting a meeting with the instructor during office hours. Email is the preferred mode of contact as long as it does not pertain to grades. I check e-mails frequently and will respond to course related questions within 24 hours on weekdays and 78 hours on weekends. The professor reserves the right to make changes in the course and course syllabus at any time during the semester.

**Email Etiquette:** Please use respectful etiquette when using email by adding:

1. Include course number, day, and time in subject line.
   Example: FCS 104-01 – Online

2. A brief, respectful message using proper, professional address.
3. State just the facts and no long stories.
4. Use proper grammar, spellings, and no texting in your writings.

**Example:**

Subject line: FCS 104

Hello Dr. Cook,

I had a question concerning the discussion board for this week. Do you want us to use the information detail for all discussion responses or just the original 300+ comment? Thank you for your time.

Student A

**Instructional Resources / Books Required:** There is no required textbook for this course.

**Course Description:** 3 hours. Lecture and laboratory. This course is an Introduction to Fashion Fundamentals topics through a historical as well as contemporary lens. Seminar includes history, appropriate fashion terminology and structure of the industry, including the design process and marketing of fashion products.

The purpose of this course is to assist students in establishing and cultivating their background knowledge specific to the fashion industry. This course will provide opportunities to engage in authentic environments and develop competencies recognized by industry to better prepare them for teaching in a middle or secondary setting.

**Course Objectives:**

- **Understanding Fashion History**: Students will be able to identify key historical periods and movements in fashion, including their cultural influences and stylistic characteristics.
- **Exploring Fashion Design Principles**: Students will learn basic principles of fashion design, including color theory, silhouette, line, texture, and proportion, and apply these concepts in fashion sketches and design exercises.
- **Introduction to Textiles and Fabrics**: Students will gain knowledge of various textile fibers, fabric structures, and textile finishes, and develop the ability to identify common fabrics and their properties.
- **Fashion Industry Overview**: Students will explore the structure and dynamics of the fashion industry, including key sectors such as design, production, marketing, retailing, and distribution, as well as emerging trends and challenges.

- **Fashion Retailing and Merchandising**: Students will learn about the role of retailing and merchandising in the fashion industry, including store operations, visual merchandising, inventory management, and consumer behavior.
- **Fashion Trends Analysis**: Students will develop skills in trend forecasting and analysis, including the ability to identify current and emerging fashion trends, understand their cultural and social significance, and predict future directions in fashion.
- **Fashion Communication and Promotion**: Students will explore various forms of fashion communication and promotion, including advertising, public relations, social media, and visual merchandising, and develop basic skills in fashion writing, photography, and styling.
- **Ethical and Sustainable Fashion Practices**: Students will examine ethical and sustainability issues in the fashion industry, including labor rights, environmental impact, supply chain transparency, and fair-trade practices, and explore strategies for promoting responsible consumption and production.
- **Fashion Styling and Personal Image Development**: Students will learn principles of fashion styling and personal image development, including wardrobe planning, color coordination, accessorizing, and grooming, and develop their own sense of style and self-expression.

These objectives aim to provide students with a comprehensive understanding of the fundamental concepts, skills, and practices in the field of fashion at the introductory level.

**Teaching Strategies:**

- Lectures
- Textbook and printed materials
- Research/Investigation
- Instructional activities: individual and group
- Discussion groups
- Videos
- Student projects
- Student research projects

**Assessment:**

- Reflective Reading/Writing
- Exams
- Presentations
- Resource Notebook
- Other

**Exams and Final:**

- Instructional exams and skills exams will be given throughout the semester.
- Instructional exams will be timed and uploaded to Canvas.
- Skills exams will be conducted during laboratories.

- One final project will be given. Detailed information and instructions for the final project will be given later in the semester.
- **NO MAKE-UP EXAMS WILL BE GIVEN.**

**Grading:**

Points will be updated throughout the semester and totaled at the end of the semester. Final grades will be determined using a percentage of total points possible. **Final grades will NOT be rounded up.**

Grading Scale: 90-100%= A

80-89%= B

70-79%= C

60-69%= D

<60%= F

**Online Course Interactions and Instructor's Policy:**

- Online interactions are expected on a weekly basis.
- You are responsible for all material covered in the course.

**Course Notes:**

- Online participation in all activities is expected. You are responsible for turning in your own work.
- The preferred mode of communication for this class is e-mail at skcook@pittstate.edu. Grades WILL NOT be discussed over email. I check my email daily.
- All assignments must be turned in on or before, the specified date.
- **No Late Work Will Be Accepted.**

**Submitting Assignments:**

- All assignments will be submitted through the PSU Canvas management system and through Turnitin.
- Unless otherwise specified, all written assignments are to follow General APA Guidelines:
- Assignments must be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides.
- **12 pt. Times New Roman font must be used for ALL assignments.**
- Unless otherwise specified, assignments should be at least one- and one-half pages in length, but no more than two pages.
- Always use correct grammar and word choice conducive for a college-level course.
- Always include a reference page written in APA 7th edition format for EACH assignment.
- Formatting papers: https://www.ivcc.edu/stylebooks/stylebook4.aspx?id=14574 or https://owl.english.purdue.edu/owl/resource/747/0

- **ALWAYS SPELL CHECK, GRAMMAR CHECK, AND PROOF READ!**
- All students are expected to use the PSU Canvas system to keep up with class events, assignments, to view weekly announcements, etc.
- Please note: ALL assignments are required to include an APA 7th edition style cover page. The following is an example of the information needed for your cover page. It should be centered and half-way down the middle of the page.

**The Effects of Social Media on the Wellbeing of Students (Title of Assignment in BOLD)**

Student's First and Last Name

Pittsburg State University

FCS 104 – Fashion Fundamentals

Dr. Sheila Cook

August 15, 2024 (Current Date)

**Setting Up Your Reference Page(s):**

- Your reference page(s) must follow the references example below:
- References in alphabetical order.
- First line 1-inch tab
- Second and any additional lines tabbed over once.
- All single space for each reference and double spaced between each new reference.

- All references in alphabetical order.

The following is an example an APA 7th edition reference page included with EACH assignment:

## References


American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.).

Bloom, B. S. (Ed.). (1974). *Taxonomy of educational objectives*. McKay.

Brown, G. (2009). The ontological turn in education: The place of the learning environment. *Journal of Critical Realism, 8*(1), 5-34. https://doi.org/10.1558/jocr.v8i1.5

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18*(1), 32-42. http://www.jstor.org/stable/1176008

Collins, A., & Greeno, J. G. (2011). Situative view of learning. In V. G. Aukrust (Ed.), *Learning and cognition in education* (pp. 64-68). Elsevier.

Collins, S. (2016). *Neuroscience for learning and development: how to apply neuroscience and psychology for improved learning and training*. Kogan Page.

Cooling, T. (2015, August 2015). The Bible in education. *The Christian Teachers Journal, 23*(3).

Cooling, T. (2017a). Children's spiritual development in school. *Transmission*, 18-20.

Cooling, T. (2017b). The threat to better learning in Christian education. In K. Goodlet, J. Collier, & T. George (Eds.), *Better learning: Trajectories for educators in Christian schools* (pp. 107-116). St Mark's NTC.

Damasio, A. R. (1994). *Descartes' error: Emotion, reason, and the human brain*. G. P. Putnam's Sons.

Dewey, J. (1938). *Experience and education*. Collier.

Institute for American Values. (2003). *Hardwired to connect: The new scientific case for authoritative communities*. http://americanvalues.org/catalog/pdfs/hwexsumm.pdf

Loughland, T., & Matthews, R. (2016). *Using the AITSL standards to assess graduate teacher performance*. Criterion Conferences. Retrieved 18 January, 2018 from https://www.criterionconferences.com/blog/education/using-aitsl-standards-assess-graduate-teacher-performance/

**Student Assistance:** Students seeking assistance with academic programs because of handicap should contact the Center for Student Accommodations, 216 Russ Hall, 235-4309. Please inform the instructor if you have a handicap or a disability that the instructor needs to know about.

**Student Responsibility:** It is the student's responsibility to seek out faculty members for information regarding the course. Students who have problems in courses typically wait too long to contact their instructor.

**PSU Syllabus Supplement**: https://www.pittstate.edu/office/registrar/syllabus-supplement.dot

**Academic Integrity / Plagiarism Policy:**

According to PSU's Academic Integrity Policy in Article 30 of the Code of Student's Rights and Responsibilities, academic dishonesty by a student includes, but not limited to:

- Giving or receiving unauthorized aid on examinations.
- Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers, or any other assignments.
- Submitting the same work for more than one course without the instructor's permission.
- Plagiarism. Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material **IS** plagiarism. Plagiarism also includes paraphrasing another 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.

All work you submit for this course must be completed solely by you, without unauthorized collaboration with others (e.g. don't ask your roommate, your parents, or your significant other to help you with your assignments. Instead, go to the Writing Center or come to me for help). When you complete your work, you must do so without neglecting to attribute information or ideas you have borrowed from other sources using APA style.

If you fail to cite information, it is viewed as intentional plagiarism. If I see intentional plagiarism, I will give the assignment a grade of F or a 0 for the assignments. If I see repeated cases of intentional plagiarism, I may fail you for the course and the instances will be reported.

For information regarding the university-wide policies on student behavior and the consequences of misconduct or plagiarism, and for information about your rights as a student, please see:

https://registrar.pittstate.edu/catalog/archive/2019-2020/student-rights-and-responsibilities.html

**Concealed Carry Weapons Policy at PSU:** It is recommended you review the syllabus supplement found at: http://www.pittstate.edu/dotAsset/6c552e9b-8c3c-415e-b874-15006b8d85d0.pdf

## FCS 104 – Fashion Fundamentals Tentative Course Schedule:

This is a tentative course schedule to help you keep pace and submit all assignments on time.

**Course Schedule: Faculty reserves the right to make changes in this schedule.**

Week 1: Classes begin

Syllabus

Introduction to Fashion

Week 2: Fashion History – Pre-historic through 1900 – Part 1

Week 3: Fashion History – 1900 through Present – Part 2

Week 4: Principles and Elements of Design

Week 5: Principles of Textiles

Week 6: Introduction to Fashion Merchandising

Week 7: Fashion Trends Analysis

Week 8: Fashion Styling

Week 9: Sustainable Fashion Practices

Week 10: Fashion in the Digital Age

Week 11: Fashion Forecasting and Retail Buying

Week 12: Fashion Career Exploration

Week 13: Fashion Illustration

Week 14: Creating a Fashion Line Final Project

Week 15: Fall Break and Thanksgiving Break – Continue Developing Final Project

Week 16: Final Project Presentations

Week 17: Finals Week – Project Reflections

# Faculty Senate Course Form

Effective Date: **Fall 2025** Submission Date: October 18, 2024

Department: Psychology and Counseling College of: **Education**

Contact Person: Dr. Robin Blair Prefix: **Chair**

Create New, Revise, Inactivate, or Reactivate: **New** Course #: **PSYCH 656**

**Course Form:**
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:

The current core requirement course PSYCH 756 Social Psychology only has undergraduate students enrolling in this course. We are legislating a new course PSYCH 656 Social Psychology to replace PSYCH 756 as a core requirement.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? ***If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

○ Yes ◉ No

3. Is this course to be considered for General Education?
*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

○ Yes ◉ No

4. Will this course be required of any education majors?
*If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.*

○ Yes ◉ No

5. Will additional resources or costs be required?

○ Yes ◉ No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

◯ Yes ◉ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

| | Exsisting | New/Proposed |
|---|---|---|
| Title: | | Social Psychology |
| Course Number: | | **PSYCH 656** |
| Credits: | | **3** |
| Grading System: | **Select One** | **A-F, IN** |
| Pre/Co-Requisite(s): | | Prerequisite: Completion of 90 credit hours or permision of instructor. |
| Course Description: | | Designed to provide a thorough background in social psychology and to motivate a continuing exploration of theoretical problems and issues in the field. Combines examination of historical development of theory and method in social psychology with analyses of theoretical, methodological approaches to a variety of contemporary topics. Prerequisite: Completion of 90 credit hours or permission of instructor. |

# Authorization Sign-Off

**Checklist**

- [x] Required fields completed.
- [x] Syllabus attached for new courses
- [x] Assignment Strategies Attached

-Approved: Department Chair/Director
Date: 10.22.24 Signature, Chair/Director: RDPa

-Approved: College Curriculum Committee
Date: 12/3/24 Signature, Committee Chair:

-Approved: Dean of College
Date: 10/22/24 Signature, Dean:

-Approved: Council for Teacher Education (if applicable)
Date: 12/4/24 Signature, Council Chair:

-Approved: University Undergraduate Curriculum Committee
Date: 1/21/25 Signature, Committee Chair:

-Approved: Faculty Senate
Date: Signature, Recorder Faculty Senate:

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator

**PSYCH 656-01: SOCIAL PSYCHOLOGY**
**DEPARTMENT OF PSYCHOLOGY AND COUNSELING**
**COLLEGE OF EDUCATION**
**PITTSBURG STATE UNIVERSITY**
**FALL 2025**
**(SUBJECT TO CHANGE)**

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INSTRUCTOR: Dr. Julie Allison OFFICE: 208D Whitesitt

e-mail: jallison@pittstate.edu (preferred) PHONE: 620-235-4529 (w)

CLASS FORMAT: In person

CLASS MEETING DAYS/TIMES: 11:00-11:50 MWF

OFFICE HOURS: 10-12:30 T/H, 12-1 W

ONLINE OFFICE HOURS: 2:30-4:30 MW

*In the case of inclement weather, class may be held through Zoom.

***If you would like to meet with the instructor please do not hesitate to initiate a meeting. Scheduling an appointment is encouraged, even during office hours, to ensure that you are given priority.***

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**COURSE DESCRIPTION:** We are all social creatures. We impact others and are impacted by others; we don't even need to be present to do so. The impact may be negative or positive to varying degrees. Social psychology is the scientific study of how people think about, influence, and relate to one another. Certainly our personality plays a role in each of these. Indeed, Kurt Lewin (ascribed as the "Father of Social Psychology), noted that one's behavior is a function of the person and their environment. This course will examine social psychological principles, theory, and research. Beyond that, a primary focus will be on the "So what?" of social psychology. The application of social psychological theory and research helps us to make sense of past situations that seem incomprehensible, and allow us to impact our present and our future.

**GOALS AND OBJECTIVES**

1. To provide a basic understanding of the science of social psychology, including the various scientific research methods that are utilized in social psychology.

2. To provide a basic overview of the significant theories which have influenced social psychology.

3. To encourage an understanding of the significant implications of social psychology in its ability to understand the dynamics of oneself, relationships, and groups.

4. To encourage an understanding of the social psychological dynamics underlying individuals, relationships, groups, social events, and social movements.

5. To apply social psychological concepts, principles, and theory to "real life" individuals, groups, and social events.

**REQUIRED TEXTBOOK**

Franzoi, S. (2016). *Social Psychology, 7TH Ed.* (Loose Leaf) with e-book plus access. BVT

ISBN 9781627515641

**COURSE REQUIREMENTS**

1. **Attend and participate in class.**

   Attendance and appropriate participation are expected in this class. Missing class will result in losing valuable information related to both content and process. There will be in-class assignments that cannot be made up outside of class, and will therefore impact your grade. In addition to in-class assignments, bonus points will be given periodically for attendance.

   You will earn *up to* 5 points per class period towards your Attendance and Participation by coming to class and participating fully.

2. **Read all assigned readings.**

   While the textbook is recommended (as opposed to required), there will be regular readings from professional journals assigned that will be discussed in class and be the source of written assignments. It will be important for you to stay current with these assignments so that you can complete them on time.

3. **Take all quizzes.**

   On-line quizzes will be given over 1-2 chapters at a time. Each will consist primarily of multiple-choice questions, but may also include some T/F questions

and short-answer/essay questions. You will have one hour allotted for each quiz. Quizzes must be taken by the due date and time, at which time the quiz will close. ***Missed quizzes may not be made up.***

4. **Complete all assignments, on time.**

   The instructor will provide specific instructions for each assignment, corresponding due date(s), as well as the format in which each assignment should be submitted (in-class assignment, hard copy or online submission). Some of the instructions may be given in class, some may be written and provided in the form of hard copies, and some may be posted on CANVAS. ***It will be your responsibility to make sure you are aware of all assignments and their requirements.*** You are encouraged to set your notifications on CANVAS so that you will receive notifications of assignments and announcements that may be provided on CANVAS. It is also advised that you check your e-mail on a regular basis. If an assignment is to be turned in via CANVAS, it is your responsibility to ensure that it is uploaded in a format that is compatible with CANVAS.

***NOTE: Point values for all assignments not listed specifically in this syllabus will vary. Assignments turned in late will earn a 10% deduction per day late. Assignments will not be accepted after one week.***

5. **SOCIAL EVENT ANALYSIS PROJECT AND PRESENTATION: For this project, you will analyze a social event from a social psychological perspective and present your work at the Bi-Annual Social Psychology Symposium on December 9. The presentation will be in the form of a poster presentation.**

   You may work on this project on your own, with a partner, or in a small group.

   You are encouraged to choose a topic that 1) is amenable to social psychological analysis, and 2) a topic about which you are truly interested. Topics that are amenable to social psychology are events in which the situation is very powerful and influences the behavior of those in the situation.

   This project will be presented using powerpoint. It requires two tasks that are quite different in nature:

   1) Accurately and vividly describe your topic of choice. With this task, you are telling a story about your topic to an audience that may know very little to nothing about your topic. You should aim to share as much relevant information as possible, as succinctly as possible. This will require some creativity and your writing may be somewhat dramatic so that your audience can get a true

"feeling" of what you are sharing. You should provide citations. You will also need a reference section that includes all cited works (in APA style).

2) Analyze the story that you tell through the lens of social psychology. This part of the project is strictly academic. In this part your presentation, you should include IDENTIFY, DESCRIBE, AND CONNECT in the following ways:

a. **Identify** social psychological theories/concepts/principles that serve to provide an understanding of the story you share about your topic.

b. **Describe IN YOUR OWN WORDS** the theory/concept/principle AND include a *primary* citation within the text of this part of the presentation. **THE AUTHOR OF YOUR TEXTBOOK IS NOT AN APPROPRIATE SOURCE TO CITE.** Include these as well in your reference section.

c. **Connect** the theory/concept/principle to your story. What aspects of the story are explained by your theory/concept/principle? How or why does it serve to help provide this understanding?

You will be required to present your poster presentation (printing out your slides and additional pictures/graphs, etc. and placing them on a 3' x 4' board at the *Social Psychology Symposium* on Monday, December 11, from 11:00 am – 1:00 pm.

The specifics of this assignment will be discussed thoroughly in class. ***PLEASE DO NOT HESITATE TO ASK QUESTIONS AS YOU HAVE THEM.***

**IMPORTANT NOTES:**

- This project is considered a capstone experience for you as a psychology major. Extensive feedback will be provided to you as you prepare your drafts and then revise (and revise, and revise, and revise again). Know that revisions are a part of the process of crafting a project that will enhance your learning of course material and produce a project of which you are proud.

- You will be expected to make a serious effort to comply with all assignment instructions. The instructor reserves the right to not accept submitted work that does not follow the instructions of the assignments before it is reviewed. If this occurs, the work will be considered late (discounting the days between the first submission and notification that the work is not acceptable) until a submission of work is received that

indicates the student has made a serious attempt to meet the requirements of the assignment instructions.

- Final approval must be received from your instructor prior to presenting at the symposium. If final approval is not provided before the date of the symposium, you will earn an incomplete in the course until an acceptable project is submitted.

**GRADES.** Grades will be based on the following criterion-based scale:

| | | | |
|---|---|---|---|
| 90-100% | A | 60-69.99% | D |
| 80-89.99% | B | less than 60% | F |
| 70-79.99% | C | | |

NOTE: All grades will be posted on CANVAS. Please review your grades regularly and notify the instructor if you believe there is an error in the recordings or have questions about your grade.

**PSU RELEVANT/ONLINE POLICIES**

ACADEMIC DISHONESTY.

Academic dishonesty will not be tolerated. Students who exhibit academically dishonest behavior will be treated in accordance with Pittsburg State University's rules and regulations regarding such behavior. The official policy on academic honesty and integrity may be found on the following website:

https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2024.pdf

SYLLABUS SUPPLEMENTAL INFORMATION

The PSU catalog is a great resource for students to identify their rights, responsibilities, and resources as a student at PSU. Important information may be accessed at:

https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2024.pdf