



Pittsburg State University

Faculty Senate

Date: Monday, February 23, 2026

Time: 3:00 p.m.

Location: Sunflower, Overman Student Center

Agenda

- I. **Call to Order**
- II. **Campus Update(s):** None
- III. **Approval of December 8, 2025, minutes**
- IV. **Announcements**
 - a. **Provost and Vice President of Academic Affairs – Dr. Susan Bon**
 - b. **PSU/KNEA Remarks – Ananda Jayawardhana**
 - c. **Student Senate Remarks - - Corey Humble**
 - d. **Unclassified Professional Senate Remarks & University Support Staff Remarks – Co Presidents - Eva Sager & Michelle Hensley**
 - e. **Graduate College Remarks**
 - f. **Faculty Senate President’s Report – David Weaver**
- V. **Committee Reports**
 - a. **Academic Affairs Committee – Chair: Mandi Alonzo**
 - Undergraduate Curriculum Subcommittee – Chair – **Byron McKay**
 - Library Services/Leaming Resources Subcommittee - Chair: **Philip Frank**
 - Online and Distance Learning Committee - Chair: **Beth Hendrickson**
 - Academic Honors Subcommittee - Chair: **Laurent Pretot**
 - Honors College Subcommittee - Chair: **Rion Huffman**
 - Campus and Community Resource Subcommittee - Chair: **Joanne Britz**
 - b. **Student-Faculty Committee - Chair: Serif Uran**
 - c. **All-University Committee - Chair: Tracy Stahl**

- d. **Faculty Affairs Committee** - Chair: James Whitney
- e. **Constitution Committee** - Chair: Karen Johnson
- f. **General Education Committee** - Chair: Michele Barnaby
- g. **Budget Committee** - Chair: Stephen Zornes
- h. **Academic Honesty Committee** - Chair: Kristen Livingston
- i. **AI Committee** - Chair: Jorge Leon

VI. Unfinished Business:

- a. **Constitution Review update**
- b. **AI Committee recommendation – second reading**
- c. **Faculty of the year nomination process – 3 awards (Tenured, Tenure Track, Non-Tenured)**
- d. **At large Faculty Senate elections**
- e. **Student Faculty Committee update.**

VII. New Business:

a. Apple Day

- Wednesday, April ? 11 AM to 1 PM

Oval/OSC: 10:45 a.m. to 1:00 p.m. – 1 box of apples
Technology Center: (50 apples) 8:45-9:45-
Student Recreation Center 8:45-9:45 (50 apples) -
Grubbs/Yates Hall 8:45-9:45 (50 apples)
Kelce/Hughes Hall 8:45-9:45 (50 apples) -
In front of Russ Hall – 1 box of apples
President’s Office for Community Distribution: 1 box

VIII. Open Forum

IX. Adjournment

- Next Faculty Senate Meeting: **Monday, March 30, 3 PM**, in the Sunflower Room, OSC

Committee Reports:

Faculty Senate President's Report – December 2025

No Report

Academic Affairs Committee

No Report

Undergraduate Curriculum Subcommittee

No Report

Library Services/Leaming Resources Subcommittee

No Report

Online and Distance Learning Committee

No Report

Academic Honors Subcommittee

No Report

Honors College Subcommittee

No Report

Campus and Community Resource Committee

No Report

Student-Faculty Committee

No Report

All-University Committee

No Report

Faculty Affairs Committee

No Report

Constitution Committee

We reviewed the recommendations from the Campus and Community Resource Committee (formerly the Diversity and Multicultural Affairs Committee). We suggest **removing** the statements in **red**.

RESPONSES AND PROPOSAL:

1) This committee is most definitely needed; proposed rewritten purposes are #2 below.

2) This subcommittee shall:

A) Explore the influences of a variety of thought processes and multiculturalism in instruction, in the curriculum, and in the academic content of various disciplines.

B) Serve as liaison among the organized affinity groups on campus, including the Tilford Group, Campus and Community Resource Center (CCRC), **and academic units requiring accreditation**.

C) Develop curriculum resources which recognize varied cultural perspectives.

3) We do not wish to change the composition of this committee, but some edits are included:

Composition: This committee shall consist of one faculty member from the Department of Teaching and Leadership, one faculty member from Teacher Education (Secondary), one faculty member from each of the other college/schools (Arts and Sciences, Business, and Technology), two at-large faculty members, and two students. The Associate Vice President for Campus and Community Resources, The Director of International Programs and the Director of Institutional Equity and Title 9 Coordinator shall serve as ex-officio members of the committee.

4) Proposed NEW name: **Student Development and** Multicultural Affairs sub-committee

General Education Committee

No Report

Budget Committee

No Report

Academic Honesty Committee

No Report

AI Ad Hoc Committee

No Report

Kelce Junior Standing Notification	COB	Notification	No comments.
Kelce MGT310 to QBA-210 Prereq Notification	COB	Notification	No comments.
Kelce Sophomore Standing Prereq Notification	COB	Notification	No comments.
MGT 560 New	MGT	New	Review responses to questions 3-6. Complete
NURS 265 Rev	NURS	Revision	Reviewed by committee.
NURS 304 Rev	NURS	Revision	The form does not provide the previous prereq. Complete
NURS 314 Rev	NURS	Revision	Reviewed by committee.
NURS 318 Rev	NURS	Revision	Reviewed by committee.
NURS 320 Rev	NURS	Revision	Reviewed by committee.
NURS 321 Rev	NURS	Revision	Reviewed by committee.
NURS 322 Rev	NURS	Revision	The BSN Pre Licensure program revision indicates NURS322 should be 2 credit hours. The NURS322 course revision form indicates a change to 5 credit hours. Complete
NURS 340 Rev	NURS	Revision	Reviewed by committee.
NURS 370 Rev	NURS	Revision	Revisions-Required
NURS 390 Rev	NURS	Revision	The form does not provide the previous prereq.
NURS 407 Rev	NURS	Revision	Reviewed by committee.
NURS 442 Rev	NURS	Revision	Was a prereq added? If so the previous prereq should indicate 'none'. Complete
NURS 445 Rev	NURS	Revision	Reviewed by committee.
NURS 457 Reactivate	NURS	Reactivate	Reviewed by committee.
NURS 482 Rev	NURS	Revision	Reviewed by committee.
NURS 484 Rev	NURS	Revision	Reviewed by committee.
NURS 499 Rev	NURS	Revision	Reviewed by committee.
NURS 502 Rev	NURS	Revision	Reviewed by committee.
NURS 503 Rev	NURS	Revision	Reviewed by committee.
NURS 505 Rev	NURS	Revision	Reviewed by committee.
NURS 525 Rev	NURS	Revision	Reviewed by committee.
NURS 570 Rev	NURS	Revision	Reviewed by committee.
NURS 580 Rev	NURS	Revision	Reviewed by committee.

NURS 600 Rev	NURS	Revision	Approved with Changes	The BSN Pre Licensure program revision indicates NURS600 should be 3 credit hours. The NURS600 course revision form indicates no change in credit hour and is listed at 2 credit hours for the revision. Complete
NURS 601 Rev	NURS	Revision	Approved	Reviewed by committee.
NURS 605 Rev	NURS	Revision	Approved	Reviewed by committee.
NURS 665 Rev	NURS	Revision	Revisions-Required	The form does not include any course changes.
NURS 668 Rev	NURS	Revision	Approved	Reviewed by committee.
NURS 670 Rev	NURS	Revision	Approved with Changes	The form shows NURS670 changing to NURS484. Form should be update with NURS670 content. Complete
Supervision & Team Management Cert	COB	New Cert	Approved with Changes	Review responses to questions 2-5. Complete

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date:

Department: **Honors College**

College of: **Arts & Sciences**

Contact Person: **Brian Moots**

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

Course #: **HONOR101**

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 New course or Changes to existing:

A long-time component of the Honors College curriculum has been the "Intro to Honors" course. The course is required for every Honors College student. Currently, there is no distinct course number and title for the class. Instead, it is offered as a "Topics in Honors". Revising this specific course title will help clarify enrollment for advisors and students, especially since there are currently two courses for Honors "Topics". The other is HONOR 201.

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:	Topics in Honors	Intro to Honors
Course Number:	HONOR 101	HONOR 101
Credits:	1-3	1
Grading System:	A-F, IN	A-F, IN
Pre/Co-Requisite(s):		NA
Course Description:	Includes a variety of topics depending on the particular semester it is offered. During the fall semester it will focus on the development of the Peer Mentor program organized through the Honors College Association. In years when there is an Honors College Study Abroad trip, the course will focus on the presentation of material associated with that given learning experience. Other topics may be created based on the needs of the Honors College.	This class teaches the policies and procedures of the Honors College. Students will learn about Honors College standards and requirements so they are equipped to uphold excellence in Academics, Leadership, Research, and Service.

Authorization Sign-Off

Checklist: Check once verified.

<input type="checkbox"/>	Required fields completed.
<input type="checkbox"/>	Syllabus attached for new courses
<input type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 11/04/2025

Signature, Chair/Director: _____

Brian Moota

-Approved: College Curriculum Committee

Date: 1/13/26

Signature, Committee Chair: _____

Christopher Childers

-Approved: Dean of College

Date: 1/13/26

Signature, Dean: _____

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/5/26

Signature, Committee Chair: _____

Ryan

-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

Honor 101 Intro to Honors

Course Number: Honor 101

Time Schedule: Tuesdays 6:00-6:50pm

Credit Hours: 1

Room: Axe Library 029

Instructor: Dr. Brian Moots

Office Phone: 620-235-4902

Office: Grubbs 404

Office Hours: By Appointment (Just to make sure I'm there)

Email: bmoots@pittstate.edu

NOTE: This is a required course for every student in the PSU Honors College.

I. COURSE DESCRIPTION

This class teaches the policies and procedures of the Honors College. Students will learn about Honors College standards and requirements so you are equipped to uphold excellence in Academics, Leadership, Research, and Service.

II. COURSE OBJECTIVES

Upon completion of the course, the student will:

1. Understand the requirements, policies, and procedures of the Honors College
2. Understand the Honors College Association and its functions
3. Produce research according to the standards of honors research projects
4. Begin to conduct leadership on campus and in the community
5. Serve the campus and community in a variety of roles

III. ATTENDANCE AND PARTICIPATION

Your success in this course depends in large measure on the interest, willingness, and enthusiasm that you and your classmates bring to the experience. You are expected to be an **active** participant in group activities and class discussions. Because so much of the learning experience in this class is interactive and participatory, attendance is mandatory. If something **MAJOR** happens and you cannot come to class, please contact me **BEFORE** class begins. Not only will this inform me of your absence, but also I may be able to help. **Please see the Grading Policy for information on how attendance will impact your grade in the course.**

IV. ASSESSMENTS

This is a course in which your attendance and class participation will make a difference in what you gain from the class. Your instructor and teaching assistants will often introduce topics for discussion, but it is your participation that will make the class more enjoyable and beneficial. You must have (or develop) the confidence and willingness to share your thoughts and opinions with others in the class. **ALL** assignments **MUST** be completed in order to complete the class. Any assignments not completed will result in a 0 for a grade until completed.

Attendance and Participation-450 points

Each student is required to attend and participate in every class meeting. We have 15 class meetings, including the HCA meetings and events. You earn 30 points each class meeting.

Director Interview -150 points

Each student will schedule a personal interview time with the Director to discuss educational goals and areas of interest. The interview should take place within the first month of class.

Planning and Goals-200 points

You will submit your plans and goals for this semester and for next semester. These plans include how you will earn your Honors credits and Pillar Points required to remain in good standing in the Honors College.

V. EVALUATION

<u>Grading Scale:</u>	90% - 100%	A
	80% - 89%	B
	70% - 79%	C
	60% - 69%	D
	0% - 59%	F

COURSE SCHEDULE

Posted separately on the Canvas site.

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 11/21/2025

Department: Honors College

College of: **Arts & Sciences**

Contact Person: Brian Moots

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

Course #: **HONOR400**

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 New course or Changes to existing:

A standard component of Honors Program curricula is leadership training and development. Currently, there is no leadership component included in the PSU Honors College curriculum. This course will be an honors-only leadership seminar. It is intended to be a future requirement for all Honors College students.

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:		Honors Leadership Seminar
Course Number:		HONOR 400
Credits:		2
Grading System:	Select One	A-F, IN
Pre/Co-Requisite(s):		NA
Course Description:		This course explores the principles and practices of successful leadership, integrity, and civic responsibility through interactive discussions, experiential learning, internal and external community engagement with leaders, and creative demonstration of leadership growth through real-world project involvement and discovery. Designed for Honors students, the course emphasizes critical, creative, and analytical skills, encouraging students to reflect deeply on their roles as ethical leaders in society.

Authorization Sign-Off

Checklist: Check once verified.

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

-Approved: Department Chair/Director

Date: 11/21/2025 Signature, Chair/Director: Brian Moota

-Approved: College Curriculum Committee

Date: 1/13/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/13/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02/04/26 Signature, Committee Chair: Ryan

-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.

HONOR 400 Honors Leadership Seminar
Leadership, Ethics, & Civic Engagement: Preparing Future Change-Makers
2-credit hours
Instructors: Dr. Susan Bon and Dr. Brian Moots

Course Description

This course explores the principles and practices of successful leadership, integrity, and civic responsibility through interactive discussions, experiential learning, internal and external community engagement with leaders, and creative demonstration of leadership growth through real-world project involvement and discovery. Designed for Honors students, the course emphasizes critical, creative, and analytical skills, encouraging students to reflect deeply on their roles as ethical leaders in society.

Course Goals & Learning Outcomes

By the end of this course, students will be able to:

1. Analyze different leadership models and ethical frameworks.
 2. Critically evaluate the role and impact of civic and community engagement.
 3. Engage with community leaders to understand various leadership perspectives and challenges.
 4. Develop and articulate a personal leadership philosophy.
 5. Design and implement a civic engagement project addressing community needs.
 6. Demonstrate innovative practice, higher-order thinking, and reflective leadership in thoughtful discussion, critical analysis, and rigorous debate.
-

Course Structure & Schedule

(Approximately 14 weeks, 1 class per week)

Week 1: Introduction to Leadership & Civic Engagement

- Overview of leadership theories and civic engagement.
- Icebreaker activity: "Who Inspires You?"
- Reflective journaling assignment.

Week 2: Ethical Frameworks & Moral Reasoning

- Discussion on ethics in leadership.
- Case study analysis: Ethical dilemmas in various sectors.
- Guest Lecture: Ethics in Industry or Public Service.

Week 3: Leadership in Different Sectors

- Explore leadership styles in education, business, government, nonprofits.
- Student-led leadership presentations.

Week 4: Civic Engagement and Leadership Values

- Historical and contemporary issues.
- Service-learning opportunities.
- Guest Lecture: State or Local Public Official
- Reflect on professional, personal, and community values.

Week 5: Community and Civic Leadership

- Learning from leaders in government, industry, education, community organizations.
- Q&A: What does civic leadership entail?
- Guest Lecture: Non-profit Community Leader

Week 6: Developing Personal Leadership Philosophy

- Workshop: Craft your leadership vision/philosophy.
- Peer feedback and review session.

Week 7: Collaborative Leadership & Building Team Effectiveness

- Activities and leadership team simulations.
- Leadership case study analysis.

Week 8: Civic Engagement Projects

- Teams propose and refine community impact projects.
- Identify community partners.

Week 9-10: Experiential Civic Engagement Projects

- Implementation phase or fieldwork.
- Reflection journals and progress reports.

Week 11: Mock Civic Crisis & Leadership Response

- Scenario-based simulation.
- Group activity to develop strategic responses.

Week 12: Ethical Decision-Making & Conflict Resolution

- Overview of conflict resolution and application of ethical leadership.
- Guest Speaker: Community leader experienced in conflict resolution

Week 13: Presentations & Reflection

- Student presentations of projects.

- Peer evaluation.
- Reflective discussion.

Week 14: Course Wrap-Up & Future Leadership

- Summary of key learnings.
 - Developing a personal leadership action plan.
 - Course evaluation & feedback.
-

Innovative & Experiential Learning Elements

- **Guest Lectures:** Invite diverse leaders, including non-traditional voices (e.g., social entrepreneurs, community activists).
 - **Simulations & Role Plays:** Crisis management, ethical dilemmas.
 - **Service-Learning:** Students design and carry out community-based projects.
 - **Peer Learning & Feedback:** Regular peer reviews and mentorship activities.
 - **Personal Reflection:** Journals, blogs, or portfolios to foster deep thinking.
 - **Capstone Project:** Civic engagement proposal or leadership development plan.
-

Assignments & Assessments

- **Reflective Journals (20%):** Weekly reflections to promote self-awareness.
 - **Leadership Statement (10%):** Personal philosophy paper.
 - **Case Analysis & Participation (20%):** Engage in discussions and analyze ethical/leadership cases.
 - **Civic Engagement Project (30%):** Design, implement, and present a community project.
 - **Final Portfolio (20%):** Consolidate learning, project outcomes, and future goals.
-

Key Features

- **Flexible & Adaptive:** Incorporate current events and evolving community needs.
- **Collaborative:** Emphasize teamwork, dialogue, and peer feedback.
- **Reflective & Personal:** Foster self-awareness and ethics in leadership.
- **Community-Connected:** Direct engagement with local organizations and leaders.

Propose Book List & Course Readings

Core Books

1. **"The Audacity of Hope: Thoughts on Reclaiming the American Dream" by Barack Obama**
Themes: Leadership, civic responsibility, hope, and democracy.
2. **"Leadership in Turbulent Times" by Doris Kearns Goodwin**
Themes: Leadership styles, resilience, decision-making through historical examples (Lincoln, Teddy Roosevelt, FDR, LBJ).
3. **"Ethics for the Real World: Creating a Personal Code to Navigate Daily Dilemmas" by Ronald A. Howard & Clinton D. Korver**
Themes: Practical ethics, moral decision-making, real-world applications.

Compelling Essays, Speeches, & Articles

- **"The Common Good" by John Rawls** (Excerpt from *A Theory of Justice*)
Themes: Justice, fairness, social cooperation.
- **"Ralph Waldo Emerson's Self-Reliance"** (Essay)
Themes: Individual integrity, moral independence, civic responsibility.
- **"Letter from Birmingham Jail" by Martin Luther King Jr.**
Themes: Justice, civil disobedience, moral duty.
- **"On Civil Disobedience," by Henry David Thoreau** (Essay)
Themes: Moral resistance, individual conscience.
- **"The Ends of Power," by James Reston** (Long-form article)
Themes: Leadership decision-making and ethical boundaries.
- **"The Social Contract" by Jean-Jacques Rousseau** (Selections or excerpts)
Themes: Civic responsibility, political obligation.

Foundational Documents & Speeches

- **The Declaration of Independence** (U.S. founding document)
- **The U.S. Constitution & Bill of Rights**
- **The Universal Declaration of Human Rights (1948)** by the UN
- **"A Call to Civil Disobedience" speech by Mahatma Gandhi**
- **"The Socratic Method" excerpts** from Plato's dialogues

Additional Readings, Articles, & Videos

- **"The Role of a Leader" by Warren Bennis** (Harvard Business Review article)
- **"Innovation in Civic Engagement" by Alexander von Hoffman** (Journal article)
- **"The Ethics of Leadership" by Joanne B. Ciulla** (Chapter excerpt from *The Ethics of Leadership*)
- **"Educated" by Tara Westover** (available via link: [Educated: Tara Westover in conversation with Lily Cole at the ... YouTube. April 1, 2025](#))

Supplementary Resources

- **U.S. State Department & Department of Education Reports** on civic education (e.g., *Civics and Service Learning* reports)
- **Federal and State Charters** on civic organizations or public service initiatives.

Implementation Tips

- Assign readings progressively, pairing foundational philosophies with contemporary examples.
- Use essays and speeches as prompts for discussion and debate.
- Encourage students to reflect on how these writings influence their leadership style and civic identity.

HONOR 400 Honors Leadership Seminar Leadership Statement and Essay

Each student will write a leadership statement and an essay describing a leader they admire who has made (or has great potential to make) positive change. Your subjective opinion must be supported by objective fact. This means that wherever you give an opinion, you must support that opinion with a referenced fact from one of two possible sources (see references section below).

Essay Guidelines:

1. Identify a leader you admire and discuss why you admire this leader and how the leader has made (or has the potential to make) positive change.
2. Identify which leadership theory(ies) this particular leader adheres to and discuss which leadership style(s) this leader most frequently uses.
 - a. *It is very important that you distinguish between leadership theory and style to demonstrate your knowledge of these concepts.*
 - b. This should be objective (e.g. use sources)

Leadership Theories: Transactional, Transformational, Servant, Agile & Authentic, Shared, Implicit, Leadership Theory (ILT)

Leadership Styles: Autocratic, Democratic, Laissez-Faire.

3. Examine both your (the student's) personal leadership theory(ies) and style(s) in comparison to your chosen leader's leadership theory(ies) and style(s)
 - a. *It is very important that this comparison be written in a way that shows your ability to assess your own leadership theory and style through comparison with your chosen leader's theory and style.*
 - i. A combination of objective facts (e.g. referenced and cited leadership theories and styles) and your subjective thoughts (e.g. why you feel those leadership theories/styles best fit you or the situations where you lead)

References: The essay will require the student to utilize our assigned readings and at least two other sources. Sources should be cited using MLA style. Suggested sources include:

1. Our assigned texts
2. Another book
3. A professional journal article
4. A reputable website

Format: The paper's structure should...

1. Include a title page, a running header, and a reference page (not included in page length below)
2. Be double-spaced, 1" margins, 12-point, Times New Roman font, 750-1000 words and 3-5 pages long.

Leadership Statement and Essay: Grading Rubric

Standard	Exceeds Standard (5)	Above Standard (4.5)	Average (3-4)	Below Standard (3)	Poor (2)	WT	Score
Quality of Introduction	The introduction clearly identifies chosen leaders and describes rationale for choice with exhaustive overview of paper.	The introduction presents the leader and rationale clearly, and provides a clear and concise overview of paper.	The introduction presents the leader and rationale clearly, but provides a very short overview of paper.	The introduction inadequately introduces the leader and give no rationale for choice. No overview of the paper may be attempted.	The chosen leader and rationale for the choice is not clear from the introduction. No overview of the paper may be attempted.	X 2	
Quality of Content	The content provides exhaustive exemplification of both leader and student's chosen theory(ies) and style(s).	The content provides clear and concise exemplification of both leader and student's chosen theory(ies) and style(s).	The content provides some clear exemplification of both leader and student's chosen theory(ies) and style(s).	The paper does not include all required exemplification of both leader and student's chosen theory(ies) and style(s).	The paper does not include both leader and student's chosen theory(ies) and style(s).	X 5	
Quality of Summary & Conclusion	The writer closes the paper with an effective assessment of personal leadership theory(ies)/style(s) through an extensive comparison of chosen leader's theory(ies)/style(s).	The writer closes the paper with an effective assessment of personal leadership theory(ies)/style(s) through a clear and concise comparison of chosen leader's theory(ies)/style(s).	The writer closes the paper with a moderately effective assessment of personal leadership theory(ies)/style(s) through a concise comparison of chosen leader's theory(ies)/style(s).	The writer closes the paper with an inadequate assessment of personal leadership theory(ies)/style(s) with few comparisons of chosen leader's theory(ies)/style(s).	There is no clear assessment of personal leadership theory(ies)/style(s). Conclusion inadequate.	X 2	
Quality of Organization	The paper flows in a logical, coherent manner with headings and transition sentences and no lapses.	The paper flows in a logical, coherent manner with some headings and transition sentences and only minor lapses.	Most of the paper is logical and coherent although has few headings and transition sentences and at least one major lapse in organization occurs.	The paper is not logically organized with no headings or transition sentences although some meaningful statements are made throughout.	The paper is not logical or coherent.	X 3	
Use of sources	The writer uses the 2 required sources.	The required number of sources is used (2), but they are not the required types.	Fewer than the required number of references are used, but the ones that are used are from scholarly and reputable sources.	The required number of references is not used and several are not from reputable sources.	The writer does not use any reputable sources.	X 3	
Format of in-text documentation and bibliography	All references, citations, and paper formatting are consistently in APA format.	At least one reference or citation is in a nonstandard format.	More than one reference or citation is in a nonstandard or inconsistent format	Several references or citation are in a nonstandard format or one style was not consistently used	The format for documentation was nonstandard and inconsistent	X 1	
Prose style, spelling and grammar	The writing is fluent, with no spelling or grammatical errors	Sentence structure is adequate with few errors in spelling or grammar	Sentence structure is occasionally awkward. Minor errors in usage and/or spelling	Sentence structure is sometimes awkward. Many errors in usage and/or spelling.	Sentence structure is often awkward. Multiple errors in spelling & grammar	X 3	
Appearance & format, 750-1000 words 12" font double-space 1" margins saved correctly, submitted correctly in Bb.	The paper is neat and follows the required format in all aspects	The paper follows the required format in all aspects except in one or two minor ways	The paper does not follow the required format although the appearance is acceptable	The paper departs from the required format and may not be neat	The paper does not follow the required format and is not neat.	X 1	
					Total Points	100	



Re: Honors Leadership Seminar Update

From Susan Bon <sbon@pittstate.edu>

Date Thu 1/15/2026 8:31 AM

To Janet Kingman <jakingman@pittstate.edu>

Cc Christopher Childers <rchilders@pittstate.edu>; Brian Moots <bmoots@pittstate.edu>; Karen Lasota <klasota@pittstate.edu>; Jason Clemensen <jclemensen@pittstate.edu>

Good Morning colleagues -

I wanted to email and thank your committee for approving the HONOR 400 Leadership Seminar as a new course.

Please accept this email as confirmation in my role as COE Dean with support from the COE Associate Dean [and TCHL Chair] Jason Clemensen, that the College of Education has no objection to the Honors Leadership Seminar.

Brian Moots approached COE faculty/leadership and was told that no faculty had interest or expertise in the development of this proposed course. As such, I created the course with Brian's input and agreement. We plan to co-teach the course and greatly appreciate your support and approval.

All my best, Susan

Susan C. Bon, J.D., Ph.D.
Provost and Executive Vice President
Pittsburg State University
Phone: 620.235.4006

From: Brian Moots <bmoots@pittstate.edu>

Sent: Tuesday, January 13, 2026 10:40 AM

To: Susan Bon <sbon@pittstate.edu>

Subject: Honors Leadership Seminar Update

Dr. Bon,

I hope you enjoyed your time in Italy with your choir! The Arts & Sciences Curriculum committee met yesterday to approve curricula changes. The HONOR 400 Leadership Seminar was on on the agenda. At the meeting, they approved the new course, but they would like a confirmation from the Dean of the College of Education saying the College does not object to us creating a leadership course. The committee was concerned about overstepping their jurisdiction by approving a leadership course.

Would you be able to pen an email to Janet Kingman (and perhaps cc Dr. Childers) that the College of Education has no objection to the Honors Leadership Seminar? Janet will include the statement in the file that is sent to the University Curriculum committee.

1/15/26, 8:39 AM

Mail - Janet Kingman - Outlook

Thank you, and welcome back!
Brian

Brian Moots, PhD
Director of Honors College
Professor of French & Spanish
Pittsburg State University
bmoots@pittstate.edu

Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: 10/21/25

Department: **Biology**

College of: Arts & Science

Contact Person: **Andrew George**

Course/Program Name: **BIOL 634 (Fisheries Management)**

Notification Form – Used for notifying faculty senate and registrar’s office of changes that don’t affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

We are removing one of the prerequisites (BIOL 633: Limnology) because it is not currently offered.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Select One If "yes", please provide documentation (ex. email).

	Existing	New/Proposed
Modality of Program:	Select One	Select One
Admission Requirements:		
Pre/Co-Requisite(s):	Prerequisites: BIOL 212 Principles of Biology II, BIOL 330 Principles of Ecology, BIOL 633 Limnology.	Prerequisites: BIOL 212 Principles of Biology II, BIOL 330 Principles of Ecology.
Other:		

Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 1/20/26

Signature, Chairperson: *Khamia Siam*

-Approved: Dean of College

Date: 2/4/26

Signature, Dean: *R. C. Childer*

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Departments: After completing this form, in its entirety, please have it signed by the chair and the dean. The College Admin will load to the "Approved College Curriculum" file in SharePoint. It will be added to the next 10-day viewing and then sent forward with the next Faculty Senate agenda.

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

Approved w/
Change to
Biol 634
Prereq, Jan

Curriculum Revision Form

Effective Date: FALL 2026 Submission Date:

Department: Biology

College of: Arts & Sciences

Contact Person: Andrew George

Minor Required? No

Revision Major/Minor/Emphasis/Certification Name:

Fisheries and Aquatic Sciences 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 ALL Changes:

We are restructuring the emphasis for simplicity. Instead of requiring students to select emphasis courses from among four categories (animals, plants, ecology, and management), we are requiring five emphasis courses, and allowing students to select the remainder from among a larger group of electives.

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

The primary reason for restructuring is that several courses are no longer offered due to faculty retirements, leaving too few courses in the four emphasis categories (animals, plants, ecology, management).

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 all 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: Check once verified.

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

-Approved: Department Chair/Director James Ziam
Date: 9-30-2025 Signature: _____

-Approved: College Curriculum Committee Christopher Childers
Date: 12/2/25 Signature: _____

-Approved: Dean of College Christopher Childers
Date: 12/2/25 Signature: _____

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

-Approved: University Undergraduate Curriculum Committee Byn
Date: 1/16/26 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.pdf" and uploaded as well.

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 - B.S. Biology, Fisheries and Aquatic Sciences Emphasis

Course Prefix	Course Num.	Course Name	Cr. Hr.
Core Courses -			28
BIOL	106	Ecology and Field Biology Orientation	1
BIOL	211	Principles of Biology I	4
BIOL	212	Principles of Biology II	4
BIOL	313	Principles of Conservation	3
BIOL	322	Genetics	3
	and		
BIOL	323	Genetics Laboratory	2
BIOL	330	Principles of Ecology	3
BIOL	405	Taxonomy of Vascular Plants	4
BIOL	529	Evolution	3
BIOL	699	Senior Seminar	1
Support Courses -			20
CHEM	215	General Chemistry I	3
	And		
CHEM	216	General Chemistry I Laboratory	2
CHEM	320	Introduction to Organic Chemistry	3
	And		
CHEM	326	Organic Chemistry I Laboratory	2
GEOG	303	Geographic Information Systems	4
		Plus two of the following of approved courses (6-8 hrs)	6
BIOL	603	Biometry (3 hrs)	
COMM	450	Small Group Communication (3 hrs)	
GEOG	403	Geographic Information Systems II (4 hrs)	
MATH	343	Introductory Applied Statistics (3 hrs)	
PHYS	160	Physical Geology (3 hrs)	
	AND		
PHYS	165	Physical Geology Laboratory (1 hr)	
POLS	512	Environmental Politics (3 hrs)	
Emphasis Courses -			20
BIOL	515	Stream Ecology	4
BIOL	533	Ichthyology	4
BIOL	538	Wetland Plants	4
BIOL	607	Marine Biology	3
BIOL	634	Fisheries Management	5
Elective Courses -			18
BIOL	303	Regional Natural History	3
BIOL	371	General Microbiology	
	AND		5
BIOL	372	General Microbiology Laboratory	

Fisheries and Aquatic Sciences Emphasis

Degree: Bachelor of Science

Major: Biology

Emphasis: Fisheries and Aquatic Sciences

General Education Requirements

General Education requirements consist of 34-35 credit hours of course work.

Required Math Gateway Course, seek advisement.

MATH-113 College Algebra

Or

Math-110 College Algebra with Review

Core Requirements, 27 hours

- ___ BIOL-106 Ecology and Field Biology Orientation (1 hour)
- ___ BIOL-211 Principles of Biology I (4 hours)
- ___ BIOL-212 Principles of Biology II (4 hours)
- ___ BIOL-313 Principles of Conservation (3 hours)
- ___ BIOL-322 Genetics (3 hours)
- and ___ BIOL-323 Genetics Laboratory (2 hours)
- ___ BIOL-330 Principles of Ecology (3 hours)
- ___ BIOL-405 Taxonomy of Vascular Plants (4 hours)
- ___ BIOL-529 Evolution (3 hours)
- ___ BIOL-699 Senior Seminar and Assessment (1 hour)

Specific Requirements - Select 28 hours from the groups below, but must include at least one course each from Groups 1, 2, 3, and 4.

Group 1 - Animal Biology

- ___ BIOL-533 Ichthyology (4 hours)
- ___ BIOL-534 Herpetology (4 hours)

Group 2 - Plant Biology

- ___ BIOL-538 Wetland Plants (4 hours)

Group 3 - Management

- ___ BIOL-576 Human Dimensions of Natural Resource Management (3 hours)
- ___ BIOL-634 Fisheries Management (5 hours)
- ___ BIOL-636 Invasive Species Management (3 hours)

Group 4 - Ecology

- ___ BIOL-515 Stream Ecology (4 hours)
- ___ BIOL-607 Marine Biology (3 hours)

Group 5 - Other Courses

- ___ BIOL-303 Regional Natural History (3 hours)
- ___ BIOL-371 General Microbiology (3 hours)
- and ___ BIOL-372 General Microbiology Laboratory (2 hours)
- ___ BIOL-382 Plant Diversity (3 hours)
- ___ BIOL-502 Topics in Environmental Biology () (1-3 hours)
- ___ BIOL-525 Urban Ecology (3 hours)
- ___ BIOL-535 Ornithology (4 hours)
- ___ BIOL-536 Mammalogy (3 hours)
- ___ BIOL-561 General Entomology (3 hours)
- ___ BIOL-575 Animal Behavior (3 hours)
- ___ BIOL-602 Topics in Biology () (1-3 hours)
- ___ BIOL-612 Internship in Biology (1-3 hours)
- ___ BIOL-617 Environmental Health (3 hours)
- ___ BIOL-635 Wildlife Ecology and Management (4 hours)
- ___ BIOL-639 Terrestrial Field Ecology (4 hours)
- ___ BIOL-641 Identification of Woody Plants (3 hours)
- ___ BIOL-642 Grass Taxonomy (4 hours)

Other Requirements (20-22 hours)

See notes *1

- ___ 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)
- ___ GEOG-303 Geographic Information Systems I (4 hours)

Choose two courses from:

- ___ BIOL-603 Biometry (3 hours)
- ___ COMM-450 Small Group Communication (3 hours)
- ___ GEOG-403 Geographic Information Systems II (4 hours)
- ___ MATH-343 Introductory Applied Statistics (3 hours)
- ___ PHYS-160 Physical Geology (3 hours)
- and ___ PHYS-165 Physical Geology Laboratory (1 hour)
- ___ POLS-512 Environmental Politics () (3 hours)

Notes *1: Plus 0-7 hours to meet 120 hours.

Revised: 08/20/2025

BIOL	382	Plant Diversity	3
BIOL	502	Topics in Environmental Biology (1-3 hrs)	1
BIOL	525	Urban Ecology	3
BIOL	534	Herpetology	4
BIOL	535	Ornithology	4
BIOL	536	Mammalogy	3
BIOL	561	General Entomology	3
BIOL	575	Animal Behavior	3
BIOL	576	Human Dimensions of Natural Resource Management	3
BIOL	602	Topics in Biology (1-3 hrs)	
BIOL	612	Internship in Biology (1-3 hrs)	
BIOL	617	Environmental Health	3
BIOL	635	Wildlife Ecology and Management	4
BIOL	636	Invasive Species Management	3
BIOL	639	Terrestrial Field Ecology	4
BIOL	641	Identification of Woody Plants	3
BIOL	642	Grass Taxonomy	4
Total Credit Hours -			86
Minor -			0
General Education, 34-35 hours -			34
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.

DO NOT SAVE AS PDF, Leave in Excel worksheet format!

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **10/6/25**

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 265**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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

Open to other majors within the University.

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?

PSU Faculty Senate 25-26

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:	Health Promotion, Disease Prevention	Health Promotion, Disease Prevention
Course Number:	NURS 265	NURS 265
Credits:	2	2
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	No	No
Course Description:	Concepts essential for health promotion and disease prevention across the lifespan. Emphasis is placed on levels of prevention, wellness, and teaching methods and planning.	This course introduces foundational concepts essential for health promotion and disease prevention across the lifespan with emphasis on strategies at the individual, family, and community levels. Students will explore wellness concepts, levels of prevention, and effective health teaching methods.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy White

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Health Promotion, Disease Prevention

Course Number: NURS 265

Credit Hours: 2

Theory: 2

Clinical: 0

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	0
Lab	0

Course Description: This course introduces foundational concepts essential for health promotion and disease prevention across the lifespan with emphasis on strategies at the individual, family, and community levels. Students will explore wellness concepts, levels of prevention, and effective health teaching methods.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencies(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Describe the foundational concepts of health promotion and disease prevention across the lifespan. (Blooms: Understanding)	Objectives: 1, 3, 4	Domains: 1, 3, 4 Competencies: 1.1, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3 Sub-Competencies: 1.1 a, b; 3.1 a, b, c, e, f, g; 3.2b; 3.3a, b; 3.5a	Reading Virtual Case Study: Participate in an online case study illustrating health promotion strategies. Discussion Board: Post a discussion about foundational health promotion concepts. Quiz	TBD	TBD
Discuss health promotion relative to individual and	Objectives: 2, 3, 6	Domains: 2, 3, 6 Competencies: 2.1, 2.2, 2.3, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5	Discussion Board: Discuss how community		

families in the community. (Blooms: Applying)		6.1, 6.2, 6.3, 6.4 Sub-Competencies: 2.1a, b, c; 2.2a, b, c, d, e, f; 2.3a, b, c, f; 2.8a, c, d; 3.1a, b,c; 3.2a, b, c; 3.3a, b; 3.4b, c, d; 3.5a, b 6.1a, b, c, d, e; 6.2a, b, c, d, j; 6.3a, b, c; 6.4a, b, c,	health promotion interventions are impacted by social determinants. Quiz		
Discuss interventions for health promotion, including screening, health education, stress management, and crisis interventions with individuals and families across the lifespan. (Blooms: Analyzing)	Objectives: 2, 5, 7	Domains: 2, 5, 7 Competencies: 2.1, 2.2, 2.3, 2.8, 5.1, 5.2, 5.3 7.1, 7.2 Sub-Competencies: 2.1a, b, c; 2.2a, b, c, d, e, f; 2.3a, b, c, f, g; 2.8a, b, c; ; 5.1a, b, c,d, e, f, g, h; 5.2a, b, c, d, e, f; 5.3a, b,c,d,e 7.1a, b, c, d; 7.2a, b, c, d, e, f; 7.3a, b, c, d	Case Study Analysis: Review a scenario involving a family requiring health promotion interventions. Quiz		
Apply health promotion and disease prevention	Objectives: 2, 3, 7	Domains: 2, 3, 7 Competencies: 2.1, 2.2, 2.3, 2.5, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5	Action Plan Development: Create an action plan for		

<p>Interventions with individuals and families (Blooms: Applying)</p>		<p>7.1, 7.2, 7.3</p> <p>Sub-Competencies: 2.1 a, b, c; 2.2a, b, e, f; 2.3a, c, f; 2.5a, b,g; 2.8a, b, c; ; 2.9a,b,e</p> <p>3.1a, b,c; 3.2a, c; 3.3a, b; 3.4b; 3.5a</p> <p>7.1a, b, c, d; 7.2a, b, c, d, f; 7.3a, b, c, d.</p>	<p>a health promotion intervention targeting a family or individual, addressing specific health risks.</p>		
<p>Develop and present a health promotion teaching project that addresses key objectives from Healthy People 2030 and focuses on improving health outcomes. (Blooms: Creating)</p>	<p>Objectives: 3, 4, 10</p>	<p>Domains 3, 4, 10</p> <p>Competencies 3.1, 3.2, 3.3, 3.4, 3.5</p> <p>4.1, 4.2, 4.3</p> <p>10.1, 10.2, 10.3</p> <p>Sub-Competencies 3.1a, b, c; 3.2b; 3.3a, b; 3.4b, c; 3.5a</p> <p>4.1a, b, c, d, e, f, g; 4.2a, b, c, d, e; 4.3a, b, c, d</p> <p>10.1a, b; 10.2a, b, c, d, e, f; 10.3a, b, c, d, e, f, g, h, i.</p>	<p>Health Promotion Teaching Project PowerPoint Presentation – due by 11:59PM on Sunday. (Must be a voice-over recording in Studio- please see instructions and rubric in Canvas)</p>		

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **10/6/25**

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Anna Beth Gilmore**

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

Course #: **NURS 304**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Advancing Careers: Transitioning to Baccalaureate Nursing	Advancing Careers: Transitioning to Baccalaureate Nursing
Course Number:	NURS 304	NURS 304
Credits:	3	3
Grading System:	A-F, IN <input type="text" value="-"/>	A-F, IN <input type="text" value=""/>
Pre/Co-Requisite(s):	Completion of an associate degree in nursing and licensed as a registered nurse.	Completion of an associate degree in nursing and licensed as a registered nurse.
Course Description:	Engages the learner intellectually in an ongoing professional dialogue and journey with peers, colleagues and instructors to broaden professional development and build on preexisting knowledge and experience. Content centers on involvement within the profession, utilization of evidence-based practice, expanding technologies and broadening the vision of professional nursing practice.	Engages the learner intellectually in an ongoing professional dialogue and journey with peers, colleagues and instructors to broaden professional development and build on preexisting knowledge and experience. Content centers on involvement within the profession, utilization of evidence-based practice, expanding technologies and broadening the vision of professional nursing practice.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy Dite

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Advancing Careers: Transitioning to Baccalaureate Nursing

Course Number: NURS 304

Credit Hours: 3

Theory

Clinical N/A

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	
Simulation	
Precepted	
Lab	

Course Description

Engages the learner intellectually in an ongoing professional dialogue and journey with peers, colleagues and instructors to broaden professional development and build on preexisting knowledge and experience. Content centers on involvement within the profession, utilization of evidence-based practice, expanding technologies and broadening the vision of professional nursing practice.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencies(s) Alignment	Learning Activities	Behavior Indicators Developing (1-2)	Behavior Indicators Developed (1-2)
1. Discuss theory and evidence-based research as the basis for professional practice.	1,2,4,	Domain 1; Competencies: 1.1; 4.1 Sub-competencies: 1.1a, 4.1a, 4.1c	Online discussions; Course activities; Paper; Quizzes	TBD	TBD
2. Evaluate current communications skills with clients and colleagues and propose refinement as a part of advancing a career in nursing.	9	Domain 6 & 9; Competencies: 6.1; 9.2 Sub-competencies: 6.1a, 6.1c, 9.2b	Online discussions; Course activities; Paper; Quizzes		
3. Analyze problem-solving and critical thinking skills needed in nursing practice.	4, 5	Domain 2 & 4; Competencies: 2.2; 4.3 Sub-competencies: 2.2a, 4.3b, 4.3c	Online discussions; Course activities; Paper; Quizzes		
4. Differentiate between effective and ineffective	9,10	Domain 6 & 8;	Online discussions;		

<p>groups and the characteristics of an effective group leader.</p>		<p>Competencies: 6.2; 8.3 Sub-competencies: 6.2b, 8.3a, 8.3c</p>	<p>Course activities; Paper; Quizzes</p>		
<p>5. Describe the process and strategies for effective organizational change</p>	<p>5,10</p>	<p>Domain 8 & 10; Competencies: 8.2; 10.3 Sub-competencies: 8.2a, 8.2c, 10.3b</p>	<p>Online discussions; Course activities; Paper; Quizzes</p>		
<p>6. Identify ethical decision making in the practice setting in client and collegial situations.</p>	<p>2,9</p>	<p>Domain 3 & 9; Competencies: 3.3; 9.3 Sub-competencies: 3.3a, 9.3c, 9.3e</p>	<p>Online discussions; Course activities; Paper; Quizzes</p>		
<p>7. Discuss quality and safety in the health care setting.</p>	<p>5,7</p>	<p>Domain 5; Competencies: 5.1; 5.3 Sub-competencies: 5.1a, 5.3c, 5.3d</p>	<p>Online discussions; Course activities; Paper; Quizzes</p>		
<p>8. Describe computer and informatics applications</p>	<p>8</p>	<p>Domain 7;</p>	<p>Online discussions;</p>		

<p>used in nursing practice, education and research.</p>		<p>Competencies: 7.1; 7.3 Sub-competencies: 7.2a, 7.3b, 7.3d</p>	<p>Course activities; Paper; Quizzes</p>		
<p>9. Evaluate personal and professional goals for future professional nursing practice.</p>	<p>9,10</p>	<p>Domain 10; Competencies: 10.4; 9.5 Sub-competencies: 10.4a, 9.5b, 9.5c</p>	<p>Online discussions; Course activities; Paper; Quizzes</p>		

Faculty Senate Course Form

Effective Date: **Fall 2026**



Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 314**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Healthcare Term/Dosage	Healthcare Term/Dosage
Course Number:	NURS 314	NURS 314
Credits:	3	3
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	No	No
Course Description:	Health care terminology and math skills applied to solving problems of drug dosage calculations, interpretation of physicians' orders and instructions on how to read drug labels.	This course introduces nursing students to health care terminology and essential math skills for drug dosage calculations. Students will learn to interpret physicians' orders, read drug labels, and apply math principles to ensure safe medication administration and effective patient care.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy White

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Health Care Terminology and Dosage Calculations

Course Number: NURS 314

Credit Hours: 3

Theory: 3

Clinical

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	
Simulation	
Precepted	
Lab	

Course Description:

This course introduces nursing students to health care terminology and essential math skills for drug dosage calculations. Students will learn to interpret physicians' orders, read drug labels, and apply math principles to ensure safe medication administration and effective patient care.

Course Objectives

Course Objective	PSU SON Program Objective	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Define key health care terminology related to medication administration and patient care.	1	D: 1- Knowledge of Nursing Practice C: 1.1 S: 1.1B, 1.1D	Weekly quizzes Weekly discussions Midterm Final Workbook assignment		
Demonstrate proficiency in performing drug dosage calculations using basic math principles.	5	D:1- Knowledge of nursing practice C: 1.3 S: 1.3a, b, c D: 5- quality and safety C: 5.1 C: 5.2 S: 5.1a, b, c, d S: 5.2a, c	Weekly quizzes Midterm Final Workbook assignment		
Accurately interpret physicians' orders and instructions for medication administration	7 & 9	D: 2- person-centered care C: 2.3 S: 2.3F D: 9- professionalism C: 9.3 S: 9.3a, d	Weekly quizzes Midterm Final Workbook assignment	TBD	TBD
Analyze and interpret drug labels to ensure correct medication administration	5 & 8	D: 5 -quality & Safety C: 5.2 S: 5.2 a, c, d, e, f D: 8- informatics and healthcare terminology C: 8.5 S: 8.5e	Weekly quizzes Weekly discussions Midterm Final Workbook assignment		
Utilize critical thinking to assess the safety and appropriateness of prescribed drug dosages.	2	D: 5- quality and safety C: 5.3 S: 5.3a D: 2- person-centered care C: 2.4	Weekly quizzes Midterm Final Workbook assignment		

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 318**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Fundamentals of Nursing	Fundamentals of Nursing
Course Number:	NURS 318	NURS 318
Credits:	5	6
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	Prerequisite: Admission to the Irene Ransom Bradley School of Nursing Pre-Licensure BSN program. Concurrent enrollment or satisfactory completion of NURS 265 Health Promotion and Disease Prevention, NURS 320 Health Assessment and NURS 390 Pathophysiologic Bases of Nursing	Prerequisite: Admission to the Irene Ransom Bradley School of Nursing Pre-Licensure BSN program. Concurrent enrollment or satisfactory completion of NURS 265 Health Promotion and Disease Prevention, NURS 320 Health Assessment and NURS 390 Pathophysiologic Bases of Nursing
Course Description:	Focus on delivery of safe, high quality nursing care. Psychomotor skills necessary to safely perform therapeutic interventions are discussed, demonstrated, practiced in a laboratory setting and applied in structured acute care settings. This course may be taken for Academic Honors	Introduces essential skills for delivering safe, high-quality care. Through discussions, demonstrations, and hands-on practice in the lab, students develop proficiency in key nursing procedures, applying these skills in structured care settings to ensure safe and effective patient care.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy Hite

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Byn

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Fundamentals of Nursing

Course Number: NURS 318

Credit Hours:

Theory - 3

Clinical - 3

Clinical Experiences	Clock Hours
Direct Patient Care	64
Observation	0
Simulation	24
Precepted	0
Lab	56

Course Description

Introduces essential skills for delivering safe, high-quality care. Through discussions, demonstrations, and hands-on practice in the lab, students develop proficiency in key nursing procedures, applying these skills in structured care settings to ensure safe and effective patient care.

Course Objectives

Course Objective	PSU SON Program Objective	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Demonstrate proficiency in fundamental nursing procedures, ensuring accuracy and adherence to safety protocols.	5	D: 5 C: 5.1, 5.2 SC: 5.1a, 5.1b, 5.2a, 5.2c, 5.2e, 5.3a			
Develop critical thinking and decision-making skills to respond effectively to patient needs during nursing interventions.	1, 2	D: 1, 2 C: 1.3, 2.1 SC: 1.3a, 1.3b, 1.3c, 2.1a, 2.1b, 2.1c			
Display effective communication and collaboration techniques that respect and incorporate the values, beliefs, and perspectives of diverse populations.	2, 3, 7	D: 2, 3, 7 C: 2.2, 3.2, 3.3 SC: 2.2b, 2.2c, 2.2e, 2.2f, 3.2a, 3.2c, 3.3b			
Utilize effective communication techniques to collaborate with patients, families, and healthcare teams.	6	D: 6 C: 6.1, 6.2, 6.3 SC: 6.1a, 6.1b, 6.1e, 6.2a, 6.2e, 6.3c		TBD	TBD
Integrate ethical considerations and professional standards into nursing practice.	9	D: 9 C: 9.1, 9.3, 9.4 SC: 9.1a, 9.1c, 9.1e, 9.1f, 9.3d, 9.4b	Clinical, Lab		
Demonstrate the use of informatics and patient care technologies to deliver safe, high-quality, efficient healthcare in accordance with best practices and standards.	8	D: 8 C: 8.1, 8.2, 8.3, 8.4, 8.5 SC: 8.1b, 8.1c, 8.2a, 8.2c, 8.2d, 8.3a, 8.3c, 8.3d, 8.3e, 8.4c, 8.5a, 8.5e	EHR Tutor		
Employ patient assessment techniques to gather relevant data and plan appropriate nursing care.	2	D: 2 C: 2.3, 2.4, 2.5, 2.7 SC: 2.3a, 2.3c, 2.3d, 2.3e, 2.3f, 2.3g, 2.4d, 2.5a, 2.5d, 2.5e, 2.7a	Clinical, Lab		

Evaluate the outcomes of nursing interventions to improve the delivery of patient care.	2	D: 2 C: 2.6, 2.7 SC: 2.6a, 2.6b, 2.6d, 2.7a, 2.7b, 2.7c			
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Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 320**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Health Assessment	Health Assessment
Course Number:	NURS 320	NURS 320
Credits:	3	3
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	<small>Prerequisite: Admission to the Irene Ransom Bradley School of Nursing Pre-Licensure BSN program. Concurrent enrollment or satisfactory completion of NURS 265 Health Promotion and Disease Prevention, NURS 318 Nursing Fundamentals, NURS 320 Health Assessment and NURS 390 Pathophysiologic Bases of Nursing.</small>	<small>Prerequisite: Admission to the Irene Ransom Bradley School of Nursing Pre-Licensure BSN program. Concurrent enrollment or satisfactory completion of NURS 265 Health Promotion and Disease Prevention, NURS 318 Nursing Fundamentals, NURS 320 Health Assessment and NURS 390 Pathophysiologic Bases of Nursing.</small>
Course Description:	Examine nurse's role in conducting evidence-based health and physical assessments across the life span. Emphasis is on development of physical assessment skills, differentiating normal and abnormal findings, and completing proper documentation of findings.	Explore the foundational role of the nurse in performing health and physical assessments across the lifespan. This course emphasizes developing essential skills for conducting comprehensive and focused assessments, identifying normal and abnormal findings, and accurately documenting results. Students will learn evidence-based techniques to gather patient history, perform systematic examinations, and communicate findings effectively in preparation for clinical practice.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy Dute

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Byn

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Health Assessment

Course Number: NURS 320

Credit Hours: 3

Theory: 2

Clinical : 1

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	0
Lab	48

Course Description:

Explore the foundational role of the nurse in performing health and physical assessments across the lifespan. This course emphasizes developing essential skills for conducting comprehensive and focused assessments, identifying normal and abnormal findings, and accurately documenting results. Students will learn evidence-based techniques to gather patient history, perform systematic examinations, and communicate findings effectively in preparation for clinical practice.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Demonstrate the ability to gather a comprehensive patient history, including subjective and objective data, using effective communication techniques.	1, 2	D: 1, 6 C: 2.1, 2.3 SC: 2.1b, 2.1c, 2.3b	Health history assignment, lab		
Perform systematic health and physical assessments across the lifespan, incorporating evidence-based practices.	4	D: 2, 4 C: 2.1, 4.2 SC: 2.1c, 4.2a	Weekly body systems assessment		
Differentiate between normal and abnormal assessment findings to identify potential health concerns.	1, 5	D: 2 C: 2.3 SC: 2.3e			
Accurately document assessment findings in a clear, concise, and legally appropriate manner.	7	D: 2 C: 2.2 SC: 2.2c		TBD	TBD
Apply critical thinking and clinical reasoning to interpret assessment data and prioritize patient care needs.	2, 3	D: 8 C: 8.1 SC: 8.1a			
Utilize appropriate tools and techniques to conduct focused assessments based on patient-specific needs or presenting concerns.	4, 5	D: 4, 5 C: 2.2 SC: 2.2 b			
Demonstrate cultural competence and sensitivity when performing assessments on diverse populations.	2	D: 3 C: 3.3 SC: 3.3b	Cultural assessment		
Collaborate with peers and instructors to enhance assessment skills through simulation and practice-based learning.	8	D: 6 C: 6.1 SC: 6.1b			

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **10/6/25**

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Anna Beth Gilmore**

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

Course #: **NURS 321**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Health Assessment for the Registered Nurse	Health Assessment for the Registered Nurse
Course Number:	NURS 321	NURS 321
Credits:	4	4
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	Completion of NURS 304 Advancing Careers: Transitioning to Baccalaureate Nursing.	Completion of NURS 304 Advancing Careers: Transitioning to Baccalaureate Nursing.
Course Description:	Emphasis is on advancing the foundation of physical assessment skills, differentiating normal and abnormal findings, and completing proper documentation of findings.	Examine the role of the registered nurse in conducting evidence-based health and physical assessments across the lifespan. This course focuses on advancing foundational assessment skills, enhancing the ability to differentiate normal and abnormal findings, and refining documentation practices. Emphasis is placed on integrating critical thinking, clinical reasoning, and evidence-based practices to support professional nursing practice and improve patient outcomes.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25

Signature, Chair/Director: _____

Ammy White

-Approved: College Curriculum Committee

Date: 1/14/26

Signature, Committee Chair: _____

Christopher Childers

-Approved: Dean of College

Date: 1/14/26

Signature, Dean: _____

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26

Signature, Committee Chair: _____

Ryan

-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.

Course Name: Health Assessment for the Registered Nurse

Course Number: NURS 321

Credit Hours:

Theory 2

Clinical 2

Clinical Experiences	Clock Hours
Direct Patient Care	96
Observation	0
Simulation	0
Precepted	0
Lab	0

Course Description

Examine the role of the registered nurse in conducting evidence-based health and physical assessments across the lifespan. This course focuses on advancing foundational assessment skills, enhancing the ability to differentiate normal and abnormal findings, and refining documentation practices. Emphasis is placed on integrating critical thinking, clinical reasoning, and evidence-based practices to support professional nursing practice and improve patient outcomes.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
1. Expand upon foundational health and physical assessment skills to enhance clinical competency across the lifespan.	RN to BSN Program Outcome 7,9	D: 2 C: 2.3 SC: 2.3a-d	Assessment Videos		
2. Analyze normal and abnormal assessment findings to identify potential or actual health problems.	9	D: 2 C: 2.3, 2.4 SC: 2.3e; 2.4 (a-c)			
3. Apply critical thinking and clinical reasoning to interpret assessment data and prioritize nursing interventions.	2,9	D: 2 C: 2.3, 2.4 SC: 2.3f; 2.4 (a-d)			
4. Utilize evidence-based practices to perform comprehensive and focused physical assessments.	3,9	D: 2,4 C: 2.3, 2.5, 4.2 SC: 2.3c; 2.5(c&d); 4.2c	Assessment Videos		
5. Refine professional documentation techniques to ensure accuracy, clarity, and legal compliance in recording assessment findings.	4	D: 2, 8 C: 2.3, 8.1 SC: 2.3g; 8.1c		TBD	TBD
6. Integrate assessment findings into the development of patient-centered care plans.	1,7	D: 2 C: 2.5 SC: 2.5 (a-g)			
7. Demonstrate cultural competence and ethical considerations when performing assessments on diverse populations.	8,9	D: 2, 9 C: 2.2, 9.1, 9.6 SC: 2.2b; 9.1(a&c); 9.6(a&b)			
8. Collaborate with peers and healthcare team members to share insights and enhance professional growth through advanced assessment practices.	6	D: 2, 6 C: 2.9, 6.4 SC: 2.9 (c-e); 6.4d			

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **10/6/25**

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 322**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Professional Nursing	Professional Nursing
Course Number:	NURS 322	NURS 322
Credits:	3	2
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	<small>Prerequisite: Admission to the Irene Ransom Bradley School of Nursing Pre-Licensure BSN program. Concurrent enrollment or satisfactory completion of NURS 265 Health Promotion and Disease Prevention, NURS 318 Nursing Fundamentals, NURS 320 Health Assessment and NURS 390 Pathophysiologic Bases of Nursing.</small>	<small>Prerequisite: Admission to the Irene Ransom Bradley School of Nursing Pre-Licensure BSN program. Concurrent enrollment or satisfactory completion of NURS 265 Health Promotion and Disease Prevention, NURS 318 Nursing Fundamentals, NURS 320 Health Assessment and NURS 390 Pathophysiologic Bases of Nursing.</small>
Course Description:	Concepts, knowledge and skills essential for implementation of the practice of nursing. Assists with transition into a professional nursing program and provides specific techniques for success in the nursing major.	Introduces concepts, knowledge, and skills essential for implementation of the practice of nursing. Assists with transition into a professional nursing program and provides specific techniques for success in the nursing major.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: *Amy White*

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: *Christopher Childers*

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: *Christopher Childers*

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: *Ryan*

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Professional Nursing

Course Number: NURS 322

Credit Hours: 3

Theory: 3

Clinical

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	
Simulation	
Precepted	
Lab	

Course Description

Introduces concepts, knowledge, and skills essential for implementation of the practice of nursing. Assists with transition into a professional nursing program and provides specific techniques for success in the nursing major.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Integrate knowledge from the sciences, arts, humanities, nursing, and other disciplines to enhance and inform evidence-based nursing practice and ethical decision-making.	1, 3	D: 1, C: 1.1, 1.2, 1.3 SC: 1.1b, 1.2a, 1.2d, 1.2e, 1.3b, 1.3c			
Demonstrate leadership at individual, organizational, and systems levels to promote safe, high-quality patient care and foster a culture of continuous improvement.	2,6	D: 2, 6 C: 2.5, 6.1, 6.3 SC: 2.5a, 2.5b, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g, 6.1a, 6.1b, 6.1e, 6.3a, 6.3c			
Critically evaluate and apply nursing research to advance evidence-based practices and improve patient care outcomes.	1, 4	D: 1, 4 C: 1.1, 1.2, 1.3, 4.1, 4.2 SC: 1.1a, 1.1b, 1.2a, 1.3c, 4.1b, 4.1c, 4.1d, 4.1f, 4.2c		TBD	TBD
Apply a range of clinical information systems and patient care technologies to optimize clinical decision-making and improve healthcare delivery.	8	D: 8 C: 8.1, 8.3, 8.4, 8.5 SC: 8.1a, 8.1b, 8.3a, 8.3b, 8.3d, 8.3e, 8.4b, 8.4c, 8.5b, 8.5d			
Analyze the influence of healthcare policy, finance, and regulatory processes on individuals, families, communities, and populations, and their implications for healthcare practice.	3, 5	D: 3, 5 C: 3.4, 5.1, 5.3 SC: 3.4b, 3.4c, 3.4d, 5.1a, 5.1b, 5.3c,			
Determine effective intraprofessional and interprofessional communication and	6	D: 6 C: 6.1, 6.3, 6.4			

collaboration strategies to improve patient health outcomes across healthcare settings		SC: 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.3c, 6.4c			
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Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Anna Beth Gilmore**

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

Course #: **NURS 340**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Nurse's Role in Health Promotion	Nurse's Role in Health Promotion
Course Number:	N340	N340
Credits:	2	2
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	None	None
Course Description:	Concepts essential for health promotion and disease prevention for nurses. The course provides coverage of theory and research with an emphasis for clinical application of preventive and health promotion actions.	Exploration of concepts essential to health promotion and disease prevention in nursing practice. This course integrates theory and research, emphasizing evidence-based clinical applications of preventative care and health promotion strategies to decrease health disparities and improve health equity.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy White

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Billeus

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Billeus

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-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.

Course Name: Nurse's Role in Health Promotion

Course Number: NURS 340

Credit Hours: 2 credit hours

Theory: 2

Clinical: 0

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	0
Lab	0

Course Description – Exploration of concepts essential to health promotion and disease prevention in nursing practice. This course integrates theory and research, emphasizing evidence-based clinical applications of preventative care and health promotion strategies to decrease health disparities and improve health equity.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencies(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Apply evidence-based health promotion theories and models to design and implement strategies to enhance the health and well-being of individuals, families, and communities across the lifespan.	SON Program Objectives 3, 4	<p>Domains 3, 4</p> <p>Competencies 3.1, 3.2, 3.3, 3.5 4.1, 4.2, 4.3</p> <p>Sub-Competencies 3.1a, b, c, e, f, g; 3.2b; 3.3a, b; 3.5a 4.1a, b, c, d, e, f, g; 4.2a, b, c, d, e; 4.3a, b, c, d</p>	<p>Initial post to the Health Promotion & Disease Prevention Discussion Board. Respond to the discussion board post of two peers.</p> <p>Health Promotion and Disease Prevention Quiz</p>		
Collaborate with health care members to evaluate health promotion programs that address health disparities and improve population health outcomes.	SON Program Objectives 3, 6	<p>Domains 3, 6</p> <p>Competencies 3.1, 3.2, 3.3, 3.5 6.1, 6.2, 6.3, 6.4</p> <p>Sub-Competencies 3.1a, b, c, f; 3.2b, c; 3.3a, b; 3.5a 6.1a, b, c, d; 6.2a, b, c, d, e, f; 6.3a, b, c; 6.4a, b, c, d</p>	<p>Health Promotion Case Study – Pg. 117 in the textbook – answer the reflection questions in a Word document and submit to Canvas. Please see assignment details in Canvas.</p> <p>National Center for Healthy Safe Children and Healthy People 2020 Discussion Board - Respond to two peers' discussion board posts.</p> <p>Mental Health Promotion/Stress Management Quiz</p> <p>Health Promotion Teaching Project PowerPoint Presentation</p>	TBD	TBD

<p>Demonstrate leadership in planning, implementing, and evaluating health promotion programs that empower individuals and communities to achieve optimal health outcomes.</p>	<p>SON Program Objectives 3, 7, 10</p>	<p>Domains 3, 7, 10 Competencies 3.1, 3.2, 3.3, 3.5 7.1, 7.2, 7.3 10.1, 10.2, 10.3</p> <p>Sub-Competencies 3.1a, b, c, f; 3.2b; 3.3a, b; 3.5a 7.1a, b, c, d; 7.2a, b, c, d, e, f; 7.3a, b, c, d. 10.1a, b; 10.2a, b, c, d, f; 10.3a, b, c, d, e, f, g, h, i.</p>	<p>World Health Organization (WHO) Health Policy Priorities Discussion Board Health Policy and Health Promotion Quiz Healthy People 2030 Discussion Board – Initial Post - Respond to the initial posts of two peers. Physical Activity Quiz Case Study: Family Health promotion. COVID-19 Assessment Discussion Board – Respond to two peers' initial post. Health promotion and the community quiz Health promotion education quiz</p>	
<p>Analyze the influence of social, economic, and environmental factors on health outcomes and propose interventions to reduce health disparities. and promote health equity.</p>	<p>SON Program Objective 3</p>	<p>Domain 3 Competencies 3.1, 3.2, 3.3, 3.4, 3.5 Sub-Competencies 3.1a, b, c; 3.2b; 3.3a, b; 3.4b, c, d; 3.5a</p>		
<p>Develop and present a health promotion teaching project that addresses key objectives from Healthy People 2030 and focuses on improving health outcomes.</p>	<p>SON Program Objectives 3, 4, 10</p>	<p>Domains 3, 4, 10 Competencies 3.1, 3.2, 3.3, 3.4, 3.5 4.1, 4.2, 4.3 10.1, 10.2, 10.3</p> <p>Sub-Competencies 3.1a, b, c; 3.2b; 3.3a, b; 3.4b, c; 3.5a 4.1a, b, c, d, e, f, g; 4.2a, b, c, d, e; 4.3a, b, c, d 10.1a, b; 10.2a, b, c, d, e, f; 10.3a, b, c, d, e, f, g, h, i.</p>	<p>Health promotion teaching Project PowerPoint Presentation – due by 11:59PM on Sunday. (Must be a voice-over recording in Studio- please see instructions and rubric in Canvas)</p>	

Faculty Senate Course Form

Effective Date: **Summer 2026** Submission Date: 10/6/25

Department: Nursing

College of: Arts & Sciences

Contact Person: Karen Johnson

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

Course #: NURS 390

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Pathophysiologic Bases of Nursing	Pathophysiologic Bases of Nursing
Course Number:	NURS 390	NURS 390
Credits:	3	3
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	Admission to the Irene Ransom Bradley School of Nursing Pre-Licensure BSN Program, BIOL 257/258 Anatomy and Physiology/Laboratory, BIOL 371/372 General Microbiology/Laboratory and CHEM 105/106 Introductory Chemistry/Laboratory or permission of instructor.	Admission to the Irene Ransom Bradley School of Nursing Pre-Licensure BSN Program, BIOL 257/258 Anatomy and Physiology/Laboratory, BIOL 371/372 General Microbiology/Laboratory and CHEM 105/106 Introductory Chemistry/Laboratory or permission of instructor.
Course Description:	The study of disruptions of physiology in the human organism building on previously acquired knowledge of physiologic sciences. The inflammatory process, immune response, aspects of fluid, electrolyte and acid base imbalances, and selected pathological conditions are included.	The study of disruptions of physiology in the human organism building on previously acquired knowledge of physiologic sciences. The inflammatory process, immune response, aspects of fluid, electrolyte and acid base imbalances, and selected pathological conditions are included.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 10/16/25 Signature, Chair/Director: Amy Dite

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Pathophysiologic Bases of Nursing

Course Number: NURS 390

Credit Hours: Three

Theory: Three

Clinical

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	
Simulation	
Precepted	
Lab	

Course Description

The study of disruptions of physiology in the human organism building on previously acquired knowledge of physiologic sciences. The inflammatory process, immune response, aspects of fluid, electrolyte and acid base imbalances, and selected pathological conditions are included.

(Discussion includes incidence; etiology; structural and functional alterations which result; the progression of these changes; clinical manifestations; the alterations in diagnostic studies which are indicative of the process; and the usual treatment regimen.)

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Interpret and integrate content from chemistry, microbiology, anatomy, and physiology to the pathophysiologic process of disease to enhance the practice of nursing.	1	D-1 C-1.2 (1.2a, 1.2b)	Exams		
Demonstrate an awareness of the significance of understanding the pathophysiologic response to disease as a component of the nurse's role on the health care team.	6	D-6 C-6.3 (6.3a)	Exams		
Demonstrate knowledge of the pathophysiologic bases of disease for application in providing health promotion and disease prevention education based on individual characteristics and risks.	2, 3	D-2 C-2.4 (2.4a), D-3 C-3.1 (3.1a)	Exams		

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Anna Beth Gilmore**

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

Course #: **NURS 407**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Gerontology for the Registered Nurse	Gerontology for the Registered Nurse
Course Number:	NURS 407	NURS 407
Credits:	2	2
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	Admission to the PSU Irene Ransom Bradley School of Nursing RN to BSN Program; Completion of an associate degree in nursing and licensed as a registered nurse. Concurrent enrollment or satisfactory completion of NURS 304: Advancing Careers: Transitioning to Baccalaureate Nursing. Students currently enrolled in the Gerontology Minor may enroll as well.	Admission to the PSU Irene Ransom Bradley School of Nursing RN to BSN Program; Completion of an associate degree in nursing and licensed as a registered nurse. Concurrent enrollment or satisfactory completion of NURS 304: Advancing Careers: Transitioning to Baccalaureate Nursing. Students currently enrolled in the Gerontology Minor may enroll as well.
Course Description:	Promotes successful healthy aging while addressing the physical, psychosocial, and spiritual needs of older adults utilizing a holistic framework.	Focus on promoting healthy aging by addressing the physical, psychosocial, and spiritual needs of older adults, utilizing a holistic approach to enhance nursing care and improve quality of life across diverse healthcare settings.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/16/25 Signature, Chair/Director: Amy Hite

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-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.

Course Name: Gerontology for the Registered Nurse

Course Number: NURS 407

Credit Hours: 2

Theory: 2

Clinical: 0

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	
Simulation	
Precepted	
Lab	

Course Description:

Focus on promoting healthy aging by addressing the physical, psychosocial, and spiritual needs of older adults, utilizing a holistic approach to enhance nursing care and improve quality of life across diverse healthcare settings.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Provide ethical, holistic, and evidence-based care to enhance the quality of life for older adults.	2,4	D: 2, 4 C: 2.1, 2.2, 4.2 SC: 2.1 a, b, c; 2.2a, b, c, d, e, f; 4.2a, c, e			
Differentiate normal aging from disease and address related physical, mental, and spiritual challenges, including end-of-life care across diverse healthcare settings.	1,2,5	D: 1, 2, 5 C: 1.1, 1.3, 2.3, 2.4, 5.1 SC: 1.1 a, b, 1.3a, b, c; 2.3e, f; 5.1c			
Collaborate with interdisciplinary teams to develop and implement individualized care plans using informatics and technology.	6,7, 8	D: 6, 7, 8 C: 6.3, 6.3, 7.1, 7.2, 7.3, 8.2, 8.3 SC: 6.2a, b, c, d, e, f; 6.3b; 7.1c, d, f, 7.3a, c; 8.2d, e; 8.3a, b, c, d, e			
Engage in lifelong learning, self-reflection, and advocacy to support older adults' autonomy, dignity, and health goals.	2,10	D: 2, 10 C: 2.8, 10.2 SC: 2.8a, c, d, e; 10.2c, d			

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: Nursing

College of: **Arts & Sciences**

Contact Person: Karen Johnson

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

Course #: **NURS 442**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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. NA- Disregard

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:	Pharmacology in Nursing	Pharmacology in Nursing
Course Number:	NURS 442	NURS 442
Credits:	3	3
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	None	Successful completion of: NURS 263 Health Promotion and Disease Prevention, NURS 320 Health Assessment, NURS 390 Pathophysiologic Bases of Nursing, NURS 322 Professional Nursing, and NURS 318 Nursing Fundamentals. Corequisite: NURS 410 Nursing the Adult Medical-Surgical Client; NURS 470 Nursing the Psychiatric/Mental Health Client; or NURS 452 Nursing the Childbearing Family; NURS 482 Nursing the Child and Family; NURS 405 Gerontological Nursing.
Course Description:	This course will focus on the nurse's role in pharmacological therapy of individuals across the lifespan.	This course will focus on the nurse's role in pharmacological therapy of individuals across the lifespan.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy Hite

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-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.

Course Name: Pharmacology in Nursing

Course Number: NURS 442

Credit Hours: 3

Theory: 3

Clinical: 0

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	0
Lab	0

Course Description: This course will focus on the nurse's role in pharmacological therapy of individuals across the lifespan.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Integrate pharmacological principles to provide safe and effective medication management for individuals across the lifespan, ensuring evidence-based and patient-centered care.	1, 5	1, 5 Competencies 1.2, 1.3, 5.1, 5.2 Sub-competencies 1.2a, 1.3a, 1.3c, 5.1b, 5.1a, 5.1c, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	ATI Pharm Made Easy Modules, quizzes, exams, case studies		
Analyze the therapeutic uses, mechanisms of action, side effects, and interactions of major drug classifications, applying this knowledge to optimize patient outcomes.	1, 2	1, 2 Competencies 1.2, 2.6, 2.7 Sub-competencies 1.2a, 2.6a, 2.6d, 2.7a, 2.7b, 2.7c	ATI Pharm Made Easy Modules, quizzes, exams, case studies		
Develop individualized pharmacological care plans that consider the unique needs of patients, including age, genetics, comorbidities, and cultural factors.	2, 3	2, 3 Competencies 2.3, 2.5 Sub-competencies 2.3c, 2.3e, 2.3f, 2.5d,	ATI Pharm Made Easy Modules, quizzes, exams, case studies	TBD	TBD
Evaluate the impact of pharmacological therapy on patient health and recovery, utilizing critical thinking and clinical reasoning to adjust treatment plans as necessary.	2, 3	2, 3 Competencies 2.6, 2.7 Sub-competencies 2.6a, 2.6d, 2.7a, 2.7b, 2.7c	ATI Pharm Made Easy Modules, quizzes, exams, case studies		
Collaborate with healthcare team members to ensure comprehensive and coordinated	6	6 Competency 6.1	ATI Pharm Made Easy Modules,		

pharmacological care, promoting safe medication practices and patient education.		Sub-competencies 6.1a, 6.1e, 6.1f	quizzes, exams, case studies	
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Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 445**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Transcultural Health Care	Transcultural Health Care
Course Number:	NURS 445	NURS 445
Credits:	1-3	1-3
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	Students enroll with permission of instructor. Interest in pursuing an increased understanding of diversity in health care and/or an increased understanding of one or more different cultural groups is required.	Students enroll with permission of instructor. Interest in pursuing an increased understanding of diversity in health care and/or an increased understanding of one or more different cultural groups is required.
Course Description:	Concepts and theories of transcultural care and issues related to health care practices for culturally diverse populations. Open to all majors.	An introduction to the issues of cultural diversity when providing health care, including concepts and theories of transcultural care. The importance of cultural awareness and culturally sensitive care will be included.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy Hete

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Byn

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Transcultural Health Care & Practicum Course Number: NURS 445, NURS 446 - These are two separate courses. Nurs 446 is not always taken with Nurs 445.

Credit Hours: Nurs 445 – One to three credit hours

Theory – one to three credit hours

Clinical – none

Nurs 446 – One credit hour

Theory – zero credit hours

Clinical / practicum – one credit hour

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	40
Simulation	
Precepted	
Lab	8

Course Description

Nurs 445

An introduction to the issues of cultural diversity when providing health care, including concepts and theories of transcultural care. The importance of cultural awareness and culturally sensitive care will be included.

Nurs 446

Practicum in observation and participation in health care in a specific cultural setting.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators : Developing (1-2)	Behavior Indicators : Developed (1-2)
Nurs 445					
Identify health issues among a specific culture including areas of health risks and strengths.	1, 3	D-1, 3 C-1.2 (1.2a, 1.2b) C-3.1 (3.1a, 3.1bb, 3.1c, 3.1d)	Discussions, Canvas assignments	TBD	TBD
Articulate the importance of developing cultural awareness and culturally respectful care.	2	D-2 C-2.1 (2.1a)	Canvas discussions		
Identify factors that may serve as barriers in the provision of culturally appropriate professional health care.	3	D-3 C-3.1 (3.1a)	Canvas discussions		
Nurs 446 Practicum					
Demonstrate an understanding of health issues among a specific culture.	1, 2	D-1 C-1.2 (1.2a, 1.2b) D-2 C-2.1 (2.1a)	Clinical journal		
Demonstrate culturally respectful communication and care.	2	D-2 C-2.2 (2.2b)	Clinical journal		

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: Nursing

College of: Arts & Sciences

Contact Person: Karen Johnson

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

Course #: **NURS 457**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:		Nursing the Child and Childbearing Practicum
Course Number:		NURS 457
Credits:		2
Grading System:	Select One <input type="button" value="v"/>	Pass/Fail <input type="button" value="v"/>
Pre/Co-Requisite(s):		This clinical course provides students with hands-on experience in delivering evidence-based, family-centered nursing care to childbearing women, pediatric patients, and their families. Clinical settings include hospitals, community agencies, and simulation labs, with emphasis on health promotion, disease prevention, interdisciplinary collaboration, and professional accountability
Course Description:		This clinical course provides students with hands-on experience in delivering evidence-based, family-centered nursing care to childbearing women, pediatric patients, and their families. Clinical settings include hospitals, community agencies, and simulation labs, with emphasis on health promotion, disease prevention, interdisciplinary collaboration, and professional accountability

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy Hite

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-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.

Course Name: Nursing the Child and Childbearing Family Practicum

Course Number: NURS 457

Credit Hours: Two credit hours (2)

Theory – zero (0)

Clinical – two (2) credit hours (total of 96 clinical hours)

Clinical Experiences	Clock Hours
Direct Patient Care	76
Observation	4
Simulation	16
Precepted	0
Lab	0

Course Description

This clinical course provides students with hands-on experience in delivering evidence-based, family-centered nursing care to childbearing women, pediatric patients, and their families. Clinical settings include hospitals, community agencies, and simulation labs, with emphasis on health promotion, disease prevention, interdisciplinary collaboration, and professional accountability.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencies Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
<p>1. Apply interdisciplinary knowledge from sciences, humanities, and nursing to plan and deliver evidence-based care, utilizing teaching and learning principles to promote health, safety, disease prevention, and overall well-being for childbearing women, children, and families.</p>	<p>1, 2</p>	<p>Aligned Domain: Domain 1: Knowledge for Nursing Practice</p> <p>Aligned Domain: Domain 2: Person-Centered Care</p> <p>Aligned Domains 1, 2 Competencies: 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 2.9 Sub-competencies: 1.2a, 1.2b, 1.2c, 1.2e, 1.3a, 1.3b, 1.3c, 2.1a, 2.1b, 2.1c, 2.2a, 2.2b, 2.2c, 2.2d, 2.2e, 2.2f, 2.3a, 2.3b, 2.3c, 2.3e, 2.3f, 2.3g, 2.4b, 2.4c, 2.4d, 2.4e, 2.5a, 2.5b, 2.5c, 2.5d, 2.6a, 2.6b, 2.6c, 2.6d, 2.7a, 2.7c, 2.8b, 2.8c, 2.8d, 2.8e, 2.9a, 2.9d, 2.9e</p>	<p>Clinical hands-on rotation of childbearing mother, newborn, and Pediatric health assessments. OB (L/D) and Peds (asthma and RSV) course simulations and mini sims. FRC, skills check-off day, KCU clinical day (WF). Reflection of clinical day at NICU, Autism, and Heartland. Clinical paperwork identifying cues. Lab interpretation. Post clinical</p>	<p>TBD</p>	<p>TBD</p>

<p>2. Effectively communicate and collaborate with interdisciplinary team members and coordinate resources to provide safe, high-quality care, and family-centered care for childbearing women, children, and families.</p>	<p>6, 8</p>	<p>Aligned Domains: Domain 6: Interprofessional Collaboration</p> <p>Aligned Domain 8: Informatics and Healthcare Technology</p> <p>Competencies: 6.1, 6.2, 6.3, 6.4, 8.1, 8.3</p> <p>Sub-competencies: 6.1a, 6.1b, 6.1c, 6.1e, 6.1f, 6.2a, 6.2b, 6.2c, 6.2d, 6.2e, 6.2f, 6.3a, 6.3c, 6.4a, 6.4b, 6.4c, 6.5d, 8.1a, 8.1c, 8.3a, 8.3b, 8.3c, 8.3d, 8.3f</p>	<p>conferences. Clinical paperwork plans of care. Concepts maps. Patient care teaching.</p> <p>Clinical hands-on rotation of childbearing mother, newborn, and Pediatric health assessments. OB (L/D) and Peds (asthma and RSV) course simulations and mini sims. FRC, skills check-off day, KCU clinical day (WF). Reflection of clinical day at NICU, Autism, and Heartland. Clinical paperwork identifying cues. Lab interpretation.</p>		

<p>3. Model nursing code of ethics and integrity in all course-related activities and demonstrate, leadership, accountability, and responsibility in nursing practice for childbearing women, children, and families.</p>	<p>1, 9, 10</p>	<p>Aligned Domain: Domain 1: Knowledge for Nursing Practice</p> <p>Aligned Domain 9: Professionalism</p> <p>Aligned Domain 10: Personal, Professional, and Leadership Development</p> <p>Competencies: 1.2, 9.1, 9.3, 9.4, 9.5, 10.1, 10.2 Sub-competencies: 1.2e, 9.1a, 9.1c, 9.1e, 9.1f, 9.1g, 9.3a, 9.3b,</p>	<p>Family Resource Center Preschool collaborative teaching clinical project. Post clinical conferences. Clinical paperwork plans of care. Concepts maps. Patient care teaching. Nurse as mandated reporter. Simulation electronic charting.</p>	<p>Hospital clinical, FRC, Heartland Behavioral Health, Autism Center, OB and Peds course simulations, mini sims, case studies.</p>	
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			9.3c, 9.3d, 9.3g, 9.4b, 9.4c, 9.5b, 10.1b, 10.2a, 10.2b, 10.2d				

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **10/6/25**

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 482**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Evidence-Based Practice and Research	Evidence-Based Practice and Research
Course Number:	NURS 482	NURS 482
Credits:	2	2
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	<small>Course Prerequisite: Successful completion of: NURS 265 Health Promotion and Disease Prevention, NURS 318 Nursing Fundamentals, NURS 320 Health Assessment, NURS 322 Professional Nursing, and NURS 350 Pathophysiology Issues of Nursing. Successful completion of or concurrent enrollment in NURS 405 Oncological Nursing, NURS 410 Nursing the Adult Medical-Surgical Client, NURS 441 Pharmacology in Nursing, NURS 499 Concepts of Leadership in an Evolving Healthcare System, NURS 462 Nursing the Child and Family, and NURS 470 Nursing the Psychiatric/Mental Health Client, and NURS 481 Evidence-Based Practice and Research.</small>	<small>Course Prerequisite: Successful completion of: NURS 265 Health Promotion and Disease Prevention, NURS 318 Nursing Fundamentals, NURS 320 Health Assessment, NURS 322 Professional Nursing, and NURS 350 Pathophysiology Issues of Nursing. Successful completion of or concurrent enrollment in NURS 405 Oncological Nursing, NURS 410 Nursing the Adult Medical-Surgical Client, NURS 441 Pharmacology in Nursing, NURS 499 Concepts of Leadership in an Evolving Healthcare System, NURS 462 Nursing the Child and Family, and NURS 470 Nursing the Psychiatric/Mental Health Client.</small>
Course Description:	Introduction to research methods and evidence-based practice as a basis for providing high quality nursing care. Basic steps of the research process and factors in critical evaluation of research studies will be included.	Introduction to evidence-based practice and research methods as a basis for providing high quality nursing care. Basic steps of the research process and factors in evaluation of research studies will be included.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy Hite

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-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.

Course Name: Evidence-Based Practice and Research

Course Number: NURS 482

Credit Hours: Two credit hours

Theory - Two credit hours

Clinical – no clinical

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	0
Lab	0

Course Description

Introduction to evidence-based practice and research methods as a basis for providing high quality nursing care. Basic steps of the research process and factors in evaluation of research studies will be included

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Demonstrate an understanding of the basic elements of the research process including differences in quantitative and qualitative approaches to research.	4	Domain - 4 Competencies - 4.1 (4.1a, 4.1f)	Exams CITI Quiz EBP Project	TBD	TBD
Demonstrate an understanding of maintaining ethical principles and advocating for the protection of human subjects in research.	2, 4	Domains - 2,4 Competencies - 2.2 (2.2e), 4.3 (4.3a, 4.3b)	Exams CITI Quiz		
Synthesize research studies in development of an evidence-based project proposal to improve an aspect of nursing care.	4	Domain -4 Competencies 4.2 (4.2a, 4.2b)	Exams EBP Project		
Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course.	9	Domain - 9 Competencies - 9.1 (9.1a)	EBP Presentation		

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: Nursing

College of: **Arts & Sciences**

Contact Person: Anna Beth Gilmore

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

Course #: **NURS 484**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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:	Evidence- Based Research for the Registered Nurse	Evidence- Based Research for the Registered Nurse
Course Number:	NURS 484	NURs 484
Credits:	2	2
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	Concurrent enrollment or satisfactory completion of NURS 304: Advancing Careers: Transitioning to Baccalaureate Nursing.	Concurrent enrollment or satisfactory completion of NURS 304: Advancing Careers: Transitioning to Baccalaureate Nursing.
Course Description:	Focus is knowledge of the research process, quantitative versus qualitative research designs, ethical issues, basic knowledge of some of the most common empirical analyses, appraisal of evidence and integration of the evidence into nursing practice.	This course introduces nursing students to the research process, including quantitative and qualitative designs, ethical issues, and basic empirical analysis methods. Students will learn to critically appraise research evidence and apply it to enhance clinical decision-making and nursing practice. May be taken for honors.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy White

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Evidence-Based Research for the Registered Nurse

Course Number: NURS 484

Credit Hours: 2

Theory: 2

Clinical: 0

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	0
Lab	0

Course Description: This course introduces nursing students to the research process, including quantitative and qualitative designs, ethical issues, and basic empirical analysis methods. Students will learn to critically appraise research evidence and apply it to enhance clinical decision-making and nursing practice. May be taken for honors.

Course Objectives

Course Objective	PSU SON Program Outcomes	AACN Domain, Competency, & Sub-Competencies(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
1. Define nursing research and its role in evidence-based practice.	4	Domain: 4 Competencies: 4.1, 4.2 Sub-Competencies: 4.1a, 4.1b, 4.2a, 4.2b, 4.2c	*Online discussions *Critical appraisal exercises *Exams *Evidence-based research project		
2. Explain the steps of the quantitative and qualitative research processes, including ethical considerations and the protection of human subjects.	4	Domain: 4 Competencies: 4.1, 4.3 Sub-Competencies: 4.1a, 4.1d, 4.3a, 4.3b, 4.3c	*Online discussions *Critical appraisal exercises *Exams *Evidence-based research project		
3. Develop research questions, appraise relevant literature, and apply appropriate theories.	4	Domain: 4 Competencies: 4.1, 4.2 Sub-Competencies: 4.1c, 4.2a,	*Online discussions *Critical appraisal exercises *Exams *Evidence-based research project	TBD	TBD
4. Select research designs, sampling methods, and data collection techniques for evidence-based studies.	4	Domain: 4 Competencies: 4.1, 4.2 Sub-Competencies: 4.1a, 4.1d, 4.2a	*Online discussions *Critical appraisal exercises *Exams *Evidence-based research project	TBD	TBD
5. Analyze empirical research for validity, reliability, and applicability to nursing practice.	4	Domain: 4 Competencies: 4.1, 4.2, Sub-Competencies: 4.1f, 4.2b, 4.2c,	*Online discussions *Critical appraisal exercises *Exams *Evidence-based research project		
6. Interpret research findings and discuss their integration into clinical practice.	4	Domain: 4 Competencies: 4.1, 4.2 Sub-Competencies: 4.1f, 4.1g, 4.2b, 4.2c, 4.2e	*Online discussions *Critical appraisal exercises *Exams *Evidence-based research project		

Faculty Senate Course Form

Effective Date: **Fall 2026**



Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 499**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Concepts of Leadership in an Evolving Healthcare System	Concepts of Leadership in an Evolving Healthcare System
Course Number:	NURS 499	NURS 499
Credits:	4	2
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	None	None
Course Description:	Exploration of concepts of leadership and their application to current and future practice in the healthcare environment; informatics and healthcare policy. Developing decision making, time management, and delegation and prioritization skills for application in management of nursing care.	This course prepares undergraduate nursing students for leadership roles in diverse healthcare settings. Emphasizing nursing theory, evidence-based practice, and interdisciplinary collaboration, it develops skills in communication, advocacy, and ethical decision-making with a focus on diversity, equity, and inclusion.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy White

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Byn

-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.

Course Name: Concepts of Leadership in an Evolving Healthcare System

Course Number: NURS 499

Credit Hours: 2

Theory: 2

Clinical: 0

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	
Simulation	2
Precepted	
Lab	

Course Description

This course prepares undergraduate nursing students for leadership roles in diverse healthcare settings. Emphasizing nursing theory, evidence-based practice, and interdisciplinary collaboration, it develops skills in communication, advocacy, and ethical decision-making with a focus on diversity, equity, and inclusion.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
#1. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. #2. Foster clear, effective communication that facilitates partnerships and quality care delivery.	IRBSON PO 1	Domain 1: Knowledge for Nursing Practice Competency 1.2 Sub-competencies 1.2d, 1.2e	Exploration of Leadership Theories and Selection of their own		
	IRBSON PO 2	Domain 2: Person Centered Care Competency 2.2 Sub-competencies 2.2b, 2.2c, 2.2d, 2.2f	Demonstrated throughout all learning activities and assignments of the class		
#3. Demonstrate advocacy strategies that promote safety, equity, and well-being for individuals and work environments.	IRBSON PO 6	Domain 6: Interprofessional Partnerships Competency 6.1 Sub-competencies 6.1b, 6.1d	Quality Improvement project and across all learning activities and assignments		
	IRBSON PO 3	Domain 3: Population Health Competency 3.5 Sub-competencies 3.5a, 3.5b, 3.5c, 3.5d, 3.5e	Advocacy case studies (group)	TBD	TBD
#4. Integrate best evidence into nursing practice to enhance care quality and outcomes.	IRBSON PO 6	Domain 6: Interprofessional Partnerships Competency 6.4 Sub-competencies 6.4a, 6.4b, 6.4c	Across all learning activities and assignments		
	IRBSON PO 4	Domain 4: Scholarship for Nursing Practice Competency 4.2 Sub-competencies 4.2a, 4.2c, 4.2d, 4.2e	Quality Improvement assignment		

<p>#5. Apply quality improvement principles and contribute to a culture of safety for patients and providers.</p>	<p>IRBSON PO 5</p>	<p>Domain 5: Quality and Safety Competency 5.3 Sub-competencies 5.3a, 5.2b, 5.3c, 5.3d</p>	<p>Armed Intruder simulation Incivility self-reflection</p>	
<p>#6. Work with other professions to maintain mutual respect, shared values, and collaborative learning.</p>	<p>IRBSON PO 6</p>	<p>Domain 6: Interprofessional Partnerships Competency 6.4 Sub-competencies 6.4a, 6.4b, 6.4c, 6.4d</p>	<p>Across all course activities</p>	
<p>#7. Demonstrate ethical comportment, compliance with laws and regulations, and accountability to individuals, society, and the profession.</p>	<p>IRBSON PO 9</p>	<p>Domain 9: Professionalism Competency 9.3 Sub-competencies 9.3a, 9.3c, 9.3d, 9.3f, 9.3h</p>	<p>Advocacy and legal case studies and across all activities of the course</p>	
<p>#8 Integrate diversity, equity, and inclusion into professional identity and practice.</p>	<p>IRBSON PO 9</p>	<p>Domain 9: Professionalism Competencies 9.5, 9.6 Sub-competencies 9.5a, 9.5c, 9.5d, 9.5e, 9.6c</p> <p>Domain 9: Professionalism Competency 9.4 Sub-Competency 9.4a</p>	<p>Professional Identity in Nursing Group Concept Mapping and across all learning activities and assignments</p>	
<p>#9 Demonstrate commitment to personal health, well-being, and the professional identity of nursing</p>	<p>IRBSON PO 9</p>	<p>Domain 10: Personal, Professional and Leadership Development Competency 10.1 Sub-competencies 10.1a, 10.1b</p>	<p>Self-care reflection</p>	
<p>#10 Cultivate leadership skills to contribute to the advancement of nursing and healthcare systems.</p>	<p>IRBSON PO 9</p>	<p>Domain 9: Professionalism Competency 9.1 Sub-competencies 9.1a, 9.1b, 9.1e, 9.1f, 9.1g</p> <p>Domain 10: Personal, Professional and Leadership Development Competency 10.3</p>	<p>Nurse Career Day Across all activities and assignments Individual leadership personality analysis and group work</p>	

Sub-competency 10.3a, 10.3b,
10.3c, 10.3d, 10.3e, 10.3f, 10.3g,
10.3h, 10.3i

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 502**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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.

Not a new course; N/A

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:	Community Nursing	Community Nursing
Course Number:	NURS 502	NURS 502
Credits:	5	5
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	<small>Prerequisite: Successful completion of NURS 442 Pharmacology in Nursing, NURS 410 Nursing the Adult Medical-Surgical Client, NURS 470 Nursing the Psychiatric/Mental Health Client, NURS 462 Nursing the Child and Family, NURS 402 Gerontological Nursing, NURS 452 Nursing the Childbearing Family, NURS 492 Evidence-Based Practice and Research, NURS 499 Concepts of Leadership in an Evolving Healthcare System Concurrent enrollment of NURS 502 Community Health Nursing; NURS 600 Transitions in Nursing Practice.</small>	<small>Prerequisite: Successful completion of NURS 442 Pharmacology in Nursing, NURS 410 Nursing the Adult Medical-Surgical Client, NURS 470 Nursing the Psychiatric/Mental Health Client, NURS 462 Nursing the Child and Family, NURS 402 Gerontological Nursing, NURS 452 Nursing the Childbearing Family, NURS 492 Evidence-Based Practice and Research, NURS 499 Concepts of Leadership in an Evolving Healthcare System Concurrent enrollment of NURS 501 Community Health Nursing; NURS 600 Transitions in Nursing Practice; NURS 601 Capstone.</small>
Course Description:	Concepts of nursing and public health applied to promoting health of families and other population aggregates, and assessing health states and resources available to specific populations. Clinical experiences take place in selected community settings. May be taken for honors.	This course covers community and public health nursing with an emphasis on health promotion, disease prevention, and care across diverse populations. Students will apply knowledge from nursing, science, humanities, and public health to improve health outcomes for individuals, families, and communities. Honors credit is available.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy Hite

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Bildeo

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Bildeo

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Byn

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Community Nursing

Course Number: N502

Credit Hours: 5 credit hours (3 hours theory and 2 hours clinical)

Theory: 3 hours

Clinical

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	
Simulation	16
Precepted	32
Lab	48

Note: Lab includes instructor precepted Community Assessments (24 hours), Teddy Bear Clinics (16 hours), and other lab-based/faculty precepted independent activities (8 hours).

Course Description:

This course covers community and public health nursing with an emphasis on health promotion, disease prevention, and care across diverse populations. Students will apply knowledge from nursing, science, humanities, and public health to improve health outcomes for individuals, families, and communities. Honors credit is available.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Apply knowledge from nursing science and related disciplines to enhance understanding of nursing practice and the human experience.	1	Domain 1: Knowledge for Nursing Practice Competency 1.2 Sub competency: 1.2a	Case studies, application assignments	TBD	TBD
Demonstrate social responsibility and advocate for global health equity.	1	Domain 1 : Knowledge for Nursing Practice. Competency 1.2 Sub competency: 1.2c	Case studies, application assignments		
Collaborate with individuals and teams to develop care plans.	2,6	Domain 2: Person Centered Care. Competencies: 2.4, 2.5, 2.7, 2.9 Sub competencies: 2.4b, 2.4c, 2.4d, 2.4e, 2.5a, 2.7a, 2.7b, 2.7c, 2.9a, 2.9b, 2.9c, 2.9d, 2.9e Doman 6: Interprofessional Partnerships Competencies 6.1, 6.3, 6.4 Sub-competencies: 6.1 a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.3a, 6.3b, 6.3c, 6.4a, 6.4b, 6.4c, 6.4d	Case studies, application assignments		

Advance Equitable and Effective Population Health Strategies	3	Domain 3: Population Health Competencies: 3.1, 3.2, 3.3, 3.5 Sub competencies: 3.1 a-l, 3.2a, b, c; 3.3a, 3.3b; 3.5a-e	Case studies, application assignments		
Strengthen Collaborative and Resilient Healthcare Systems	3	Domain 3: Population Health Competencies: 3.2, 3.4, 3.6 Sub competencies: 3.2 a-c, 3.4a-e, 3.6 a-e			
Optimize healthcare systems through innovation and evidence-based practice.	7	Domain 7: Systems-Based Practice Sub competencies: 7.1 a-d; 7.3 b,c	Case studies, application assignments		
Use technology to gather data and generate knowledge while ensuring accountability to individuals, society, and the profession.	8	Domain 8: Informatics and Healthcare Technologies Sub competencies: 8.2 a-c	Case studies, application assignments		

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **10/6/25**

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Anna Beth Gilmore**

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

Course #: **NURS 503**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Population Based Healthcare for the Registered Nurse	Population Based Healthcare for the Registered Nurse
Course Number:	NURS 503	NURS 503
Credits:	4	4
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	Registered Nurse (Valid license in state where experiential assignments will to be completed)	Registered Nurse (Valid license in state where experiential assignments will to be completed)
Course Description:	Concepts of community nursing and public health applied to promoting health of individuals, families and other population aggregates, and assessing health states and resources available to specific populations in the communities.	An in-depth exploration of community health nursing, focusing on integrating nursing theory, population-based practice, and specialized interventions. Students will examine community health nursing roles and apply the nursing process in diverse settings with individuals, families, and groups. Emphasis is placed on health education, maintenance, restoration, coordination, management, and evaluation.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25

Signature, Chair/Director:

Amy Hite

-Approved: College Curriculum Committee

Date: 1/14/26

Signature, Committee Chair:

Christopher Childers

-Approved: Dean of College

Date: 1/14/26

Signature, Dean:

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26

Signature, Committee Chair:

Ryan

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Population Based Health Care for the Registered Nurse

Course Number: NURS 503

Credit Hours: 4

Theory: 2

Clinical: 2

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	
Simulation	
Precepted	96
Lab	

Course Description: An in-depth exploration of community health nursing, focusing on integrating nursing theory, population-based practice, and specialized interventions. Students will examine community health nursing roles and apply the nursing process in diverse settings with individuals, families, and groups. Emphasis is placed on health education, maintenance, restoration, coordination, management, and evaluation.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Define population-based practice and explore community health nursing specializations	1, 3	D: 1, 3 C: 1.1, 3.1, 3.3, 3.5 SC: 1.1a, 1.1b, 3.1c, 3.1f, 3.3b, 3.5c, 3.5d	Class discussions, activities, lectures, exams, quizzes, community assessment		
Apply the nursing process when working with individuals, families, and aggregates in the community	2, 7	D: 2, 7 C: 2.3, 2.4, 2.5, 2.6, 2.7, 7.3 SC: 2.3c, 2.4a, 2.4c, 2.5a, 2.5e, 2.5g, 2.7b, 2.7d, 7.3a, 7.3b, 7.3c, 7.3d	Class discussions, activities, lectures, exams, quizzes, community assessment, interviews, board meeting		
Discuss community nursing interventions, including health education, maintenance, restoration, coordination, management, and evaluation	3, 5	D: 3, 5 C: 3.1, 5.1, 5.2 SC: 3.1e, 3.1f, 3.1g, 5.1c, 5.1f, 5.1h	Class discussions, activities, lectures, exams, quizzes, community assessment, interviews, board meeting		
Collaborate with healthcare providers and support systems to improve health outcomes for individuals, families, and communities	6, 7	D: 6, 7 C: 6.1, 6.2, 6.3, 6.4, 7.1 SC: 6.1b, 6.1e, 6.2a, 6.3a, 6.3c, 6.4a, 6.4d, 7.1b, 7.1d	Class discussions, activities, lectures, exams, quizzes, community assessment, interviews, board meeting	TBD	TBD
Demonstrate knowledge of community health care resources and utilize literature and epidemiological studies to inform practice	3, 4	D: 3, 4 C: 3.1, 3.5, 4.2 SC: 3.1e, 3.1f, 3.1i, 3.5c, 4.2b, 4.2c, 4.2e	Class discussions, activities, lectures, exams, quizzes, community assessment, interviews, board meeting		
Use online resources to assess potential health issues in a designated community	6, 8	D: 6, 8 C: 6.3, 8.2, 8.3, 8.5 SC: 6.3b, 8.2b, 8.2c, 8.2f, 8.2h, 8.2j, 8.3a, 8.3d, 8.3e, 8.3g, 8.5a, 8.5e, 8.5g	Class discussions, activities, lectures, exams, quizzes, community assessment, interviews, board meeting		
Identify individuals and groups in the community for health	3, 9	D: 3, 9 C: 3.1, 3.5, 9.6	Class discussions, activities, lectures, exams,		

promotion or disease prevention initiatives		SC: 3.1e, 3.1f3.1g, 3.5c, 3.5a, 3.5c, 9.6a, 9.6c	quizzes, community assessment, interviews, board meeting		
Develop a nursing care plan addressing a community health problem	1, 7	D: 1, 7 C: 1.1, 1.3, 7.1 SC: 1.1e, 1.1f, 1.1a, 1.3a, 7.1d, 7.1c	Class discussions, activities, lectures, exams, quizzes, community assessment, interviews, board meeting		
Discuss the responsibilities and accountabilities of nurses practicing in communities	9, 10	D: 9, 10 C: 9.3, 9.5, 9.6, 10.3 SC: 9.3d, 9.3a, 9.5a, 9.5b, 9.6a	Class discussions, activities, lectures, exams, quizzes, community assessment, interviews, board meeting		
Set long and short-term goals to enhance the future of community health nursing	4, 10	D: 4, 10 C: 4.2, 10.2, 10.3 SC: 4.2c, 4.2e, 10.2c, 10.2f, 10.3h, 10.3i	Class discussions, activities, lectures, exams, quizzes, community assessment, interviews, board meeting		

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **10/6/25**

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Anna Beth Gilmore**

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

Course #: **NURS 505**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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:	Leadership and Management for the Registered Nurse	Leadership and Management for the Registered Nurse
Course Number:	NURS 505	NURS 505
Credits:	4	4
Grading System:	A-F, IN <input type="text"/>	A-F, IN <input type="text"/>
Pre/Co-Requisite(s):	Concurrent enrollment in or satisfactory completion of NURS 304 Advancing Careers: Transitioning to Baccalaureate Nursing.	Concurrent enrollment in or satisfactory completion of NURS 304 Advancing Careers: Transitioning to Baccalaureate Nursing
Course Description:	Exploration of leadership roles and nursing management functions and their application to current practice in today's healthcare environment. Includes leadership and management concepts, ethical factors, care delivery models, and intra- and inter-professional collaboration in providing quality nursing care. Includes experiential assignments. Course may be taken for honors.	This course emphasizes leadership and management principles, focusing on ethical considerations, care delivery models, and collaboration. Students will apply these concepts to enhance quality nursing care and teamwork in today's healthcare environment. This course includes experiential activities.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy White

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Byn

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Leadership and Management for the Registered Nurse

Course Number: NURS 505

Credit Hours: 4

Theory: 3

Clinical: 1-experiential learning

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	48
Lab	0

Course Description:

This course emphasizes leadership and management principles, focusing on ethical considerations, care delivery models, and collaboration. Students will apply these concepts to enhance quality nursing care and teamwork in today's healthcare environment. This course includes experiential activities.

Course Objectives

Course Objectives	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
#1. Identify key leadership and management principles in nursing practice.	1 & 9	D: 1, 9 C: 1.1, 9.5 SC: 1.1a, b, d SC: 9.5a, b, d	Clinical shadowing of a nurse leader for 16 hours Pre/Post Evaluation Reflective Journaling	TBD	TBD
#2. Analyze ethical considerations and their impact on nursing leadership and decision-making.	2 & 5	D: 9 C: 9.1, 9.3 SC: 9.1a, b, c SC: 9.3a, d, e,	Discussion Board Quiz Case Studies		
#3. Examine various care delivery models and their application in healthcare settings	3 & 7	D: 7 C: 7.1 SC: 7.1a, c, d	Discussion Board Quiz Paper		
#4. Apply leadership concepts to enhance team dynamics, collaboration, and improve patient care outcomes.	2 & 6	D: 6, 7 C: 6.2, 6.3, 7.2 SC: 6.2a, e SC: 6.3c SC: 7.2c, d, e, f	Discussion Boar Quiz Assignment		
#5. Evaluate the role of nursing leadership in promoting quality care and patient safety.	5 & 8	D: 2, 5 C: 2.7, 5.1, 5.2 SC: 2.7c SC: 5.1a	Quality Improvement Project Peer Reviews		

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 525**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Advanced Care of the Medical-Surgical Client	Advanced Care of the Medical-Surgical Client
Course Number:	NURS 525	NURS 525
Credits:	6	6
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	<small>Prerequisite: Successful completion of NURS 442 Pharmacology in Nursing, NURS 410 Nursing the Adult Medical-Surgical Client, NURS 470 Nursing the Psychiatric/Mental Health Client, NURS 462 Nursing the Child and Family, NURS 405 Gerontological Nursing, NURS 431 Nursing the Childbearing Family, NURS 483 Evidence-Based Practice and Research, NURS 499 Concepts of Leadership in an Evolving Healthcare System Concurrent enrollment of NURS 502 Community Health Nursing; NURS 600 Transitions in Nursing Practice.</small>	<small>Prerequisite: Successful completion of NURS 442 Pharmacology in Nursing, NURS 410 Nursing the Adult Medical-Surgical Client, NURS 470 Nursing the Psychiatric/Mental Health Client, NURS 462 Nursing the Child and Family, NURS 405 Gerontological Nursing, NURS 431 Nursing the Childbearing Family, NURS 483 Evidence-Based Practice and Research, NURS 499 Concepts of Leadership in an Evolving Healthcare System Concurrent enrollment of NURS 502 Community Health Nursing; NURS 600 Transitions in Nursing Practice; NURS 601 Capstone</small>
Course Description:	Focuses on client-centered care to optimize human responses of adults with complex/multiple health problems in a variety of environments. May be taken for Honors.	This course builds on prior knowledge to enhance students' ability to provide client-centered care for adults with complex, multi-system health conditions. It focuses on advanced clinical reasoning, evidence-based practices, and interdisciplinary collaboration to optimize patient outcomes in diverse healthcare settings.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25

Signature, Chair/Director:

Amy Dute

-Approved: College Curriculum Committee

Date: 1/14/26

Signature, Committee Chair:

Christopher Childers

-Approved: Dean of College

Date: 1/14/26

Signature, Dean:

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26

Signature, Committee Chair:

Ryan

-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.

Course Name: Advanced Medical-Surgical Nursing

Course Number: NURS 525

Credit Hours: 6

Theory: 4

Clinical: 2

Clinical Experiences	Clock Hours
Direct Patient Care	72
Observation	0
Simulation	16
Precepted	0
Lab	8

Course Description

This course builds on prior knowledge to enhance students' ability to provide client-centered care for adults with complex, multi-system health conditions. It focuses on advanced clinical reasoning, evidence-based practices, and interdisciplinary collaboration to optimize patient outcomes in diverse healthcare settings.

Course Objectives

Course Objective	PSU SON Program Objectiv	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Apply advanced clinical reasoning to assess, diagnose, and manage adults with complex, multi-system health conditions in diverse healthcare settings.	1, 2	D: 1, 2 C: 1.3, 2.3, 2.4 SC: 1.3a, 1.3b, 1.3c, 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, 2.3f, 2.3g, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e	Clinical, Simulation		
Utilize evidence-based practices to develop and implement individualized care plans that optimize patient outcomes.	2	D: 2 C: 2.5, 2.6, 2.7 SC: 2.5a, 2.5c, 2.5d, 2.5f, 2.6a, 2.6d, 2.7a, 2.7b, 2.7c	Clinical, Simulation		
Collaborate with interdisciplinary teams to coordinate comprehensive care for adults with complex medical-surgical needs.	6	D: 6 C: 6.1, 6.2, 6.3, 6.4 SC: 6.1a, 6.1b, 6.1c, 6.1e, 6.2a, 6.2b, 6.2c, 6.2d, 6.3a, 6.3c, 6.4a, 6.4b, 6.4d	Clinical, Simulation		
Analyze the impact of psychosocial, cultural, and ethical factors on patient care and outcomes in complex healthcare situations.	3	D: 3 C: 3.1, 3.3, 3.5 SC: 3.1b, 3.1g, 3.3a, 3.3b, 3.5a, 3.5b, 3.5d, 3.5e	Clinical, Simulation	TBD	TBD
Evaluate the effectiveness of interventions through critical reflection and ongoing adjustments based on patient responses and evolving conditions.	4, 5	D: 4, 5 C: 4.2, 5.1 SC: 4.2a, 4.2c, 4.2d, 4.2e, 5.1a, 5.1b, 5.1c, 5.1e, 5.1f	Clinical, Simulation		
Promote patient advocacy by ensuring safe, effective, and compassionate care that respects patient preferences and improves quality of life.	2, 9	D: 2, 9 C: 2.8, 9.2, 9.3, 9.4, 9.5, 9.6 SC: 2.8c, 2.8d, 2.8e, 9.2a, 9.2b, 9.2d, 9.2e, 9.2f, 9.2g, 9.3c, 9.3d, 9.4b, 9.5b, 9.5c, 9.5e, 9.6b	Clinical, Simulation		

Coordinate resources to provide safe, quality, and equitable care to diverse populations within complex systems of healthcare.	7	D: 7 C: 7.1, 7.2, 7.3 SC: 7.1a, 7.1d, 7.2e, 7.3a, 7.3b	Clinical, Simulation		
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Faculty Senate Course Form

Effective Date: **Fall 2026**



Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 570**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Special Topics in Nursing	Special Topics in Nursing
Course Number:	NURS 570	NURS 570
Credits:	1-3	1-3
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	None	None
Course Description:	Intensive study of nursing or health problem, trend, or issue.	This course provides an in-depth exploration of a selected nursing or health-related problem, trend, or issue. The specific focus of the course will vary each time it is offered, allowing students to engage with current and relevant topics in the field. Students may repeat the course for credit when the content differs.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: *Amy Dute*

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: *Christopher Gilders*

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: *Christopher Gilders*

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: *Ryan*

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Special Topics in Nursing

Course Number: NURS 570

Credit Hours:

Theory 1-3

Clinical 0

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	
Simulation	
Precepted	
Lab	

Course Description

This course provides an in-depth exploration of a selected nursing or health-related problem, trend, or issue. The specific focus of the course will vary each time it is offered, allowing students to engage with current and relevant topics in the field. Students may repeat the course for credit when the content differs.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Analyze a specific nursing or health-related problem, trend, or issue using evidence-based resources.	1, 4	D: 1, 4 C: 1.1, 1.2, 4.2 SC: 1.1a; 1.2a; 4.2 a, 4.2b, 4.2c, 4.2d, 4.2e			
Evaluate the historical, social, and cultural factors influencing the selected topic.	1	D: 1 C: 1.1, 1.2 SC: 1.1c, 1.2a			
Investigate the impact of the issue on patient outcomes, nursing practice, and the healthcare system.	5, 7	D: 5, 7 C: 5.1, 7.3 SC: 5.1e, 5.1f; 7.3b, 7.3e		TBD	TBD
Synthesize current research and best practices related to the chosen topic.	1, 4	D: 1, 4 C: 1.2, 4.1, 4.2 SC: 1.2a, 4.1 a, 4.1 b, 4.1c, 4.1d, 4.1e, 4.1f, 4.1g, 4.2a, 4.2b, 4.2c, 4.2d, 4.2e			
Develop strategies to address challenges or gaps associated with the specific nursing or health issue.	5	D: 5) C: 5.1) SC: 5.1a, 5.1b, 5.1c, 5.1d, 5.1e, 5.1f, 5.1g, 5.1h			

Collaborate with peers and faculty to critically discuss and present findings on the selected topic.	4, 6	D: 6, 4 C: 4.1, 6.2 SC: 4.1e, 4.1f, 4.1g; 6.2a, 6.2b, 6.2c, 6.2d, 6.2e, 6.2f			
Reflect on the implications of the topic for professional nursing practice and personal career development.	9, 10	D: 9, 10 C: 9.3, 10.2 SC: 9.3e, 10.2a, 10.2c			
Create a project or presentation that demonstrates comprehensive understanding and application of the course content.	1, 4, 10	D: 4, 1, 10 C: 1.1, 4.1, and 10.2 SC: 1.1b, 4.1a, 10.2c			

Faculty Senate Course Form

Effective Date: **Fall 2026**



Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 580**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Readings in Nursing	Readings in Nursing
Course Number:	NURS 580	NURS 580
Credits:	1-6	1-6
Grading System:	A-F, IN ▼	A-F, IN ▼
Pre/Co-Requisite(s):	None	None
Course Description:	A nursing elective. Directed individual reading in selected topics in nursing. Offered by appointment to registered nurses desiring to update and increase knowledge in specified areas and for generic students wishing additional elective credit in nursing. May be repeated if subject matter differs.	This course provides registered nurses and generic students with an opportunity for directed individual study in selected topics within the field of nursing. The course allows for flexibility, with content tailored to meet the individual learning needs and interests of each student. It is offered by appointment and can be repeated for additional elective credit if the subject matter differs from previous enrollments.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy Hite

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 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.

Course Name: Readings in Nursing

Course Number: NURS 580

Credit Hours: 1-6

Theory

Clinical

Clinical Experiences	Clock Hours
Direct Patient Care	
Observation	
Simulation	
Precepted	
Lab	

Course Description: This course provides registered nurses and generic students with an opportunity for directed individual study in selected topics within the field of nursing. The course allows for flexibility, with content tailored to meet the individual learning needs and interests of each student. It is offered by appointment and can be repeated for additional elective credit if the subject matter differs from previous enrollments.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Develop Critical Appraisal Skills: Critically analyze nursing research for validity, reliability, and relevance, while understanding methodologies, study designs, and statistical analyses used in studies.	4	D: 4 C: 4.1 SC: 4.1f, h, i, j			
Evaluate the Quality of Evidence: Assess the strength and limitations of evidence in nursing articles, differentiating between various levels of evidence (e.g., systematic reviews, randomized controlled trials, cohort studies) to determine their reliability and applicability to clinical practice.	4	D: 4 C:4.1 SC: 4.1f, h			
Enhance Professional Writing Skills: Develop the ability to write clear, concise, and well-structured reviews of nursing research articles, effectively communicating complex findings to both professional and non-professional audiences.	9	D: 9 C:9.5 SC: 9.5f		TBD	TBD
Foster Ethical Considerations in Research: Understand and analyze ethical issues in nursing research, including patient consent, confidentiality, researcher integrity, and the implications of research findings on nursing practice.	4	D: 4 C:4.3 SC: 4.3 e, h, i			

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: Nursing

College of: **Arts & Sciences**

Contact Person: Karen Johnson

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

Course #: **NURS 600**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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. Not a new course; N/A

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:	Transitions in Nursing Practice	Transitions in Nursing Practice
Course Number:	NURS 600	NURS 600
Credits:	2	3
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	Successful completion of NURS 442 Pharmacology in Nursing; NURS 410 Nursing the Adult Medical-Surgical Client; NURS 419 Nursing the Psychiatric/Mental Health Client; NURS 462 Nursing the Child and Family; NURS 405 Obstetrical Nursing; NURS 452 Nursing the Childbearing Family; NURS 482 Evidence-Based Practice and Research; NURS 499 Concepts of Leadership in an Evolving Healthcare System. Concurrent enrollment of NURS 502 Community Health Nursing; NURS 525 Advanced Care of the Medical-Surgical Client.	Successful completion of NURS 442 Pharmacology in Nursing; NURS 410 Nursing the Adult Medical-Surgical Client; NURS 470 Nursing the Psychiatric/Mental Health Client; NURS 462 Nursing the Child and Family; NURS 405 Obstetrical Nursing; NURS 452 Nursing the Childbearing Family; NURS 482 Evidence-Based Practice and Research; NURS 499 Concepts of Leadership in an Evolving Healthcare System. Concurrent enrollment of NURS 502 Community Health Nursing; NURS 525 Advanced Care of the Medical-Surgical Client; NURS 601 Capstone
Course Description:	A capstone experience establishing readiness for professional nursing practice and competency for licensure.	This capstone course serves as the culminating experience for last-semester nursing students, providing the opportunity to synthesize and apply the knowledge and clinical judgment gained throughout the nursing program. Emphasis is placed on establishing readiness for professional nursing practice and competency for licensure.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy White

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-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.

Course Name: Transitions in Nursing Practice

Course Number: NURS 600

Credit Hours: 2

Theory: 2

Clinical: 0

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	0
Lab	0

Course Description

This capstone course serves as the culminating experience for last-semester nursing students, providing the opportunity to synthesize and apply the knowledge and clinical judgment gained throughout the nursing program. Emphasis is placed on establishing readiness for professional nursing practice and competency for licensure.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
<p>1. Synthesize Nursing Knowledge and Skills: Integrate theoretical knowledge and clinical judgment to effectively manage complex patient care scenarios.</p> <p>2. Demonstrate Critical Thinking: Apply critical thinking and decision-making skills to assess, plan, implement, and evaluate patient care in diverse clinical contexts.</p> <p>3. Prepare for Professional Practice: Refine communication, leadership, and teamwork skills to ensure readiness for entry into professional nursing practice.</p> <p>4. Enhance Test-Taking Strategies: Develop and apply effective test-taking strategies to prepare for standardized ATI assessments and the NCLEX-RN.</p> <p>5. Achieve NCLEX Competency: Demonstrate proficiency in key nursing concepts and clinical reasoning required for NCLEX licensure.</p> <p>6. Engage in Reflective Practice: Conduct self-assessment and reflection to identify strengths, areas for improvement, and strategies for continued professional growth.</p> <p>7. Prepare for Licensure: Engage in targeted preparation activities to build confidence and ensure readiness for the NCLEX-RN exam.</p> <p>8. Apply Ethical and Legal Standards: Demonstrate understanding and application of</p>	<p>BSN program Objective 1</p> <p>2</p> <p>1,2,6,10</p> <p>10</p> <p>1</p> <p>9, 10</p> <p>10</p> <p>9</p>	<p>D: 1 C/SC: 1.3 (a-c)</p> <p>D: 2 C/SC: 2.5 (a-g); 2.7 (a-c)</p> <p>D: 1, 2, 6, 10 C/SC: 1.1b; 2.2 (b-c); 6.1b; 6.2a; 10.3(a-c)</p> <p>D: 10 C/SC: 10.2c</p> <p>D: 1 C/SC: 1.3 (a-c)</p> <p>D: 9, 10 C/SC: 9.1b, 9.1d; 9.3e; 10.2a-e</p> <p>D: 10 C/SC: 10.2c</p> <p>D: 9 C/SC: 9.1a-e</p>	<p>ATI Testing, ATI Live Review Course, Virtual ATI</p> <p>ATI Testing, ATI Live Review Course, Virtual ATI</p> <p>Complete state licensure application to take NCLEX exam, ATI Testing, ATI Live Review Course, Virtual ATI</p> <p>ATI Live Review Course, Virtual ATI remediation.</p> <p>ATI Testing, ATI Live Review Course, Virtual ATI</p> <p>ATI Live Review Course, Virtual ATI</p> <p>Complete state licensure application to take NCLEX exam, ATI Testing, ATI Live Review Course, Virtual ATI</p> <p>ATI Testing, ATI Live Review Course, Virtual ATI</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>TBD</p>

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 601**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Internship in Nursing Practice	Capstone in Nursing Practice
Course Number:	NURS 601	NURS 601
Credits:	1	2
Grading System:	Pass/Fail 	Pass/Fail 
Pre/Co-Requisite(s):	Successful completion of: NURS 265 Health Promotion and Disease Prevention, NURS 318 Nursing Fundamentals, NURS 329 Health Assessment, NURS 332 Professional Nursing, NURS 350 Pathophysiology, NURS 405 Gerontological Nursing, NURS 418 Nursing the Medical-Surgical Client, NURS 442 Pharmacology, NURS 452 Nursing the Childbearing Family, NURS 462 Nursing the Child and Family, NURS 470 Nursing the Psychiatric/Mental Health Client, NURS 482 Evidence Based Practice and Research, NURS 499 Concepts of Leadership in an Evolving Healthcare System, NURS 502 Community Nursing, NURS 525 Advanced Medical Surgical Nursing of the Adult Client, NURS 600 Transitions in Healthcare	Prerequisite: NURS 265 Health Promotion and Disease Prevention, NURS 318 Nursing Fundamentals, NURS 330 Health Assessment, NURS 332 Professional Nursing, NURS 350 Pathophysiology, NURS 405 Gerontological Nursing, NURS 410 Nursing the Medical-Surgical Client, NURS 442 Pharmacology, NURS 452 Nursing the Childbearing Family, NURS 462 Nursing the Child and Family, NURS 470 Nursing the Psychiatric/Mental Health Client, NURS 482 Evidence Based Practice and Research, NURS 499 Concepts of Leadership in an Evolving Healthcare System Co-requisite: NURS 502 Community Nursing, NURS 525 Advanced Medical Surgical Nursing of the Adult Client, NURS 600 Transitions in Nursing Practice
Course Description:	A clinical experiences capstone course in primarily acute care settings, with emphasis on assuming the role of the professional nurse, managing care for a group of clients, and synthesizing nursing knowledge. Students practice clinical skills while working with clinical mentors under the direction of faculty. Pass-fail only.	A capstone clinical course that focuses on the integration and application of knowledge, skills, and clinical judgment in healthcare settings. Through hands-on clinical practice, students refine critical thinking, leadership, and professional communication skills.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: *Amy Date*

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: *Christopher Childers*

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: *Christopher Childers*

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: *Ryan*

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(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.

Course Name: Capstone

Course Number: NURS 601

Credit Hours:

Theory: 0

Clinical: 2

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	96
Lab	0

Course Description:

A capstone clinical course that focuses on the integration and application of knowledge, skills, and clinical judgment in healthcare settings. Through hands-on clinical practice, students refine critical thinking, leadership, and professional communication skills.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Demonstrate safe, evidence-based nursing care by integrating theoretical knowledge and clinical skills in diverse healthcare settings.	1, 5	D: 1, 5 C: 1.2, 5.2 SC: 1.2a, 1.2b, 1.2c, 1.2d, 1.2e, 5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	Clinical		
Apply critical thinking and clinical judgment to assess, plan, implement, and evaluate patient-centered care.	2	D: 2 C: 2.3, 2.5, 2.7 SC: 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, 2.3f, 2.3g, 2.5a, 2.5b, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g, 2.7a, 2.7b, 2.7c	Clinical		
Exhibit professional communication and collaboration skills when interacting with patients, families, and interprofessional healthcare teams.	3, 6	D: 3, 6 C: 3.2, 6.1, 6.4 SC: 3.2b, 3.2c, 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.4a, 6.4b, 6.4c, 6.4d	Clinical		
Utilize leadership and management principles to prioritize care, delegate tasks, and contribute to effective team functioning.	7	D: 7, 10 C: 7.3; 10.3 SC: 7.3a, 7.3b, 7.3c, 7.3d; 10.3a, 10.3b, 10.3c, 10.3d, 10.3e, 10.3f, 10.3g, 10.3h, 10.3i	Clinical	TBD	TBD
Incorporate evidence-based practices, current research, and healthcare informatics into clinical decision-making to improve patient outcomes and enhance care delivery.	4, 8	D: 4, 8 C: 4.2, 8.3, 8.5 SC: 4.2a, 4.2b, 4.2c, 4.2d, 4.2e, 8.3a, 8.3b, 8.3c, 8.3d, 8.3e	Clinical		
Evaluate personal and professional growth through reflective practice and feedback from preceptors and faculty.	9, 10	D: 9, 10 C: 9.5, 10.1, 10.2 SC: 9.5a, 9.5b, 9.5c, 9.5d, 9.5e, 10.1a, 10.1b, 10.2a, 10.2b, 10.2c, 10.2d, 10.2e	Clinical		
Demonstrate ethical decision-making and patient advocacy in alignment with nursing standards and professional values.	9	D: 9 C: 9.1, 9.6, 9.3	Clinical		

Prepare for the transition to professional nursing practice by demonstrating readiness for entry-level responsibilities and licensure requirements.	9, 10	SC: 9.1a, 9.1b, 9.1c, 9.1d, 9.1e, 9.1f, 9.1g, 9.3a, 9.3b, 9.3c, 9.3d, 9.3g; 9.6a, 9.6c D: 9, 10 C: 9.3, 9.5, 10.3 SC: 9.3a, 9.3c, 9.3d, 9.3h, 9.5a, 9.5b, 9.5e, 10.3c, 10.3d		
		Clinical		

Faculty Senate Course Form

Effective Date: **Fall 2026**



Submission Date: 10/6/25

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Karen Johnson**

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

Course #: **NURS 605**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Independent Study	Independent Study
Course Number:	NURS 605	NURS 605
Credits:	1-6	1-6
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	None	None
Course Description:	Development of a project under direct supervision of appropriate faculty member. Prerequisite: Completion of Level I nursing courses or permission of instructor. May be repeated if subject matter differs.	Self-directed development of a project under direct supervision of appropriate faculty member.

Authorization Sign-Off

Checklist: Check once verified.

<input type="checkbox"/>	Required fields completed.
<input type="checkbox"/>	Syllabus attached for new courses
<input type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy White

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Byn

-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.

Course Name: Independent Study

Course Number: NURS 605

Credit Hours:

Theory: 1-6

Clinical: 0

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	0
Lab	0

Course Description

Self-directed development of a project under direct supervision of appropriate faculty member.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Examine professionally reviewed articles on topics related to selected topic.	4, 8, 10	D: 4, 8, 10 C: 4.1, 8.2, 10.2 SC: 4.1a, 4.1b, 4.1c, 4.1d, 4.1f, 4.1g, 8.2d, 8.2e, 10.2d	Project		
Summarize and synthesize nursing literature to inform and enhance the project's design and practical application.	2, 4	D: 2, 4 C: 2.5, 4.2 SC: 2.5c, 2.5d, 4.2a, 4.2b, 4.2c, 4.2e	Project	TBD	TBD
Evaluate nursing content from professional journals to ensure relevance and applicability to the project's objectives and future nursing practice.	1, 5, 6	D: 1, 5, 6 C: 1.3, 5.2, 6.3 SC: 1.3b, 1.3c, 5.2a, 5.2f, 6.3a	Project		

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10/6/25

Department: Nursing

College of: **Arts & Sciences**

Contact Person: Anna Beth Gilmore

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

Course #: **NURS 668**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials and implementation of competency-based education.

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:	Health Care Policy Today and in the Future for the Registered Nurse	Health Care Policy Today and in the Future for the Registered Nurse
Course Number:	NURS 668	NURS 668
Credits:	2	2
Grading System:	A-F, IN ▼	A-F, IN ▼
Pre/Co-Requisite(s):	Admission to PSU & the IRBSON RN to BSN program & completion of an associate degree in nursing and licensed as a registered nurse.	Admission to PSU & the IRBSON RN to BSN program & completion of an associate degree in nursing and licensed as a registered nurse.
Course Description:	Examination of the role that nurses individually and collectively play in influence of healthcare, health care systems, and health care policy. This course may be taken for honors.	This course explores the critical role of nurses in shaping healthcare, healthcare systems, and health policy development. Through analysis and discussion, students will examine how nurses, both individually and as part of larger professional groups, influence healthcare delivery and advocate for effective policy changes to improve patient outcomes and systems efficiency. This course may be taken for honors.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy Hite

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Ryan

-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.

Course Name: Health Care Policy Today and in the Future for the Registered Nurse

Course Number: NURS 668

Credit Hours: 2 hours

Theory: 2

Clinical: 0

Clinical Experiences	Clock Hours
Direct Patient Care	0
Observation	0
Simulation	0
Precepted	0
Lab	0

Course Description – This course explores the critical role of nurses in shaping healthcare, healthcare systems, and health policy development. Through analysis and discussion, students will examine how nurses, both individually and as part of larger professional groups, influence healthcare delivery and advocate for effective policy changes to improve patient outcomes and systems efficiency. This course may be taken for honors.

Course Objectives Alignment with newly revised AACN Essential and implementation of competency-based education.

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencie(s) Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
Analyze the influence of local, state, and federal health policies on the social determinants of health and achievement of health equity.	SON Program Objective 7	Domain 7 Competencies: 7.1, 7.2 Sub-competencies: 7.1c, 7.1d, 7.2a, 7.2b, 7.2c, 7.2d, 7.2e			
Examine strategies to advocate for evidence-based health policies that improve population health outcomes.	SON Program Objective 3, 4, 7,	Domains 3, 4, 7 Competencies: 3.1, 3.5, 4.2, 7.1, 7.2, 7.3 Sub-competencies: 3.1b, 3.5e, 4.2a, 4.2b, 4.2c, 4.2d, 4.2e, 7.1d, 7.2a, 7.2b, 7.2c, 7.2d, 7.2e, 7.3c,			
Utilize health care informatics and population health data to identify trends, evaluate policy effectiveness and support initiatives that improve health outcomes across diverse populations.	SON Program Objectives 3, 7, 8	Domains 3, 7, 8 Competencies: 3.4, 7.2, 8.3 Sub-competencies: 3.4a, 3.4b, 3.4c, 3.4d, 7.2d, 8.3d, 8.3e		TBD	TBD
Apply leadership principles to advocate for health policies that support professional nursing practice, enhance care delivery, and promote health equity in diverse communities.	SON Program Objectives 9, 10	Domains 9, 10 Competencies: 9.1, 9.2, 9.3, 9.4, 10.3 Sub-competencies: 9.1b, 9.1e, 9.1f, 9.1g, 9.2d, 9.3a, 9.4a, 9.4b, 9.4c, 10.3b, 10.3c, 10.3d, 10.3f, 10.3i			
Reflect on how you as a professional nurse have engaged in activities that influence health	SON Program Objectives 9, 10	Domains 9, 10 Competency: 9.1, 10.2, 10.3			

policy, while upholding the integrity and values of the nursing profession.		Sub-competencies: 9.1b, 10.2a, 10.3f, 10.3i			
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Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **10/6/25**

Department: **Nursing**

College of: **Arts & Sciences**

Contact Person: **Anna Beth Gilmore**

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

Course #: **NURS 670**

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 New course or Changes to existing:

Alignment with newly revised AACN Essentials (2022) and implementation of competency-based education.

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?

PSU Faculty Senate 25-26

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:	Family Health Care Nursing	Family Health Care Nursing
Course Number:	NURS 670	NURS 670
Credits:	4	2
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):	Prerequisites include satisfactory completion of all general education course requirements and the completion or concurrent enrollment in RN-BSN nursing courses.	Prerequisites include satisfactory completion of all general education course requirements and the completion or concurrent enrollment in RN-BSN nursing courses.
Course Description:	Exploration of family nursing with emphasis on assessment, health education and promotion, application of relevant family theories and family nursing in a rural environment. Population focused assessment of health needs and education are included. The practicum with clients and families across the lifespan allows for application of concepts of family nursing.	This course offers a comprehensive exploration of family nursing, emphasizing the critical components of assessment, health education, and promotion within the context of diverse family structures. Students will engage with relevant family theories and apply concepts to practice in environments where unique health challenges and resources shape family dynamics in care delivery.

Authorization Sign-Off

Checklist: Check once verified.

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 10/6/25 Signature, Chair/Director: Amy White

-Approved: College Curriculum Committee

Date: 1/14/26 Signature, Committee Chair: Christopher Childers

-Approved: Dean of College

Date: 1/14/26 Signature, Dean: Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26 Signature, Committee Chair: Byn

-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.

Course Name: Family Health Care Nursing

Course Number: NURS 670

Credit Hours: 4

Theory: 3

Practicum: 1

Clinical Experiences	Clock Hours
Direct Patient Care	48
Observation	0
Simulation	0
Precepted	0
Lab	0

Course Description: This course offers a comprehensive exploration of family nursing, emphasizing the critical components of assessment, health education, and promotion within the context of diverse family structures. Students will engage with relevant family theories and apply concepts to practice in environments where unique health challenges and resources shape family dynamics and care delivery.

Course Objectives

Course Objective	PSU SON Program Objectives	AACN Domain, Competency, & Sub-Competencies Alignment	Learning Activities	Behavior Indicators: Developing (1-2)	Behavior Indicators: Developed (1-2)
<p>1. Assess Family Health Needs: Conduct comprehensive assessments of family health needs using population-focused approaches, integrating knowledge of family dynamics, cultural considerations, and rural health challenges.</p>	2 & 3	<p>Domain: 2,3 Competencies: 2.3, 3.1 Sub-Competencies 2.3 a-g 3.1 b, c, e</p>	<p>Family Assessment Case Studies Online Discussion Assignments</p>	TBD	TBD
<p>2. Apply Family Theories: Utilize relevant family nursing theories to inform practice, guiding interventions that address the unique health concerns and strengths of families in diverse settings,</p>	1 & 4	<p>Domain: 1 & 4 Competencies: 1.1, 1.2, 1.3 4.1, 4.2 Sub-Competencies: 1.1 a, 1.1 b, 1.1 c 1.2 a, 1.2 b</p>	<p>Family Assessment Video Family Intervention project Case studies Online Discussion Assignments</p>		

<p>particularly in rural environments.</p>		<p>1.3 b 4.1 c, d, f 4.2 a, b,</p>		
<p>3. Develop Health Education Strategies: Design and implement effective health education and promotion strategies tailored to the specific needs of families, enhancing their health literacy and empowering them to make informed health decisions.</p>	<p>4,5</p>	<p>Domain: 4 & 5 Competencies: 4.2, 5.1, 5.2 Sub-Competencies : 4.2 a-e 5.1 a-h</p>	<p>Population Teaching Family Focus Project Video Family Intervention Project Online Discussion Assignments</p>	
<p>4. Engage in Practicum Experiences: Participate in hands-on practicum experiences with clients and families across the lifespan, applying concepts of family nursing in real-world scenarios to develop practical skills and competencies.</p>	<p>6,7,8</p>	<p>Domain: 6, 7, 8 Competencies: 6.1, 7.1, 7.3, 8.1 Sub-Competencies: 6.1 a-f 7.1 a, 7.1 b 7.3 a, b, c 8.1 a, b, d, e</p>	<p>Family Assessment Video Family Intervention Project Population Teaching Family Focus Project</p>	

<p>5. Evaluate Health Outcomes: Analyze and evaluate the impact of nursing interventions on family health outcomes, utilizing evidence-based practices to measure effectiveness and identify areas for improvement.</p>	<p>4 & 10</p>	<p>Domain: 4 & 10 Competencies: 4.2, 10.3 Sub-Competencies: 4.2 a-e 10.3 b, c</p>	<p>Family Assessment Video Family Intervention Project Population Teaching Family Focus Project Online Discussion Assignments</p>		
<p>6. Foster Collaborative Relationships: Cultivate collaborative relationships with families, healthcare teams, and community resources to enhance the delivery of holistic care and support family-centered health initiatives.</p>	<p>6</p>	<p>Domain: 6 Competencies: 6.1, 6.3, 6.4 Sub-Competencies: 6.1 a-f 6.3 a, b, c, d 6.4 b, c, d</p>	<p>Family Assessment Video Family Intervention Project Population Teaching Family Focus Project</p>		
<p>7. Reflect on Practice: Engage in reflective practice to critically assess personal experiences and growth in family</p>	<p>9, 10\</p>	<p>Domain: 9 & 10 Competencies: 9.1, 10.1, 10.2</p>	<p>Reflective journal and Self-Evaluation</p>		

<p>nursing, identifying strengths and areas for further development in providing family-centered care.</p>		<p>Sub-Competencies: 9.1 a-e 10.1 a, b 10.2 a-e</p>			
<p>8. Advocate for Rural Health: Advocate for the health needs of families in rural communities, recognizing the unique barriers they face and promoting policies and practices that enhance access to care and health equity.</p>	<p>6</p>	<p>Domain: 6 Competencies: 6.1 6.3 Sub-Competencies: 6.1 a-f 6.3 a-d</p>	<p>Population Teaching Family Focus Project</p>		
<p>9. Integrate Ethical Considerations: Incorporate ethical principles into family nursing practice, ensuring respect for family autonomy, confidentiality, and cultural values in all interactions and interventions.</p>	<p>9</p>	<p>Domain: 9 Competencies: 9.1, 9.2, 9.3, 9.5 Sub-Competencies: 9.1 a-g 9.2 a-g 9.3 a-g 9.5 a-d</p>	<p>Family Assessment Video Family Intervention Project Population Teaching Family Focus Project</p>		

Curriculum Revision Form

Effective Date: FALL 2026

Submission Date: September 15, 2025

Department: Nursing

College of: Arts & Sciences

Contact Person: Amy Hite

Minor Required? No

Revision

Major/Minor/Emphasis/Certification Name:

Bachelor Of Science in Nursing: Pre Licensure Emphases

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 ALL Changes:

PSU School of Nursing has adopted new Program Outcomes for the BSN curriculum, reviewed and updated course descriptions and outcomes to align with the Program Outcomes, adjusted course credit hours to align with "The Essentials: Core Competencies for Professional Nursing Education" (AACN, 2021).

NURS 322: Change from 3 to 2 credit hours

NURS 318: Change from 5 to 6 credit hours

NURS 452: Change from 4 to 3 credit hours (remove 1 hour clinical Spring 2027)

NURS 462: Change from 4 to 3 credit hours (remove 1 hour clinical Spring 2027)

NURS 457: re-activate for 2 credit hours (clinical from 452 and 462 Spring 2027)

NURS 499: Change from 4 to 2 credit hours

NURS 600: Change from 2 to 3 credit hours

NURS 601: Change name to Capstone and from 1 to 2 credit hours.

Total Upper Division Nursing hours is unchanged (62 credit)

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

The American Association of Colleges of Nursing (AACN) developed "The Essentials: Core Competencies for Professional Nursing Education" in 2021. Schools of nursing were encouraged to begin the transition to meet these guidelines. In 2024, the Commission on Collegiate Nursing Education (CCNE) adopted "The Essentials" for accreditation of nursing programs "Standards for Accreditation of Baccalaureate and Graduate Nursing Programs." The PSU School of Nursing completed a thorough review of our curriculum, attended national conferences, requested student input, utilized student evaluations, and developed the new curriculum with updated Course Descriptions, Course Objectives, and Assessment Strategies to align with "The Essentials" and Accreditation Standards.

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 all 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: Check once verified.**
- Program guide from current catalog.
 - Academic Planning Excel attached.
 - 120 Credit hours met.
 - Course Id's match Course names.
 - Course hours are correct.
 - Listed courses are currently active.
 - Needed Documentation attached.

-Approved: Department Chair/Director
Date: 10/10/25 Signature: *Amy Hite*

-Approved: College Curriculum Committee
Date: 1/14/26 Signature: *Christopher Childers*

-Approved: Dean of College
Date: 1/14/26 Signature: *Christopher Childers*

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

-Approved: University Undergraduate Curriculum Committee
Date: 2/6/26 Signature: *Ryan*

-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.pdf" and uploaded as well.

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 - Bachelor of Science in Nursing, Pre Licensure Emphasis

Course Prefix	Course Num.	Course Name	Cr. Hr.
Core Courses -			61
NURS	265	Health Promotion and Disease Prevention	2
NURS	318	Nursing Fundamentals	6
NURS	320	Health Assessment	3
NURS	322	Professional Nursing	2
NURS	390	Pathophysiology	3
NURS	405	Gerontological Nursing	3
NURS	410	Nursing the Adult Medical Surgical Client	7
NURS	442	Pharmacology in Nursing	3
NURS	452	Nursing the Childbearing Family	3
NURS	457	Nursing the Child and Childbearing Practicum	2
NURS	462	Nursing the Child and Family	3
NURS	470	Nursing the Psych/Mental Health Client	4
NURS	482	Evidenc Based Practice and Research	2
NURS	499	Concepts of Leadership in an Evolving Healthcare System	2
NURS	502	Community Health Nursing	5
NURS	525	Advanced care of the Med-Surg Client	6
NURS	600	Transitions in Nursing Practice	3
NURS	601	Capstone	2
Support Courses -			23
CHEM	105/106	Intro to Chem and Lab	4
BIOL	257/258	Anatomy and Physiology and Lab	5
BIOL	371/372	General Microbiology and Lab	5
FCS	203	Nutrition and Health	3
PSYCH	263	Developmental Psych	3
MATH	113	College Algebra (Bucket 3)	
BIOL	111/112	General Biology/General Biology Lab (Bucket 4)	
SOC	100	Introduction to Sociology (Bucket 5)	3
PSYCH	155	General Psychology (Bucket 5)	
Emphasis Courses -			0
Elective Courses -Select 1 course for 1-3 credits			1
Select			
NURS	303	Introduction to Public Health	3
NURS	314	Healthcare Terminology/ Drug Calc	3
NURS	370	Women's Health Issues	2
NURS	445	Transcultural Health Care	3

NURS	570	Special Topics in Nursing	1-6
NURS	580	Readings in Nursing	1-6
NURS	605	Independent Study	1-6
Total Credit Hours -			85
Minor -			
General Education, 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.

DO NOT SAVE AS PDF, Leave in Excel worksheet format!

Pre-Licensure Track

Degree: Bachelor of Science

Major: Nursing

Emphasis: Pre-Licensure

General Education Requirements

General Education requirements consist of 34-35 credit hours of course work.

Required Math Gateway Course, seek advisement.

MATH-113 College Algebra

Or

Math-110 College Algebra with Review

Nursing Prerequisite Requirements

See notes *1

__ MATH-110 College Algebra with Review (5 hours)

or __ MATH-113 College Algebra (3 hours)

or __ MATH-126 Pre-Calculus (4 hours)

__ BIOL-111 General Biology (3 hours)

and __ BIOL-112 General Biology Laboratory (2 hours)

and __ CHEM-105 Introductory Chemistry (3 hours)

and __ CHEM-106 Introductory Chemistry Laboratory (1 hour)

or __ CHEM-107 Chemistry for the Life Sciences (3 hours)

__ CHEM-108 Chemistry for the Life Sciences Laboratory (1 hour)

__ BIOL-257 Anatomy and Physiology (3 hours)

and __ BIOL-258 Anatomy and Physiology Laboratory (2 hours)

__ BIOL-371 General Microbiology (3 hours)

and __ BIOL-372 General Microbiology Laboratory (2 hours)

__ SOC-100 Introduction to Sociology (3 hours)

__ FCS-203 Nutrition and Health (3 hours)

or __ FCS-301 Nutrition (3 hours)

__ PSYCH-155 General Psychology (3 hours)

__ PSYCH-263 Developmental Psychology (3 hours)

or __ FCS-285 Lifespan Human Development (3 hours)

*Notes *1: All Nursing Prerequisite requirement courses must be completed as prerequisites to enrollment in upper division nursing courses.*

Professional Nursing Degree Requirements (62-71 hours)

See notes *2

__ NURS-265 Health Promotion and Disease Prevention (2 hours)

__ NURS-318 Nursing Fundamentals (5 hours)

__ NURS-320 Health Assessment (3 hours)

__ NURS-322 Professional Nursing (3 hours)

__ NURS-390 Pathophysiologic Bases of Nursing (3 hours)

__ NURS-405 Gerontological Nursing (3 hours)

__ NURS-410 Nursing the Adult Medical-Surgical Client (7 hours)

__ NURS-442 Pharmacology in Nursing (3 hours)

__ NURS-452 Nursing the Childbearing Family (4 hours)

__ NURS-462 Nursing the Child and Family (4 hours)

__ NURS-470 Nursing the Psychiatric/Mental Health Client (4 hours)

__ NURS-482 Evidence-Based Practice and Research (2 hours)

__ NURS-499 Concepts of Leadership in an Evolving Healthcare System (4 hours)

__ NURS-502 Community Health Nursing (5 hours)

__ NURS-525 Advanced Care of the Medical-Surgical Client (6 hours)

__ NURS-600 Transitions in Nursing Practice (2 hours)

__ NURS-601 Internship in Nursing Practice (1 hour)

*Notes *2: Plus 1-10 hours upper division Nursing electives.*

Revised: 08/28/2025

Curriculum Revision Form

Effective Date: FALL 2026

Submission Date: September 15, 2025

Department: Nursing

College of: Arts & Sciences

Contact Person: Amy Hite

Minor Required? No

Revision

Major/Minor/Emphasis/Certification Name:

Bachelor Of Science in Nursing: RN to BSN Emphases

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 ALL Changes:

PSU School of Nursing has adopted new Program Outcomes for the BSN curriculum, reviewed and updated course descriptions and outcomes to align with the Program Outcomes, adjusted course credit hours to align with "The Essentials: Core Competencies for Professional Nursing Education" (AACN, 2021).

All courses have updated descriptions and course outcomes.

Credit hours were not changed in any course.

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

The American Association of Colleges of Nursing (AACN) developed "The Essentials: Core Competencies for Professional Nursing Education" in 2021. Schools of nursing were encouraged to begin the transition to meet these guidelines. In 2024, the Commission on Collegiate Nursing Education (CCNE) adopted "The Essentials" for accreditation of nursing programs "Standards for Accreditation of Baccalaureate and Graduate Nursing Programs." The PSU School of Nursing completed a thorough review of our curriculum, attended national conferences, requested student input, utilized student evaluations, and developed the new curriculum with updated Course Descriptions, Course Objectives, and Assessment Strategies to align with "The Essentials" and Accreditation Standards.

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 all 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: Check once verified.

- | | |
|-------------------------------------|--------------------------------------|
| <input checked="" type="checkbox"/> | Program guide from current catalog. |
| <input checked="" type="checkbox"/> | Academic Planning Excel attached. |
| <input checked="" type="checkbox"/> | 120 Credit hours met. |
| <input checked="" type="checkbox"/> | Course Id's match Course names. |
| <input checked="" type="checkbox"/> | Course hours are correct. |
| <input checked="" type="checkbox"/> | Listed courses are currently active. |
| <input checked="" type="checkbox"/> | Needed Documentation attached. |

-Approved: Department Chair/Director

Date: 10/10/25

Signature: _____

Amy Hilde

-Approved: College Curriculum Committee

Date: 1/14/26

Signature: _____

Christopher Childers

-Approved: Dean of College

Date: 1/14/26

Signature: _____

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/6/26

Signature: _____

Ryan

-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.pdf" and uploaded as well.

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 - Bachelor of Science in Nursing, RN to BSN Emphasis

Course Prefix	Course Num.	Course Name	Cr. Hr.
Core Courses -			30
NURS	304	Advancing Careers: Transitioning to Baccalaureate Nursing	3
NURS	321	Health Assessment for the Registered Nurse	4
NURS	340	Nurse's Role in Health Promotion	2
NURS	407	Gerontology for the Registered Nurse	2
NURS	484	Evidence-Based Research for the Registered Nurse	2
NURS	503	Population Based Healthcare for the Registered Nurse	4
NURS	505	Leadership and Management for the Registered Nurse	4
NURS	665	Pathophysiology and Pharmacology for the Registered Nurse	3
NURS	668	Health Care Policy Today and in the Future for the Registered Nurse	2
NURS	670	Family Health Care Nursing	4
Support Courses -			24
PSYCH	155	General Psychology (Bucket 5) HRS COUNTED IN GEN ED	
MATH	113	College Algebra (Bucket 3) HRS COUNTED IN GEN ED	
BIOL	257/258	Anatomy & Physiology Lecture & Lab	5
FCS	203	Nutrition & Health (Bucket 7)	3
PSYCH	263	Developmental Psych	3
SOC	100	Introduction to Sociology (Bucket 5)	3
BIOL	371/372	Microbiology Lecture & Lab	5
BIOL	111/112	General Biology & Lab (Bucket 4)	5
Emphasis Courses -			0
Elective Courses -			32
		Credit by Examination	32

 Outlook

Fw: question

From Amy Hite <ahite@pittstate.edu>

Date Wed 1/14/2026 4:14 PM

To Christopher Childers <rchilders@pittstate.edu>; Janet Kingman <jakingman@pittstate.edu>; Karen Johnson <kajohnson@pittstate.edu>

Hello, see Melinda's response below. Amy

Amy Hite, EdD(c), DNP, APRN, FNP, FAAN
 Pittsburg State University
 Irene Ransom Bradley School of Nursing
 Director and Professor

From: Melinda Roelfs <mroelfs@pittstate.edu>

Sent: Wednesday, January 14, 2026 5:13:27 PM

To: Jody Neef <cneef@pittstate.edu>

Cc: Amy Hite <ahite@pittstate.edu>

Subject: Re: question

Hi Jody,

We may have added to some of the confusion, unfortunately, based on the instructions we provided to Nursing in regard to completing the form. The standard form that was created was not designed to allow required Gen Eds since only a very small group of programs have been provided exceptions from KBOR.

I am hoping what I've noted below helps. There are three courses listed in support courses where the credit hours are being counted in the Gen Ed, not in the support courses total. The three courses are MATH 113, BIOL 111/112 and PSYCH 155. I've removed the hours from the list below to better illustrate the courses being counted in the support courses total hours.

		Support Courses -	23
CHEM	105/106	Intro to Chem and Lab	4
BIOL	257/258	Anatomy and Physiology and Lab	5
BIOL	371/372	General Microbiology and Lab	5
FCS	203	Nutrition and Health	3
PSYCH	263	Developmental Psych	3
MATH	113	College Algebra (Bucket 3) HRS COUNTED IN GEN ED	
BIOL	111/112	General Biology: General Biology Lab (Bucket 4) HRS COUNTED IN GEN ED	
SOC	100	Introduction to Sociology (Bucket 5)	3
PSYCH	155	General Psychology (Bucket 5) HRS COUNTED IN GEN ED	

In the Gen Ed listing below, you can see that MATH 113, BIOL 111/112 and PSYCH 155 are being counted in the Gen Ed. Not to create more confusion, but if a student were to take SOC 100 as their other Gen Ed Bucket #5 course, then the student would have 3 additional hours of open electives needed to get to 120 since SOC 100 would then be included in the Gen Ed hours in place of XXX.

General Education, 34-35 hours -	35
Bucket 1	6
Bucket 2	3
Bucket 3 - College Algebra	3
Bucket 4 - General Biology/General Biology Lab	5
Bucket 5 - XXX & General Psychology	6
Bucket 6	6
Bucket 7	6

It's a bit of a shell game when dealing with Gen Eds that are also major course requirements.

Let me know if you still have questions. These are always confusing conversations!

Thanks,
Melinda

Melinda Roelfs
Registrar
Pittsburg State University
620-235-4205
pittstate.edu

From: Jody Neef <cneef@pittstate.edu>
Sent: Wednesday, January 14, 2026 11:31 AM
To: Melinda Roelfs <mroelfs@pittstate.edu>
Cc: Amy Hite <ahite@pittstate.edu>
Subject: question

Hi Melinda,

Can you please clarify something for me concerning the planning Academic Planning Document for Nursing? I understand that they have an exception and can choose the gen eds. But it seems as if some gen eds are being counted twice.

Some of the gen-ed courses that count for the 35 hrs of gen-ed are also being listed and counted as support courses. This seems to be counting courses twice. To illustrate my point, I have listed the gen ed courses that comprise the 35 hrs (under gen ed) and highlighted the courses that seem to be listed twice. Please enlighten me because I am somewhat confused.

Amy: My apologize for being a pain. I am not trying to be a pain, but I think that it is coming off that way.

Jody Neef

Professor of Chemistry

Vice-Chair ACS POLY Regional Meetings Committee

Pittsburg State University



Fwd: Exemptions for KBOR Gen Ed

From Christopher Childers <rchilders@pittstate.edu>
Date Tue 1/13/2026 3:11 PM
To Janet Kingman <jakingman@pittstate.edu>

Dr. Christopher Childers
Sent from my iPhone

Begin forwarded message:

From: Melinda Roelfs <mroelfs@pittstate.edu>
Date: January 13, 2026 at 3:09:14 PM CST
To: Amy Hite <ahite@pittstate.edu>
Cc: Christopher Childers <rchilders@pittstate.edu>
Subject: Re: Exemptions for KBOR Gen Ed

Hi Amy,

Because Nursing is identified as a systemwide transfer associate degree, Nursing programs across the system have been given a permanent exception allowing specific pre-req courses in the Gen Ed. When I reviewed your curriculum changes, I compared them to KBOR's systemwide Nursing degree and they were in compliance.

The list of approved exceptions for the KBOR Gen Ed along with all the systemwide transfer associate degrees can be found at https://www.kansasregents.gov/academic_affairs/general-education/general-education-exceptions

Hope this helps. Let me know if you have questions.

Thanks,
Melinda

Melinda Roelfs
Registrar
Pittsburg State University
620-235-4205
pittstate.edu

From: Amy Hite <ahite@pittstate.edu>
Sent: Monday, January 12, 2026 5:40 PM
To: Melinda Roelfs <mroelfs@pittstate.edu>
Cc: Christopher Childers <rchilders@pittstate.edu>
Subject: Fw: Exemptions for KBOR Gen Ed

Melinda, as we took our Pre Licensure and RN to BSN revised curricula to CAS Curriculum committee today, it was brought up that we have courses that are pre-requs and general education. I had forgotten about the exemption that was approved for Nursing to have the Pre Requ exemption in 2023. Cheryl is searching her email for the final approval from KBOR. If she doesn't have this, I will look at KBOR minutes from Summer/Fall 2023.

Can you remind me, how long is this exemption in place? And does it continue with a Curriculum Revision? We are not making any changes to Gen Ed or Pre-Requs.

Thanks, Amy

From: Melinda Roelfs <mroelfs@pittstate.edu>
Sent: Wednesday, July 19, 2023 8:17 AM

1/13/26, 3:14 PM

To: Bobby Winters <bwinters@pittstate.edu>; Mary Carol Pomatto <mpomatto@pittstate.edu>; Cheryl Giefer <cgiefer@pittstate.edu>
 Subject: Exemptions for KBOR Gen Ed

Hi all,

Below is a summary of the COAS programs considered for a KBOR Gen Ed exemption.

COAS	Exp Type 1	Details	Exp Type 2	Details
Biology - Biology Education	Pre-Req	CHEM 215 and CHEM 216		
Chemistry - Pharmaceutical Chemistry	ON HOLD, MAY NEED TO FILE LATER			
Nursing	Pre-Req	BIOL 111 and BIOL 112	Buckets	Reduce bucket 7 by 3 credit hours

Biology Education is a pre-req exemption and should be straightforward. We will need to further discuss Pharmaceutical Chemistry, but for now, we can wait on this one. We will have an opportunity to file additional exemptions in the future if necessary.

Nursing has a pre-req exemption and will also need to modify bucket #7 by reducing it to 3 hours in order to make room for all the courses in the curriculum. With this type of request, we also need to submit a program guide. Please see attached. Cheryl, please review this guide for accuracy. This guide reflects the new KBOR Gen Ed.

I plan to submit all PSU requests on Friday, July 28th. (I am meeting with Dr. Smith on Thursday morning, July 27th to review all our submissions.)

If you have any questions or concerns, please let me know by next Wednesday the 26th.

Thanks,
 Melinda

Melinda Roelfs
 Registrar
 Pittsburg State University
 620-235-4205
 pittstate.edu

RN to BSN

Degree: Bachelor of Science

Major: Nursing

Emphasis: RN to BSN

Nursing Requirements

General Education Requirements

General Education requirements consist of 34-35 credit hours of course work.

Required Math Gateway Course, seek advisement.

MATH-113 College Algebra

Or

Math-110 College Algebra with Review

- __ BIOL-257 Anatomy and Physiology (3 hours)
- and __ BIOL-258 Anatomy and Physiology Laboratory (2 hours)
- __ BIOL-371 General Microbiology (3 hours)
- and __ BIOL-372 General Microbiology Laboratory (2 hours)
- __ CHEM-105 Introductory Chemistry (3 hours)
- and __ CHEM-106 Introductory Chemistry Laboratory (1 hour)
- or __ BIOL-111 General Biology (3 hours)
- and __ BIOL-112 General Biology Laboratory (2 hours)
- or __ BIOL-113 Environmental Life Science (4 hours)
- __ MATH-113 College Algebra (3 hours)
- or __ MATH-143 Elementary Statistics (3 hours)
- or __ MATH-133 Quantitative Reasoning (3 hours)
- __ PSYCH-155 General Psychology (3 hours)
- __ PSYCH-263 Developmental Psychology (3 hours)
- or __ FCS-285 Lifespan Human Development (3 hours)
- __ SOC-100 Introduction to Sociology (3 hours)
- __ FCS-203 Nutrition and Health (3 hours)
- or __ FCS-301 Nutrition (3 hours)

Nursing Articulation in Kansas

See notes *1

- __ NURS-318 Nursing Fundamentals (5 hours)
- __ NURS-410 Nursing the Adult Medical-Surgical Client (7 hours)
- __ NURS-452 Nursing the Childbearing Family (4 hours)
- __ NURS-462 Nursing the Child and Family (4 hours)
- __ NURS-470 Nursing the Psychiatric/Mental Health Client (4 hours)
- __ NURS-525 Advanced Care of the Medical-Surgical Client (6 hours)
- __ NURS-600 Transitions in Nursing Practice (2 hours)

*Notes *1: Validation (32 hours) is accomplished by: Achieving a passing score on the National Council's Licensing Examination for Registered Nurses (NCLEX-RN), as evidenced by a current license to practice as a Registered Nurse. Validation letter of a minimum*

of three months current nursing practice. Successful completion of NURS 304 Advancing Careers: Transitioning to Baccalaureate Nursing with a "C" or above. Successful completion of NURS 670 Family Health Care Nursing (capstone) with a "C" or above.

Upper Division Nursing Courses

See notes *2

- __ NURS-304 Advancing Careers: Transitioning to Baccalaureate Nursing (3 hours)
- __ NURS-321 Health Assessment for the Registered Nurse (4 hours)
- __ NURS-340 Nurse's Role in Health Promotion (2 hours)
- __ NURS-407 Gerontology for the Registered Nurse (2 hours)
- __ NURS-484 Evidence-Based Research for the Registered Nurse (2 hours)
- __ NURS-503 Population-Based Health Care (4 hours)
- __ NURS-505 Leadership and Management for the Registered Nurse (4 hours)
- __ NURS-665 Pathophysiology and Pharmacology for the Registered Nurse (3 hours)
- __ NURS-668 Health Care Policy Today and in the Future for the Registered Nurse (2 hours)
- __ NURS-670 Family Health Care Nursing (4 hours)

*Notes *2: Nursing Electives may be taken to advance knowledge within the discipline.*

Revised: 08/28/2025

Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date:

Department: **KUSB**

College of: Business



Contact Person: **Alex Binder**

Course/Program Name:

Notification Form – Used for notifying faculty senate and registrar’s office of changes that don’t affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Remove Sophomore standing as a prerequisite from the following courses: ECON-200, ECON-201, and FIN-210.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? No **If "yes", please provide documentation (ex. email).**

	Existing	New/Proposed
Modality of Program:	In-Person	In-Person
Admission Requirements:		
Pre/Co-Requisite(s):	Sophomore standing	
Other:		

Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/8/25

Signature, Chairperson: _____

Alexander D. Bindu

-Approved: Dean of College

Date: 01/16/26

Signature, Dean: _____

Paul W. Grimes

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Departments: After completing this form, in its entirety, please have it signed by the chair and the dean. The College Admin will load to the "Approved College Curriculum" file in SharePoint. It will be added to the next 10-day viewing and then sent forward with the next Faculty Senate agenda.

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

Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: 10/25/25

Department: **KUSB**

College of: Business



Contact Person: **Alex Binder**

Course/Program Name:

Notification Form – Used for notifying faculty senate and registrar’s office of changes that don’t affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Change MGT-310 to QBA-210 as prerequisites for FIN-624, FIN-627, MKTG-520, ECON-650.
We no longer offer MGT-310 and effectively replaced it with QBA-210 a couple of years ago.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Yes **If "yes", please provide documentation (ex. email).**

	Existing	New/Proposed
Modality of Program:	In-Person <input type="button" value="v"/>	In-Person
Admission Requirements:		
Pre/Co-Requisite(s):	MGT-310 Business Statistics	QBA-210 Business Statistics
Other:		

Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/8/25

Signature, Chairperson: _____

Alexander D. Binda

-Approved: Dean of College

Date: _____

Signature, Dean: _____

Paul W. Gair

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Departments: After completing this form, in its entirety, please have it signed by the chair and the dean. The College Admin will load to the "Approved College Curriculum" file in SharePoint. It will be added to the next 10-day viewing and then sent forward with the next Faculty Senate agenda.

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

Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: 10/25/25

Department: **KUSB**

College of: Business



Contact Person: **Alex Binder**

Course/Program Name:

Notification Form – Used for notifying faculty senate and registrar’s office of changes that don’t affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Remove Junior standing as a prerequisite from the following courses: DSIS-610, ACCTG-315, ACCTG-411, ACCTG-420, ACCTG-520, ACCTG-600, ACCTG-610, MGT-430, MGT-610, MKTG-610, and ECON-465.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Yes **If "yes", please provide documentation (ex. email).**

	Existing	New/Proposed
Modality of Program:	In-Person	In-Person
Admission Requirements:		
Pre/Co-Requisite(s):	Junior standing	
Other:		

Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/8/25

Signature, Chairperson:

Alyssa D. Birch

-Approved: Dean of College

Date: 01/15/26

Signature, Dean:

Paul W. Grimes

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Departments: After completing this form, in its entirety, please have it signed by the chair and the dean. The College Admin will load to the "Approved College Curriculum" file in SharePoint. It will be added to the next 10-day viewing and then sent forward with the next Faculty Senate agenda.

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

Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: 10/25/25

Department: **KUSB**

College of: Business



Contact Person: **Alex Binder**

Course/Program Name: **DSIS**

Notification Form – Used for notifying faculty senate and registrar’s office of changes that don’t affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Remove DSIS 240 as a prerequisite from DSIS 450, DSIS 650, and DSIS 750 as it will no longer be offered. Add the prerequisite of DSIS 245 in its place.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Yes **If "yes", please provide documentation (ex. email).**

	Existing	New/Proposed
Modality of Program:	In-Person	In-Person
Admission Requirements:		
Pre/Co-Requisite(s):	DSIS 240	DSIS 245
Other:		

Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/8/25

Signature, Chairperson:

Alexander D. Birch

-Approved: Dean of College

Date: 01/15/26

Signature, Dean:

Paul W. Grimes

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Departments: After completing this form, in its entirety, please have it signed by the chair and the dean. The College Admin will load to the "Approved College Curriculum" file in SharePoint. It will be added to the next 10-day viewing and then sent forward with the next Faculty Senate agenda.

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

Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: 10/25/25

Department: **KUSB**

College of: Business



Contact Person: **Alex Binder**

Course/Program Name:

Notification Form – Used for notifying faculty senate and registrar’s office of changes that don’t affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Remove 55 hours as a prerequisite from the following courses: FIN-621, FIN-623, FIN-624, FIN-625, FIN-627, FIN-631, FIN-693, ECON-485, ECON-665.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Yes **If "yes", please provide documentation (ex. email).**

Modality of Program:	Existing	New/Proposed
	In-Person	In-Person
Admission Requirements:		
Pre/Co-Requisite(s):	55 hours	
Other:		

Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/8/25

Signature, Chairperson: _____

Alexander D. Bindu

-Approved: Dean of College

Date: 01/15/26

Signature, Dean: _____

Paul W. Grimes

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Departments: After completing this form, in its entirety, please have it signed by the chair and the dean. The College Admin will load to the "Approved College Curriculum" file in SharePoint. It will be added to the next 10-day viewing and then sent forward with the next Faculty Senate agenda.

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

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date:

Department: **KUSB**

College of: **Business**

Contact Person: **Alex Binder**

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

Course #: **DSIS 245**

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 New course or Changes to existing:

This course aligns with our new program focus on Data Science and Information Systems and gives students an introduction to the discipline and its content more toward the beginning of their degree timeline.

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?

Note: Questions 2-6 are all no. This was a form error
B. McKay 2/5/26

PSU Faculty Senate 25-26

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:		Principles of Data Science
Course Number:		DSIS 245
Credits:		3
Grading System:	Select One <input type="button" value="v"/>	A-F, IN
Pre/Co-Requisite(s):		DSIS 230
Course Description:		This course provides introduction to the field of Data Science. Students will develop skills in appropriate technology and basic statistical methods by completing hands-on projects focused on real-world data and addresses the social consequences of data analysis and application.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 12/8/25

Signature, Chair/Director: _____

Alexander D. Bink

-Approved: College Curriculum Committee

Date: 1/8/26

Signature, Committee Chair: _____

Jennifer Purvaley

-Approved: Dean of College

Date: 01/15/26

Signature, Dean: _____

Paul W. Grimes

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/5/26

Signature, Committee Chair: _____

Ryan

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Department(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.



KELCE
COLLEGE OF BUSINESS
Pittsburg State University

Course Syllabus:
Principles of Data Science
DSIS 245
Kelce Center 105
TTh 9:30 – 10:45 am, Spring 2025

Instructor: Dr. David Sikolia
Office: Kelce 223D
Hours: TTh 2:00 – 3:30, MW 9:00 – 12:00
Phone: 620-235-6040
E-mail: dsikolia@pittstate.edu

Textbook

Revel for Intro to Python for Computer Science and Data Science (Brief Version), 1st edition
Published by Pearson (July 31, 2023) © 2023

Paul Deitel Deitel & Associates, Inc. Harvey M. Deitel Deitel & Associates, Inc.
ISBN-13: 9780137508563



Catalog Course Description

This course provides introduction to the field of Data Science. Students will develop skills in appropriate technology and basic statistical methods by completing hands-on projects focused on real-world data and addresses the social consequences of data analysis and application.

Prerequisites

Prerequisite: DSIS 230 Introduction to Programming.

Course Objectives / Learning Outcomes

1. Explain the importance of and be able to formulate a clear, concise, and measurable data analysis problem statement.
2. Identify and appropriately acknowledge sources of data.
3. Apply basic data cleaning techniques to prepare data for analysis.
4. Identify the categorical and/or numerical data types in a given data set.
5. Use appropriate descriptive and inferential methods to summarize data and recognize associations and relationships.
6. Utilize suitable tools and technology to collect, process, transform, summarize, and visualize data.
7. Draw accurate and meaningful conclusions from a data analysis.
8. Communicate methods and findings effectively in various modes.
9. Distinguish between ethical and unethical uses of data science.

Course Outline

Date	Topic
January 20 th	Introduction to Computers and Python
January 27 th	Introduction to Python programming, Control Statements, and Program Development
February 3 rd	
February 10 th	
February 17 th	Functions; Sequences: Lists and Tuples
February 24 th	Dictionaries and Sets
March 3 rd	
October 8 th	
October 8 th	Mid-term exam
March 10 th	Array-Oriented Programming with NumPy
March 17 th	Spring Break!
March 24 th	Strings: A Deeper Look
March 31 st	Files and Exceptions
April 7 th	
April 14 th	
April 14 th	Object-Oriented Programming
April 21 st	Machine Learning: Classification, Regression and Clustering
April 28 th	
May 5 th	
May 12 th	Final's week

Teaching Methods

In this course, we will use a flipped classroom model to maximize student engagement and deepen understanding of the material. Students will complete assigned readings, watch video lectures, or explore interactive materials before class. This preparation allows our in-class sessions to focus on active learning, such as discussions, group activities, case studies, and problem-solving exercises. By taking responsibility for initial content exploration outside the classroom, students are better prepared to participate actively, reflect upon, and apply new concepts during class, ultimately promoting a richer and more collaborative learning experience.

Canvas

The Canvas system will be used as a primary means to distribute class materials and information. You must check the Canvas frequently for class announcements, quizzes, assignments, and exam information.

Attendance Policy

Please attend class and keep up with all the assignments. All assignments must be on time to be accepted.

There is always the possibility of us needing to meet remotely due to weather or other reasons – I plan for these to be *synchronous* unless otherwise noted.

Classroom Conduct

Please always be professional and adhere to the student code of conduct policy by Kelce College of Business.

Academic Integrity

All Pitt State students are bound by the university's academic integrity policies as described and outlined in the current Syllabus Supplement. Please familiarize yourself with these rules and guidelines. In addition, as a course offered through the Kelce College of Business, students in this class are obligated to adhere to the college's Student Code of Ethics as outlined below.

Students pledge to:

- Arrive on time, remain until dismissed at all class sessions, and notify instructors in advance of anticipated absences, late arrivals, or early departures whenever possible.
- Turn off cell phones or other electronic devices while in class, unless permission to use them has been granted.
- Refrain from class disturbances.
- Refrain from use of profane or vulgar language in a threatening or disruptive manner.
- Treat fellow students, staff, faculty, administrators, and property with respect.
- Refrain from giving or receiving inappropriate assistance.
- Prepare assignment and exams honestly, refraining from such unacceptable conduct as plagiarism or unacknowledged appropriation of another's work in any academic work.
- Obey the policies, regulations, and laws of the United States of America, the State of Kansas, The Kansas Board of Regents, Pittsburg State University, and the Gladys A. Kelce College of Business.

If a student observes someone committing dishonesty in connection with academic work, the student is encouraged to report that dishonesty to the appropriate individual (ex, faculty member, or administrator).

- **Students with Disabilities**

- Please inform the instructor if you have a learning or physical disability that interferes with course requirements. Assistance and/or appropriate accommodations may be available through the contacts listed on the current Syllabus Supplement.

Course Evaluation Methods

1. Exams – 300 points (Mid-term and Final 150 points each).
2. In-class quizzes, group activities, case studies, and problem-solving exercises (300 points).
3. Revel assignments (300 points total): Assignments are due at the specified time on the due date.

Late assignments will NOT be accepted and will receive a zero.

4. Participation (100 points) will include in-class activities such as contributions to discussions and attendance.
5. Throughout the semester, there might be extra credit opportunities. However, extra credit assignments cannot be made up.
6. Grades: The grading scale is as follows: 90% to 100%, A; 80%-89%, B; 70% - 79%, C; 60% - 69%, D; Below 60%, F.
7. Although I sympathize with personal conflicts (needing a B to graduate, needing a C to stay in school, etc.), I believe that they cannot validly be considered in grade calculations. Giving personal considerations to one student is unfair to the rest of the class. Therefore, personal conflicts will not be considered in grade calculation. So, please do not ask.

Faculty Notification of Student Academic Progress

You can track your progress and grades in this course through the Canvas gradebook. I anticipate grading your work within one week of the assignment's deadline. I participate in the Navigate progress reporting system and will also report midterm grades.

Notes

Please see PSU's Syllabus Supplement for this semester, available through the Registrar's Office at:

<https://www.pittstate.edu/faculty-staff/files/documents/faculty-senate/documents/syllabus-supplement-25sp.pdf>

The instructor reserves the right to amend and reorganize this syllabus anytime. You will be notified if this occurs.

Faculty Senate Course Form

DSIS 245

Student Learning Outcomes

1. Explain the importance of and be able to formulate a clear, concise, and measurable data analysis problem statement.
2. Identify and appropriately acknowledge sources of data.
3. Apply basic data cleaning techniques to prepare data for analysis.
4. Identify the categorical and/or numerical data types in a given data set.
5. Use appropriate descriptive and inferential methods to summarize data and recognize associations and relationships.
6. Utilize suitable tools and technology to collect, process, transform, summarize, and visualize data.
7. Draw accurate and meaningful conclusions from a data analysis.
8. Communicate methods and findings effectively in various modes.
9. Distinguish between ethical and unethical uses of data science.

Assignments and Assessments

The total number of points you can earn in this course is 100, plus up to 2 extra credit points, so you cannot treat points from the course assignments and assessments as percentages of your overall course grade.

Reading and Discussion Assignments: **These tasks involve completing several brief readings on a relevant data science topic. A set of discussion questions related to the reading will be provided, and you will need to create a discussion post responding to those questions. These are more subjectively graded and will receive a score; the main focus here is participation.**

Problem Sets: These assignments will typically include a mix of direct questions about the lecture material and chances for you to apply the methods we discuss to real data.

Quizzes: These individual assignments cover theoretical concepts and generally consist of 10 multiple-choice questions.

Midterm Exam: There will be a single exam at the semester midpoint.

Final Project: The final assessment in the course will be a project, where you will complete a data analytics task from beginning to end.

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 11/15/2025

Department: KUSB

College of: **Business**

Contact Person: Alex Binder

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

Course #: **ECON 422**

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 New course or Changes to existing:

Experimental Economics is a growing field of interest with a lot of applications in business and we would like to offer it as an elective to our students.

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?

Note: Questions 2-6 are all no. This was a form error
B. McKay 2/5/26

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:		Experimental Economics
Course Number:		ECON 422
Credits:		3
Grading System:	Select One	A-F, IN
Pre/Co-Requisite(s):		Any ECON, FIN, PSYCH, SOC, MGT, or MKTG course
Course Description:		Application of human-subjects research methods to the economics discipline. Topics include research ethics, a history of experimental economics, experimental design, data analysis techniques for economic experiments, and important results from the experimental economics literature. Provides insight into human behavior in contexts such as individual decision-making, game theory, competitive markets, monopolies, and oligopolies.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 12/8/25

Signature, Chair/Director: _____

Alexander D. Birch

-Approved: College Curriculum Committee

Date: 1/8/26

Signature, Committee Chair: _____

Jennifer Purvaley

-Approved: Dean of College

Date: 01/15/26

Signature, Dean: _____

Paul W. Gair

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/5/26

Signature, Committee Chair: _____

Ryan

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Department(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.



Instructor: J. Braxton Gately, Ph.D., Assistant Professor
Office: Kelce Center 211F
Hours: MW 8:45 AM – 12:15 PM, T/Th 8:45 AM – 9:15 AM and 3:30 PM – 4:30 PM
Phone: (620) 235-4580
E-mail: jgately@pittstate.edu

Textbook

No required textbook; all required readings will be posted to Canvas unless announced otherwise.

Other Required Materials:

- A computer or tablet for days we do in-class experiments
- A calculator

Catalog Course Description

Application of human-subjects research methods to the economics discipline. Topics include research ethics, a history of experimental economics, experimental design, data analysis techniques for economic experiments, and important results from the experimental economics literature. Provides insight into human behavior in contexts such as individual decision-making, game theory, competitive markets, monopolies, and oligopolies.

Prerequisites

Students should have completed at least one course in economics, finance, psychology, sociology, management, or marketing.

Course Objectives / Learning Outcomes

Upon completing the course, students should be able to:

1. Articulate what experimental economics is and why economists do experiments
2. Articulate and apply the ethics of human subject research
3. Be able to design a control-treatment economics experiment
4. Describe and utilize the types of experiments
5. Articulate, explain, and apply the findings of current research in experimental economics

A Guide to This Syllabus and my Teaching Philosophy

One thing you will notice in this syllabus is that I have a lot of policies. Each policy has a story behind it from one (or more) students; they are not intended to be harsh, but to provide clear expectations of what I expect from you. I set high expectations for you, knowing that you can achieve them *because I want you to be successful, both in the course and in your life and career after.*

Course Outline

Due dates for assignments and exams are in **bolded red font** in the table below. Times are denoted in the assignment descriptions below.

Week	Date	Lecture Topic/Assignment Due
1	8/19/25	Welcome/Syllabus; Introduction to Experimental Economics I
	8/21/25	Introduction to Experimental Economics II
2	8/26/25	Research Ethics I
	8/28/25	Research Ethics II
3	9/2/25	Experimental Design I
	9/4/25	Experimental Design II
4	9/9/25	Experimental Design III
	9/11/25	Student Presentations I
5	9/16/25	Experimetrics
	9/18/25	Individual Decision-Making Experiments I
6	9/23/25	Individual Decision-Making Experiments II
	9/25/25	Midterm Exam I
7	9/30/25	Individual Decision-Making Experiments III
	10/2/25	Student Presentations II
8	10/7/25	Game Theory Experiments I
	10/9/25	TBD (Dr. Gately at ESA Meetings)
	10/12/25	Literature review due
9	10/14/25	Game Theory Experiments II
	10/16/25	Game Theory Experiments III
10	10/21/25	Game Theory Experiments IV
	10/23/25	Student Presentations III
11	10/28/25	Social Preferences I
	10/30/25	Social Preferences II
	11/2/25	Design proposal due
12	11/4/25	Social Preferences III
	11/6/25	Social Preferences IV
13	11/11/25	Social Preferences V
	11/13/25	Student Presentations IV
	11/16/25	Pre-analysis plan due
14	11/18/25	Markets I
	11/20/25	Midterm Exam II
TB	11/25/25	Thanksgiving Break - No Class

	11/27/25	
	11/30/25	
15	12/2/25	Markets II
	12/4/25	Markets III
16	12/9/25	Final Presentations and Final Paper Due

Instructor Availability Outside Class

Office Hours and Appointments:

My official office hours are:

- MW 8:45 AM – 12:15 AM
- TTH 8:45 – 9:15 AM, 3:30 PM – 4:30 PM

I encourage students to come to office hours as often as possible. You can drop in or schedule an appointment in Navigate. I am also available for appointments outside office hours, and you can view my availability in Navigate.

In general, I observe an open-door policy when I am in my office – that is, if my door is open, you are welcome to stop in with questions or to visit, even if it is not my normal office hours. However, if my door is closed and it is not my normal office hours, I am not currently available (or I am not in the office). If you want to meet with me outside office hours, the best way to do that is by booking an appointment in Navigate.

How to get a hold of me:

Email: Please Use proper email etiquette (don't simply start emails with, "Hey," – you'll get a prompt back from me reminding you to use proper etiquette) and maintain a collegial tone when you email me. Include your course number and section in the subject line and send your emails to me from your Pittsburg State email. I generally try to respond to emails within 48 business hours (exclusive of weekends). Please do not expect me to answer emails after 5 PM on weekdays or over the weekend – that time is time for me to spend with my family. I do reserve the right to refuse to respond to rude emails. I also do not respond to emails about final grades after they have been posted – in my experience, those conversations are generally unproductive and have a tendency to leave a bad taste in both my mouth and the student's.

Phone: You can call my office phone at (620) 235-4580 during business hours

Social Media: Social media isn't FERPA-compliant, so I can't respond to messages about your involvement in the course

Technology Issues:

I'm a user of Canvas and Knewton, just like you! That means I don't have the ability to reset passwords, send you usernames, or anything like that. Please contact the relevant helpdesk.

Contact with Parents or Guardians:

If you are having issues with the course, please handle that directly with me. I don't talk to parents or guardians about your involvement in the course, so please do not ask me to do so.

Teaching Methods

This course will use a variety of instructional methods, including lecture, discussion, and in-class activities. You will be assessed based on your grades on two midterm exams, a course project, presentations of academic papers, and participation in in-class activities.

Canvas

Students are expected to check Canvas regularly. All required readings and assignments (except any assignments done in class) will be posted in Canvas. Any announcements about due dates, reminders, etc., will be posted to Canvas.

Attendance Policy

Please attend class each time it is offered; students who attend class perform significantly better on assessments and assignments than those who do not. There is no explicit grade for attendance; however, participation is part of your course grade. Your score on participation assignments will also be used to help set curves for exams if they are needed (see “Exam Curve Policy” below). I don’t give excused absences for out-of-class activities, such as homeworks, for any reason.

Excused Absence Policy:

Sometimes, unavoidable and unforeseen interruptions to your ability to participate in course activities occur. Per university policy, each professor is responsible for determining what constitutes an excused absence. Documentation is required in all cases. In this class, the following are considered excused absences:

1. Illness of the Student or Dependent of the Student: If a student is unable to attend the class due to personal illness or illness of a dependent (such as your children or any parents, siblings, or grandparents for whom you are the primary caregiver), they should inform the instructor as soon as possible.
2. Family Emergency: If a student is required to attend to a family emergency (such as the death or serious illness of a family member) and cannot attend the class, they should inform the instructor as soon as possible.
3. University-Sponsored Activities: If a student is required to attend university-sponsored activities, such as athletic events, academic conferences, or field trips, they should inform the instructor in advance.
4. Jury Duty or Court Subpoena: If a student is required to attend jury duty or court subpoena and cannot attend the class, they should inform the instructor as soon as possible.
5. Military Duty: If a student is a member of the military and is required to perform military service, they should inform the instructor in advance. Please see the “Military/Veteran Support Statement” below for more information.
6. Religious Observance: If a student cannot attend the class due to a religious observance (such as Good Friday, Eid, Passover, Diwali, etc.), they should inform the instructor in advance.
7. Voluntary Emergency Workers: If a student cannot attend class due to the student’s role as a volunteer emergency worker (firefighter, paramedic, ambulance driver, etc.), they should

inform the instructor. Absences related to the student's role as a volunteer emergency worker will be considered excused.

Please note that if you miss a class for any reason other than the ones listed above, the absence will be considered unexcused.

It is your responsibility to make up missed work and to catch up on any material covered during the missed class, regardless of whether the absence is excused or unexcused. If you miss a class, you should source notes from a classmate.

Documentation is required in all cases. Below are some examples of acceptable documentation:

- A letter from the Office of Student Life or comparable campus office
- A letter from University Athletics
- A copy of your military orders.
- A doctor's note (self-reported illnesses will **not** be considered excused).

I will consider other forms of documentation on a case-by-case basis, and I reserve the right to ask for further documentation if I deem the submitted documentation to be insufficient. Even if you have an excused absence, it is your responsibility to communicate with me about your absence.

Make-Up Policies:

You may make up in-class exams and presentations with valid documentation of an excused absence (see the excused absence section above). In all instances, documentation must be provided to me before you will be allowed to take the make-up exam. There are no re-takes for exams. Out-of-class assignments cannot be made up. All make-ups for in-class activities must occur within one week of you returning from your excused absence.

Make-Up Policy for Exams

You can take a make-up exam if you have valid documentation for an excused absence. Make-up exams will only be given at the professor's convenience, and must be take place within a week of your return to class from your excused absence.

In order to best preserve academic integrity, please note that the content of any make-up exam may differ substantially from the exam offered in class. Please see the "Excused Absence" policy above for a listing of absences considered to be excused for this class. You are allowed to make up a maximum of one missed exam per semester. After that, the weight of any remaining exams will shift to the Final Paper portion of the course project.

Make-up policy for student presentations:

Please give your presentation the first class after you have returned from your excused absence. You should submit documentation to me prior to the presentation. Your slides will remain due by the start of the class where you were scheduled to present.

Make-up policy for in-class activities:

If you have an excused absence during a class in which we have an in-class activity, you should submit documentation of the excused absence (see the policy above). You may then request an alternative activity from me.

Classroom Conduct

The classroom is a professional space. Though I do not anticipate any problems, sometimes issues do arise, so I want to make sure everyone is aware of my expectations about classroom conduct. Students are expected to conduct themselves in a calm, collegial and professional manner while in class. Disruptive behavior is detrimental to the learning experience and may result in points being deducted from your final course grade at my discretion. Should I choose to do so, violations will be assessed in the following manner: 5 points deducted on the first offense, increasing by a factor of two each additional time I have to ask you to cease the behavior for the remainder of the semester, with or without warning. This means you would have 10 points deducted the second time I have to ask you to stop, 20 points the third time, 40 points the fourth, and so on. Behavior which threatens the safety of the class will be reported to University Police and any other relevant campus authorities.

Please be on time for class – coming in to class late disrupts both your classmates and your professor. If you know you must leave class early or come to class late, please let me know before class.

Classroom Professionalism Expectations:

- Please read and be familiar with the syllabus by the first day of class.
- Read the relevant chapters in the textbook before attending lecture.
- Please be respectful to the instructor and peers. Discriminatory or harassing behavior will not be tolerated.
- Please avoid disruptive behavior such as excessive cellphone usage, talking during lectures, or sleeping in class.
- Arrive on time and ask questions during class.
- Take notes. Use pen/pencil and paper, a laptop, or a tablet to take notes if desired.
- Please avoid distractions during class, such as surfing the web, watching videos, or using social media. If I notice you not paying attention, I may ask you to put away whatever it is you're doing so that you can focus on the class.
- Please take earbuds out and headphones off. If I see you wearing them, I will ask you to remove them.
- Please ask questions as you need to; however, keep them relevant to the material at hand and within the discipline of economics.
- Please turn off your phone or put it on "Do Not Disturb." If you do need to take a call or have a long text conversation, please step out into the hall. Exceptions will only be made in the

event that the student has an accommodations letter that allows them to be on their phone during class.

- Feel free to record audio of my lectures; however, please don't video record my classes without my explicit permission and/or an accommodations letter that allows you to do so.
- Please get notes from a classmate if you miss a class, and feel free to come to office hours to ask questions about them. Just be aware that I don't give out my personal lecture notes and I won't re-lecture the material to you.

Academic Integrity

All Pitt State students are bound by the academic integrity policies of the university as described and outlined in the current Syllabus Supplement. Please familiarize yourself with these rules and guidelines. In addition, as a course offered through the Kelce College of Business, students in this class are obligated to adhere to the college's Student Code of Ethics as outlined below.

Students pledge to:

- Treat fellow students, staff, faculty, administrators, and property with respect.
- Prepare assignments and exams honestly, refraining from such unacceptable conduct as plagiarism, unacknowledged appropriation of another's work, or unsanctioned use of AI in any academic work.
- Refrain from giving or receiving inappropriate assistance.
- Report observed dishonesty in connection with academic work to an appropriate faculty member or administrator.
- Contribute proactively to the learning environment and refrain from class disturbances.
- Refrain from use of profane or vulgar language in a threatening or disruptive manner.
- Arrive or login on time, remain until dismissed at all class sessions, and notify instructors in advance of anticipated absences, late arrivals, or early departures whenever possible.
- Use electronic devices only as permitted by the instructor.
- Obey the policies, regulations, and laws of the United States of America, the State of Kansas, The Kansas Board of Regents, Pittsburg State University, and the Gladys A. Kelce College of Business.

If a student observes someone committing dishonesty in connection with academic work, the student is encouraged to report that dishonesty to the appropriate individual (faculty member or administrator).

Penalties for Academic Dishonesty

When an instructor has a reasonable good faith belief that a student(s) has committed academic misconduct, that instructor has the sole discretion to give the student an F on the assignment/test to which the student committed academic misconduct or an F for the entire course. If such an F negatively affects the student's final grade in the course, that student(s) may appeal the final grade

pursuant to the current Pittsburg State University Catalog's Grade Appeal process. Each incident will be handled on a case-by-case basis. Please see the student handbook for further information.

Policy on ChatGPT and AI Usage in Coursework

In this course, your grade is not only determined by whether your answer is correct, but also by the process you used to arrive at your answer. Therefore, it is crucial that I can see all the steps you took to arrive at your answer, so that I can accurately evaluate your work. The usage of AI on course assignments complicates this matter, since it is difficult to tell what portion of the work you performed (or what your thought process was) and what portion comes from the AI.

The usage of Artificial Intelligence (AI) tools is permitted for coursework, so long as you follow the procedures outlined below:

1. All inputs and prompts must be submitted along with the original AI-generated output and any output that you modify using tracked changes in a program such as Microsoft Word.
2. Accompanying the submission, you must provide a statement acknowledging which AI tool was used. *Failure to include such a statement constitutes plagiarism for purposes of this course and an academic integrity violation will be incurred.*
3. You bear final responsibility for the accuracy and content of any answer generated by AI. In other words, it is your responsibility to ensure that the AI-generated answer is correct and meets the requirements of the assignment and is not identical to assignments submitted by others.

You should think of this in the same way as a math professor requiring you to show all your steps on a particular question on a math exam or in the same way that I would require you to show all your work on an open-response question on an exam in this class. This is because this course is about applying various techniques to different situations, and your grade on these types of questions is not just based on the final answer you arrive at, but also on the steps you take to reach that answer. So, it is essential that you provide me with all the steps you took to arrive at an answer for me to properly evaluate your work and assign a fair grade.

It is important to note that academic integrity still applies when using AI tools. Any instances of plagiarism, cheating, or other academic integrity violations will be subject to the university's academic integrity policy, regardless of whether the violation was caused by you or the AI tool.

If you have any questions or concerns about using AI tools in your coursework, please consult with your professor or instructor for further guidance.

Please note that these requirements apply only to work in this class. Your professors in other classes may have different rules. Do not use the policy from this class as an excuse to skirt another professor's rules about AI!

Disclosure: portions of this Syllabus, including the above statement, have been edited and/or generated using ChatGPT.

Students with Disabilities

Please inform the instructor if you have a learning or physical disability that interferes with course requirements. Assistance and/or appropriate accommodations may be available through the contacts listed on the current Syllabus Supplement.

Course Evaluation Methods:

Grading Scale

This course will be graded on a standard GPA scale:

- A:** 900 – 1000 points
- B:** 800 – 899.99 (repeating) points
- C:** 700 – 799.99 (repeating) points
- D:** 600 – 699.99 (repeating) points
- F:** Below 600 points

Grade Breakdown

The course will be graded based on the following assessments:

Term Project: 350 points total

- **Literature Review:** 50 points
- **Design Proposal:** 50 points
- **Pre-Analysis Plan:** 50 points
- **Final Draft of Paper:** 125 points
- **Presentation:** 75 points

Paper Presentations: 200 points total

Midterm Exams: 175 points each (350 points total)

In-Class Activities: 100 points total

Grading Philosophy

The focus of this course is on learning how to use a particular set of tools in a variety of theoretical and real-world contexts. The goal of any work you do in this course is not to trick you or embarrass you, but to expose you to the field of experimental economics. The grade you receive will be determined solely by the number of points you accumulate throughout the course.

In this course, you will be graded solely based on your submitted performance on the assigned exams, course project, and other graded materials. Please note that final grades will not be rounded, and no individual extra credit will be given. Grades, except for the final draft and presentation, are considered final at the start of the final day of class and will not be changed after that. Once final grades are entered in Canvas, your course grade is final and cannot be changed for any reason other than clerical errors.

For Late-Joining Students ONLY

If you join the course after the first week of classes (08/18/2025 – 08/24/2025), you are responsible for promptly catching up on any missed assignments, activities, or readings. All outstanding work due prior to your enrollment must be completed and submitted no later than one week (7 calendar days) from the date you officially join the course.

It is your responsibility to:

1. **Contact the instructor** immediately upon enrollment to obtain the necessary materials and details about missed assignments.
2. **Access course resources**, such as the syllabus, lecture notes, or recorded sessions, to ensure they are fully informed of course content and expectations.
3. **Communicate promptly** with the instructor regarding any challenges in meeting this deadline. See the course late work policy for more information.

Failure to meet the one-week deadline for making up missed work will result in a zero for all assignments that have not been submitted. You are encouraged to stay proactive and seek support as needed to ensure a smooth transition into the course.

Late Work

I do not accept late work. Any late work will receive a zero.

Faculty Notification of Student Academic Progress

You should expect to receive grades and feedback for any graded item within two weeks; in the event that more time is required to grade your work, I will post an announcement in Canvas with the new timeline.

Assignments:

Term Project

Point value: 350 points total

Literature Review (50 points) Due: October 12, 2025, by 11:59 PM

Design Proposal (50 points) Due: November 2, 2025, by 11:59 PM

Pre-Analysis Plan (50 points) Due: November 16, 2025, by 11:59 PM

Final Presentation and Final Draft (75 points and 125 points, respectively) Due: Start of Final Exam Period

The term project will consist of 5 components: a literature review (50 points), a design proposal (50 points), a pre-analysis plan (50 points), a final draft (125 points), and a presentation (75 points). Instead of having you write a full rough draft of the paper, I will instead have you write the rough draft in three stages, corresponding with our progress in the course. The term project will be formatted in APA style. Requirements for each component will be posted in Canvas at least three weeks before the due date for that portion of the assignment.

Paper Presentations

Point value: 200 points total (50 points apiece)

Paper Presentations I: September 11, 2025

Paper Presentations II: October 2, 2025

Paper Presentations III: October 23, 2025

Paper Presentations IV: November 13, 2025

You will be expected to provide a presentation of four academic papers over the course of the semester to the rest of the class. I will assign papers to each of you 3 weeks before the presentation date. Each presentation should provide a summary of the paper's main research question, hypotheses, experimental design, and main findings (one slide for each component at minimum). We will plan for each presentation to take a maximum of 15 minutes if the class size is less than or equal to four people and 10 minutes if the class size is larger than four people. A rubric will be released at least a week prior to the first presentations, and will be the same for the remaining presentations. Slides for each presentation are due to me by the start of class on each of the presentation days.

Midterm Exams

Point Value: 350 points total (175 points each)

Midterm Exam #1: September 25, 2025

Midterm Exam #2: November 20, 2025

We will have two midterm exams: the first will cover the basics of experimental economics methodology, experimental design, research ethics, and experimetrics. The second will cover our discussion of the results of experimental research and different experimental games. The exams will be in-class, closed-book, and closed-notes. The composition of each exam will be announced during the class preceding the exam. You may use a simple or scientific calculator on the exams, but you may not use graphing, programmable, or phone calculators. You are responsible for bringing a calculator and a scantron (if needed – I will let you know) for the exam – they will not be provided for you. You may meet with me during office hours to review your test; however, exams will not be handed back in class or otherwise removed from my office.

Important notes about exams:

- Make sure you are prepared for each exam by the time and date listed in this syllabus and/or announced in class. Being unprepared for an exam is not an excused absence and is not a reason to take an exam later (yes, I've had students ask me this).
- Please be on time for your exams. Once the first exam has been handed in, no one else will be permitted to begin the exam. Anyone arriving after then time will receive a zero.
- Please make sure you use the restroom before the exam begins. No one is permitted to leave the classroom during exams. If you leave the classroom for any reason, your exam will be taken up and considered submitted (I've found notes in the bathroom during an exam several times before).
- Please know that once you have completed your exam, your grade for that exam is final. There are no re-takes (again, I've had students ask me this).

In-Class Activities

Point total: 100 points

Most weeks, we will do at least one in-class activity – typically an experiment, though we may also do worksheets or other projects together in class from time to time. A point value and grading criteria (if other than “you participated”) will be given at the same time as the assignment. If you miss a class, please contact me to make up the missed in-class activities within one week of returning to class after your excused absence.

Note

The instructor reserves the right to amend and to reorganize this syllabus at any time.

Course Objectives / Learning Outcomes – ECON 422

Upon completing the course, students should be able to:

1. Articulate what experimental economics is and why economists do experiments
2. Articulate and apply the ethics of human subject research
3. Be able to design a control-treatment economics experiment
4. Describe and utilize the types of experiments
5. Articulate, explain, and apply the findings of current research in experimental economics

Assessments

Grade Breakdown

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In-Class Activities

Point total: 100 points

Most weeks, we will do at least one in-class activity – typically an experiment, though we may also do worksheets or other projects together in class from time to time. A point value and grading criteria (if other than “you participated”) will be given at the same time as the assignment. If you miss a class, please contact me to make up the missed in-class activities within one week of returning to class after your excused absence.

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 11/15/2025

Department: **KUSB**

College of: **Business**

Contact Person: **Alex Binder**

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

Course #: **ECON 455**

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 New course or Changes to existing:

Micropolitan Studies could be of interest to our students who would like to work in or for micropolitan areas such as Pittsburg. Pitt State also has the potential to be a national hub for micropolitan studies. We would like to offer it as an elective for our students.

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?

Note: Questions 2-6 are all no. This was a form error

B. McKay 2/5/26

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:		Micropolitan Economics
Course Number:		ECON 455
Credits:		3
Grading System:	Select One	A-F, IN
Pre/Co-Requisite(s):		ECON 200 and ECON 201, or permission of instructor
Course Description:		This course focuses on regional and urban issues affecting micropolitan areas and small urban areas in general. It utilizes literature and concepts from regional and urban economics.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 12/8/25

Signature, Chair/Director: _____

Alexander D. Binden

-Approved: College Curriculum Committee

Date: 1/8/26

Signature, Committee Chair: _____

Jennifer Purvoley

-Approved: Dean of College

Date: 01/15/26

Signature, Dean: _____

Paul W. Gier

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/5/26

Signature, Committee Chair: _____

Ryan

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Department(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.



KELCE
COLLEGE OF BUSINESS
Pittsburg State University

Course Syllabus:
Name: Micropolitan Studies
ECON 455
Class Room Kelce #206
[M,W&F 10:00am-10:50am]

Instructor: Michael Davidsson
Office: Kelce Room # 110C
Hours: T&TH: 8am to 1:00pm
Phone: (620) 235-4592 | Economics Department – (620) 235-4547
E-mail: mdavidsson@pittstate.edu

Textbook

Urban Economics: Arthur O’Sullivan: *Urban Economics*, 9th edition, McGraw-Hill Publishers.

Catalog Course Description

This course focuses on regional and urban issues affecting micropolitan areas and small urban areas in general. It utilizes literature and concepts from regional and urban economics.

Prerequisites

Econ 200, 201, and junior standing.

Course Objectives / Learning Outcomes

After completing this course, students should know:

- Brief history of migration in the United States.
- Major determinants of interregional migration in the United States.
- Basic models of regional economic theory.
- Basic (and some advanced) tools of regional economic analysis.
- Data sources for regional economic data for regional economic analysis.
- General urban economics theory, and issues as it relates to micropolitan areas
- Urban economics theory as it relates to micropolitan areas.
- Understand the role of government in small cities.

Teaching Methods:

The course consists of assigned readings, videos, short written topic or article summaries, homework, and homework exams. All material, except the required book, will be uploaded to Canvas before it is assigned. Students are required to complete all assignments and exams on or before the scheduled due date. All article summaries and homework are due one week after it is assigned.

Canvas:

All grades for all components will be posted on Canvas which maintains a current GPA.

CLASS ATTENDANCE:

In the PSU University Catalog, the following statements are made: "Students at Pittsburg State University are expected to attend class regularly and participate fully in the activities of that class under the guidance of a university instructor." Some components of the class material comes from in-class lectures and not from printed form. It is essential that you show up in class. Tardiness is discouraged and will be viewed as being rude and inconsiderate of fellow students and the instructor. This is an opportunity for you to learn timeliness and consideration of others' time. Attendance will be taken in this class.

COURSE OUTLINE AND READINGS

Regional Theory and Issues in Micropolitan Areas

Introduction to Growth Theory

Principles of Macro by Mankiw Chapter 12 (Handout of chapter 12 will be provided and uploaded to Canvas and it is the only reading from the book).

Presentation Articles & Homework: Read Article (Skim Over Equations) and Summarize

Migration for Productivity and Urban Amenities (Before 1970's)

Blanchard, Olivier J. and Lawrence J. Katz (1992). Regional Evolutions. Brookings Papers on Economic Activity, (1) Read only pages 1-4 and 62-65)

Model of Migration for Quality of Life

The Roback Model

Professor Presentation: Read Article Abstract, Literature Review, Conclusions and Summarize

Partridge, Mark D. and Dan S. Rickman. (2003b) "Do We Know Economic Development When We See It?" *Review of Regional Studies*, 33, 17-39.

Summary Introduction (Professor): Brief History of Regional Migration in the United States

Migration for Natural Amenities and Quality of Life (After 1970's)

Wardwell, J. M. & Brown, D. L., eds. (1980). *New Directions in Urban-Rural Migration: The Population Turnaround in Rural America* (Academic, New York). (Handout of chapter 3 will be provided and it is the only reading from the book).

Adamson, et al. (2004). Do Urban Agglomeration Effects and Household Amenities Have a Skill Bias? *Journal of Regional Science* 44(2), 201-223.

Loveridge, et al. (2007). Advances and Declines in the Rural Working Poor: Complementing Traditional Econometric Results with Case Analysis. *The Review of Regional Studies*, 37(3): 392-410.

Plane et al (2005). Migration Up and Down the Urban Hierarchy and Across the Life Course". *Proceedings of the National Academy of Sciences*, 102 (2005) 15313–15318

Partridge, M. D., Rickman, D. S., Ali, K., & Olfert, M. R. (2010b). Recent spatial growth dynamics in wages and housing costs: Proximity to urban production externalities and consumer amenities. *Regional Science and Urban Economics*, 40(6), 440–452.
<https://doi.org/10.1016/j.regsciurbeco.2010.05.003>

Mathur, V.K., Stein, S.H. (2005). Do Amenities Matter in Attracting Knowledge Workers for Regional Economic Development? *Papers in Regional Science*, 84(2): 251-269.

McGranahan, D.A. (2008) Landscape Influence on Recent Rural Migration in the U.S. *Landscape and Urban Planning*, 85:3-4 (April 2008): 228-240. (Read only pages 228-235)

Outlier Growth

Loveridge, S., Labao, L., Goe, R., Thomas, P., Bradshaw, N. A., Brooks, W. T., . . .
McCurry, M. W. (2007). Advances and declines in the rural working poor: Complementing traditional econometric results with case analysis. *The Review of Regional Studies*, 37(3), 392-410.

In class Video:

Do people follow jobs or do jobs follow people?

Are We at an Inflection Point in Community Economic Development? – Steven Deller Ph.D.
Wisconsin Community Economic Development

In Class Video:

A Broader Vision of Quality of Life as Economic Development Policy for Small Cities

Regional Models

Brief Introduction to Regional Regression Analysis and Forecasting

Brief Introduction to Neoclassical Theory of Regional Growth

Brief Introduction to the Economic Base Model and the Shift Share Model

Brief Introduction to the National Input and Product Accounts (NIPA)

Brief Introduction to the Regional Input Requirement Matrix

Brief Introduction to the Regional Social Accounting Matrix

Regional Economic Development Tools, Programs and Data

Introduction to Implan Economic Impact Analysis
Introduction to Placer.ai data program and analysis
Introduction to CORI Program
Introduction to Chmura Data Bases
Introduction to American Community Survey
Introduction to IBISWorld Data Bases

Urban Theory and Issues in Micropolitan Areas

Readings From the Arthur O'Sullivan Urban Text

Ch 1: Introduction
Ch 2: Key Concepts in Urban Economics
Ch 3: Trading and Factory Towns
Ch 4: Agglomeration Economics
Ch 10: Land Rent and Manufacturing Land
Ch 11: Office Space and Tall Buildings
Ch 13: Spatial Distribution of Employment and Residence
Ch 14: The Monocentric City and the Urban Equilibrium
Ch 16: Land Use Policy

Read Article Abstract, Literature Review, Conclusions and Summarize

Quality of Life in Small Cities

Weinstein, A. L., Hicks, M., & Wornell, E. (2023). An aggregate approach to estimating quality of life in micropolitan areas. *The Annals of Regional Science*, 70(2), 447-476.

Housing in Small Cities

McGranahan, D.A. (2008) Landscape Influence on Recent Rural Migration in the U.S. *Landscape and Urban Planning*, 85:3-4 (April 2008): 228-240. (Read only pages 235-240)

Davidsson, M., & Cortes, B. (2017). The Role of the Housing Supply and the Regulatory Environment in Economic Growth of Micropolitan Statistical Areas. *Journal of Regional Analysis & Policy*, 47(1), 44-56. (Read only pages 50-53)

BERC 2018 "Pittsburg Commute and Housing Study"

In Class Presentations for Each Small City Administration Functional Area (Each Presentation is About 15-20 Minutes) and Summarize.

Read Material Provided by the Professor and City of Pittsburg and Chamber Officials Before Class Presentation.

- Duties of the City Manager and Associate City Manager (City Manager and Associate City Manager)
- Housing development (City Housing Development Manager)
- Revenue sources, budgeting and other financial issues (City Treasurer)
- Planning, land development, zoning and neighborhood code enforcement (Assistant Director of Public Works)

- Economic development at the City Level, such as facade grants, land bank, etc. (Economic Development Manager)
- Law enforcement, crime prevention and public safety (Chief of Police)
- Emergency 911 and fire services (Chief of Fire)
- Public works, and safety of the water supply (Director of Public Works)
- Parks and Recreation Director
- GIS

Course Evaluation Methods:

Component	Weight
Article Summaries & Projects and Participation	60.00%
Midterm Exam	20.00%
Final Exam	20.00%

In determining the final course grade, the following scale is used:

- 90-100%= A
- 89-80% = B
- 79-70% = C
- Below 65% = F

Classroom Conduct

I expect you to conduct yourself as a professional whether working with clients, colleagues, or faculty (including me). This is an opportunity for you to develop and practice the habits necessary for a successful career.

Electronic Devices

I expect you to be fully engaged when we meet. Thus, unless otherwise specified, NO electronic devices are to be used in class—no laptops, tablets, or phones. I will ask you publicly to turn them off. If I must repeatedly do so, you will lose points. I particularly abhor texting during class. If you insist upon disregarding this policy, I will do one of the following: fail you on the final exam, drop your final course grade by at least one letter grade, or drop you from the class

Academic Integrity

All Pitt State students are bound by the academic integrity policies of the University as described and outlined in the current Syllabus Supplement. Please familiarize yourself with these rules and guidelines. In addition, as a course offered through the Kelce College of Business, students in this class are obligated to adhere to the college’s Student Code of Ethics as outlined below.

Students shall:

- Treat fellow students, staff, faculty, administrators, and property with respect.

- Prepare assignments and exams honestly, refraining from such unacceptable conduct as plagiarism, unacknowledged appropriation of another's work, or unsanctioned use of AI in any academic work.
- Refrain from giving or receiving inappropriate assistance.
- Report observed dishonesty in connection with academic work to an appropriate faculty member or administrator.
- Contribute proactively to the learning environment and refrain from class disturbances.
- Refrain from use of profane or vulgar language in a threatening or disruptive manner.
- Arrive or login on time, remain until dismissed at all class sessions, and notify instructors in advance of anticipated absences, late arrivals, or early departures whenever possible.
- Use electronic devices only as permitted by the instructor.
- Obey the policies, regulations, and laws of the United States of America, the State of Kansas, The Kansas Board of Regents, Pittsburg State University, and the Gladys A. Kelce College of Business.

Students with Disabilities

Please inform the instructor if you have a learning or physical disability that interferes with course requirements. Assistance and/or appropriate accommodations may be available through the contacts listed on the current Syllabus Supplement.

Note: The instructor reserves the right to amend and to reorganize this syllabus at any time.

Syllabus Supplement:

<https://www.pittstate.edu/registrar/syllabus-supplement.html>



Course Objectives / Learning Outcomes

After completing this course, students should know:

- Brief history of migration in the United States.
- Major determinants of interregional migration in the United States.
- Basic models of regional economic theory.
- Basic (and some advanced) tools of regional economic analysis.
- Data sources for regional economic data for regional economic analysis.
- General urban economics theory, and issues as it relates to micropolitan areas
- Urban economics theory as it relates to micropolitan areas.
- Understand the role of government in small cities.

Course Evaluation Methods:

Component	Weight
Article Summaries & Projects and Participation	60.00%
Midterm Exam	20.00%
Final Exam	20.00%

Read Article Abstract, Literature Review, Conclusions and Summarize

Quality of Life in Small Cities

Weinstein, A. L., Hicks, M., & Wornell, E. (2023). An aggregate approach to estimating quality of life in micropolitan areas. *The Annals of Regional Science*, 70(2), 447-476.

Housing in Small Cities

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Davidsson, M., & Cortes, B. (2017). The Role of the Housing Supply and the Regulatory Environment in Economic Growth of Micropolitan Statistical Areas. *Journal of Regional Analysis & Policy*, 47(1), 44-56. (Read only pages 50-53)

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- Revenue sources, budgeting and other financial issues (City Treasurer)
- Planning, land development, zoning and neighborhood code enforcement (Assistant Director of Public Works)
- Economic development at the City Level, such as facade grants, land bank, etc. (Economic Development Manager)
- Law enforcement, crime prevention and public safety (Chief of Police)
- Emergency 911 and fire services (Chief of Fire)
- Public works, and safety of the water supply (Director of Public Works)
- Parks and Recreation Director
- GIS

Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date:

Department: **KUSB**

College of: **Business**



Contact Person: **Alex Binder**

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



Course #: **MGT 560**

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 New course or Changes to existing:

Certified Associate in Project Management (CAPM) is the most in demand professional certification per Entrepreneur Media Inc. This course is designed to satisfy the educational content required, so that students who complete the course are prepared to sit for the CAPM exam.

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?

Note: Questions 2-6 are all no. This was a form error
B. McKay 2/5/26

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:		Project Management
Course Number:		MGT 560
Credits:	3	3
Grading System:	A-F, IN <input type="button" value="v"/>	A-F, IN <input type="button" value="v"/>
Pre/Co-Requisite(s):		MGT 201 or MGT 330 or permission of instructor
Course Description:		The study of project management which involves initiating, planning, executing, controlling, monitoring, and closing the work team to achieve specific goals and meet objectives within a specified time. Students will learn how to develop and monitor key performance indicators (KPIs) and milestones against project timelines.

Authorization Sign-Off

Checklist: Check once verified.

- | | |
|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Required fields completed. |
| <input checked="" type="checkbox"/> | Syllabus attached for new courses |
| <input checked="" type="checkbox"/> | Assignment Strategies Attached |

-Approved: Department Chair/Director

Date: 12/8/25

Signature, Chair/Director: _____

Alexander D. Birch

-Approved: College Curriculum Committee

Date: 1/8/26

Signature, Committee Chair: _____

Jennifer Puraley

-Approved: Dean of College

Date: 01/15/26

Signature, Dean: _____

Paul W. Grimes

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/5/26

Signature, Committee Chair: _____

Byn

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Department(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.



KELCE
COLLEGE OF BUSINESS
Pittsburg State University

Course Syllabus:
Project Management
MGT*560
Room 215 Kelce
Fall 2025

Instructor: Lisa Paterni, Assistant Instructional Professor/Executive-in-Residence
Office: Kelce 110 G
Hours: Monday 8:00 – 9:30
Tuesday 8:00 to 11:00 and 1:30 to 2:30
Wednesday 8:00 to 9:30
Thursday 8:00 to 11:00
Also by appointment
Phone: Office at PSU 620-235-6010 or Cell 620-249-3196
E-mail: mpaterni@pittstate.edu

TEXTBOOK

Project Management: A Socio-Technical Approach, 8th edition, eBook with Connect. Authors: Erik Larson and Clifford Gray



COURSE DESCRIPTION: The study of project management which involves initiating, planning, executing, controlling, monitoring, and closing the work team to achieve specific goals and meet objectives within a specified time. Students will learn how to develop and monitor key performance indicators (KPIs) and milestones against project timelines.

PREREQUISITES: MGT 330 Management and Organizational Behavior or instructor permission

Recommended prior course completion: QBA 310 Business Analytics I



COURSE OBJECTIVES: After completing this course, students should be able to:

1. Define and describe the project management process (written/oral communication, business knowledge).
2. Determine how projects should be prioritized and identify any challenges that could be incurred (i.e., ethical, resources, expertise, etc.).
3. Identify what factors contribute to project success or failure, including domestic, global, and any other identifiable factors.
4. Critically evaluate and make decisions on how to orchestrate the complex network of relationships involving vendors, subcontractors, project team members, senior management, functional managers, and customers that affect project success.
5. Determine what project management system can be set up to gain some measure of control.
6. Analyze situations to determine the correct frameworks to be used for a project.
7. Use the tools associated with project management (i.e., Phase Gate Model, Project Screening Model, project network, WBS, Gantt Chart, control chart, ROI, NPV, Project Priority Evaluation Form, Status Reports, Budgets, Resource Schedule, Project Closure Checklist, etc.).
8. Comprehend key terms associated with project management (i.e., critical path, slack, scope, creep, scope statement, product life cycle, bottom-up estimating, top-down estimating, white elephant, hammock activity, contingency planning, risk mitigation, risk assessment, etc.).

Teaching Methods

- Lecture/PowerPoints
- In-class exercises
- Class discussions
- Application-based activities
- Small group activities
- Homework
- Cases

CLASS ATTENDANCE: According to the PSU University Catalog, the following statement is made: "Students at Pittsburg State University are expected to attend class regularly and participate fully in the activities of that class under the guidance of a university instructor." Tardiness is discouraged and is considered rude and inconsiderate of fellow students and the instructor.

Attendance and participation are mandatory. Failure to show up on time will negatively impact your ability to earn full credit for participation. This is a hybrid class. Students are expected to attend class as scheduled. Students are responsible for any work covered during an absence, whether due to a school function or personal reasons. For those who will be absent due to PSU-related events, please submit a schedule of those dates to your faculty sponsor or coach in advance. Each student will be allowed two (2) absences in this class. An absence is defined as non-attendance for any reason, whether illness or emergency, vacation, personal day, etc.

- First absence- No point reduction
- Second absence- No point reduction
- A third absence = **10-point** reduction from your P&P points.

- A fourth absence = additional **20-point** reduction from your P&P points.
- A fifth absence = additional **30-point** reduction from your P&P points.



- A sixth absence = **50-point** reduction from your P&P points.

CLASSROOM CONDUCT:

Remember to behave as a professional, whether working with clients, colleagues, or faculty. This is an opportunity for you to develop and practice the habits necessary for a successful career.

You are to be fully engaged when we meet. Thus, unless otherwise specified, electronic devices are not to be used in class—no laptops, tablets, or phones.

Classroom courtesy is expected.

- **Be on time** for class
- **Remain in the classroom** during class
- Refrain from passing notes, making noises, or allowing your cell phone to ring
- Cell phones/computers/tablets/earphones/AirPods/etc. should not be out/used during class unless required by the instructor
- AI shall only be used for assignments when the assignment specifically states that use of AI is acceptable. In those cases, AI use must be disclosed to the instructor. Failure to disclose the use of AI will result in a 0 on the student’s assignment, and the incident will be entered into the Maxient Reporting System.
- Bring a notebook and a writing instrument to class. You are not only expected but are required to take notes and pay attention in class.

COURSE EVALUATION METHODS:

The Course will follow the attached Course Outline. Adjustments may be made at any time during the semester.

Grading:

Exams	300 points
Chapter Homework	160 points
Guest Speaker	15 points
Smart Books	65 points
Case Analysis	115 points

Total ----- 655 points plus in-class activities, quizzes, etc.

In-class activities, quizzes, etc may be assigned as needed. The expectation is that all chapters will be read before the date that the chapter is scheduled to be covered in class.

Scale:

90% to 100% = A

60% to 69% = D



KELCE
COLLEGE OF BUSINESS
Pittsburg State University

Course Syllabus:
Project Management
MGT*560
Room 215 Kelce
Fall 2025

80% to 89% = B
70% to 79% = C
Below 60% = F

Exams – Exams are worth 100 points. Exams can include any of the following: True-False, Multiple Choice, Fill-in-the-blank, Short Answer, and Scenarios. More information will be provided at the exam review. All exams must be taken in our classroom during our designated class time unless permission has been approved for alternate accommodation. If you have a valid conflict/reason for not being in class on the day of an exam, notify the instructor *in advance*, in writing, that you will not be in class. You are then eligible to take the exam before the next class period. Any exam taken outside these parameters will have an automatic deduction of 10 points.

Students requiring accommodation for testing are required to take the exam on the same date and at the same time as the rest of the class. An automatic 10-point deduction will be applied for exams taken later.

Weekly Application Assignments – students will have weekly chapter application assignments for the content covered in class lectures. These assignments will be uploaded to Canvas or completed in McGraw-Hill's Connect software.

ACADEMIC INTEGRITY:

All Pitt State students are bound by the academic integrity policies of the university as described and outlined in the current Syllabus Supplement. Please familiarize yourself with these rules and guidelines. In addition, as a course offered through the Kelce College of Business, students in this class are obligated to adhere to the college's Student Code of Ethics as outlined below.

Students pledge to:

- Treat fellow students, staff, faculty, administrators, and property with respect.
- Prepare assignments and exams honestly, refraining from such unacceptable conduct as plagiarism, unacknowledged appropriation of another's work, or unsanctioned use of AI in any academic work.
- Refrain from giving or receiving inappropriate assistance.
- Report observed dishonesty in connection with academic work to an appropriate faculty member or administrator.
- Contribute proactively to the learning environment and refrain from class disturbances.
- Refrain from use of profane or vulgar language in a threatening or disruptive manner.
- Arrive or log in on time, remain until dismissed at all class sessions, and notify instructors in advance of anticipated absences, late arrivals, or early departures whenever possible.
- Use electronic devices only as permitted by the instructor.
- Obey the policies, regulations, and laws of the United States of America, the State of Kansas, the Kansas Board of Regents, Pittsburg State University, and the Gladys A. Kelce College of Business.



If a student observes someone committing dishonesty in connection with academic work, the student is encouraged to report that dishonesty to the appropriate individual (faculty member or administrator).

In addition to the Kelce College Student Code of Ethics, students shall also adhere to the following guidelines:

- AI shall not be used unless approved by the instructor for any assignments/discussions/cases/etc. completed for this course.
- Any sources that are used by the student to complete an assignment/discussion/case/etc. shall be properly cited.

Failure to follow these guidelines will result in a score of 0 on the assignment/discussion/case/etc. and the incident will be reported in the Maxient Reporting System for the first occurrence. If AI is used again on an assignment/discussion/case/etc. and the use was not approved, the student will receive an F in the course, and the incident will be reported in the Maxient Reporting System.

STUDENTS WITH DISABILITIES:

Please inform the instructor if you have a learning or physical disability that interferes with course requirements. Assistance and/or appropriate accommodations may be available through the Center for Student Accommodations. The coordinator can be reached at 620-235-6584 and is in 113 Axe Library.

SYLLABUS SUPPLEMENT:

Additional information as it pertains to university policies and contact information can be found in the Syllabus Supplement, which is located on the Registrar's website:
<https://www.pittstate.edu/registrar/syllabus-supplement.html>

NOTE:

If classes are canceled due to inclement weather or another event, the instructor reserves the right to meet virtually, make assignments, give exams, etc. The instructor will communicate with students via CANVAS to inform students of the instructor's expectations for the class.

The instructor reserves the right to amend and reorganize this syllabus and course outline at any time. Students will be notified if this occurs.

**Tentative Course Outline
Fall 2025**

Date	Schedule
Monday, August 18, 2025	Introduction
Wednesday, August 20, 2025	Chapter 1 -Modern Project Management
Monday, August 25, 2025	Chapter 2 -Organizational Strategy and Project Selection
Wednesday, August 27, 2025	Chapter 2 - con't
<i>Monday, September 1, 2025</i>	<i>Labor Day</i>
Wednesday, September 3, 2025	Guest Speaker
Monday, September 8, 2025	Chapter 3 - Organization: Structure and Culture
Wednesday, September 10, 2025	Chapter 3 - con't
Monday, September 15, 2025	Chapter 4 - Defining the Project
Wednesday, September 17, 2025	Chapter 4 - con't
Monday, September 22, 2025	Exam # 1 Review
Wednesday, September 24, 2025	Exam #1 - Chapters 1 - 4
Monday, September 29, 2025	Chapter 5 - Estimating Project Times and Costs
Wednesday, October 1, 2025	Chapter 5 - con't
Monday, October 6, 2025	Chapter 6 - Developing a Project Schedule
Wednesday, October 8, 2025	Chapter 6 - con't
Monday, October 13, 2025	Chapter 7 - Managing Risk
Wednesday, October 15, 2025	Chapter 7 - con't
Monday, October 20, 2025	Chapter 8 - Scheduling Resources & Costs
Wednesday, October 22, 2025	Chapter 8 - con't
Monday, October 27, 2025	Exam # 2 Review
Wednesday, October 29, 2025	Exam #2- Chapters 5 - 8

Monday, November 3, 2025	Chapter 9 - Reducing Project Duration
Wednesday, November 5, 2025	Chapter 10 - Being an Effective Project Manager
Monday, November 10, 2025	Chapter 11 - Managing Project Teams
Wednesday, November 12, 2025	Chapter 11 - con't
Monday, November 17, 2025	Chapter 13 - Progress, Performance, and Measurement
Wednesday, November 19, 2025	Chapter 13 - con't
<i>Monday, November 24, 2025</i>	<i>Fall Break</i>
<i>Wednesday, November 26, 2025</i>	<i>Thanksgiving Break</i>
Monday, December 1, 2025	Chapter 14 - Project Closure
Wednesday, December 3, 2025	Chapter 14 - con't and Exam #3 Review
Monday, December 8, 2025	Final Exam - Chapters 9, 10, 11, 13, 14

MGT 560 Project Management

COURSE OBJECTIVES: After completing this course, students should be able to:

1. Define and describe the project management process (written/oral communication, business knowledge).
2. Determine how projects should be prioritized and identify any challenges that could be incurred (i.e., ethical, resources, expertise, etc.).
3. Identify what factors contribute to project success or failure, including domestic, global, and any other identifiable factors.
4. Critically evaluate and make decisions on how to orchestrate the complex network of relationships involving vendors, subcontractors, project team members, senior management, functional managers, and customers that affect project success.
5. Determine what project management system can be set up to gain some measure of control.
6. Analyze situations to determine the correct frameworks to be used for a project.
7. Use the tools associated with project management (i.e., Phase Gate Model, Project Screening Model, project network, WBS, Gantt Chart, control chart, ROI, NPV, Project Priority Evaluation Form, Status Reports, Budgets, Resource Schedule, Project Closure Checklist, etc.).
8. Comprehend key terms associated with project management (i.e., critical path, slack, scope, creep, scope statement, product life cycle, bottom-up estimating, top-down estimating, white elephant, hammock activity, contingency planning, risk mitigation, risk assessment, etc.).

COURSE EVALUATION METHODS:

The Course will follow the attached Course Outline. Adjustments may be made at any time during the semester.

Grading:

Exams	300 points
Chapter Homework	160 points
Guest Speaker	15 points
Smart Books	65 points
Case Analysis	115 points

Total	655 points plus in-class activities, quizzes, etc.

In-class activities, quizzes, etc may be assigned as needed. The expectation is that all chapters will be read before the date that the chapter is scheduled to be covered in class.

Scale:

90% to 100%	= A	60% to 69%	= D
80% to 89%	= B	Below 60%	= F
70% to 79%	= C		

Exams – Exams are worth 100 points. Exams can include any of the following: True-False, Multiple Choice, Fill-in-the-blank, Short Answer, and Scenarios. More information will be provided at the exam review. All exams must be taken in our classroom during our designated class time unless permission has been approved for alternate accommodation. If you have a valid conflict/reason for not being in class on the day of an exam, notify the instructor *in advance*, in writing, that you will not be in class. You are then eligible to take the exam before the next class period. Any exam taken outside these parameters will have an automatic deduction of 10 points.

Students requiring accommodation for testing are required to take the exam on the same date and at the same time as the rest of the class. An automatic 10-point deduction will be applied for exams taken later.

Weekly Application Assignments – students will have weekly chapter application assignments for the content covered in class lectures. These assignments will be uploaded to Canvas or completed in McGraw-Hill's Connect software.

Curriculum Revision Form

Effective Date: FALL 2026 Submission Date: 12/8/25

Department: KUSB

College of: Business

Contact Person: Alex Binder

Minor Required? **Select One**

Revision

Major/Minor/Emphasis/Certification Name:

Data Science and Information Systems

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 ALL Changes:

Delete DSIS 240 Intermediate Programming and add DSIS 245 Principles of Data Science

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

DSIS 240 is a remnant of the previous CIS major and the new DSIS 245 will focus more on the programming content needed for DSIS majors.

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

Yes No

Note: Questions 3-6 are all no. This was a form error
B. McKay 2/5/26

4. If this change affects any other department on campus, **please attach all 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: Check once verified.

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

-Approved: Department Chair/Director

Date: 12/8/25

Signature: _____

Alexander D. Birch

-Approved: College Curriculum Committee

Date: 1/8/26

Signature: _____

Jennifer Purcell

-Approved: Dean of College

Date: 01/15/26

Signature: _____

Paul W. Grimes

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/5/26

Signature: _____

Ryan

-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.pdf" and uploaded as well.

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 - Data Science & Information Systems			
Course Prefix	Course Num.	Course Name	Cr. Hr.
Major Courses -			27
DSIS	230	Introduction to Programming	3
DSIS	245	Principles of Data Science	3
DSIS	380	Systems Analysis and Design	3
DSIS	430	Data Analytics: Business Intelligence	3
DSIS	440	Data Visualization	3
DSIS	470	Network and Information Security	3
DSIS	615	Database Management	3
DSIS	650	Data Mining	3
DSIS	>300	Any	3
Support Courses -			51
		Kelce Core Prerequisites	9
		Kelce Core	42
Elective Courses -			8
		Open	8
Total Credit Hours -			86
Minor -			0
General Education, 34-35 hours -			34
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.

DO NOT SAVE AS PDF, Leave in Excel worksheet format!

BBA Degree with a Major in Data Science and Information Systems

Degree: Bachelor of Business Administration

Major: Data Science and Information Systems

General Education Requirements

General Education requirements consist of 34-35 credit hours of course work.

Required Math Gateway Course, seek advisement.

MATH-113 College Algebra

Or

MATH-110 College Algebra with Review

Core Prerequisites

9 hours of coursework are required for all business majors prior to completing the Kelce Core. Note that these classes may also satisfy some General Education requirements.

The prerequisite courses include:

___ DSIS-130 Computer Information Systems (3 hours)

___ ECON-200 Principles of Microeconomics (3 hours)

___ ECON-201 Principles of Macroeconomics (3 hours)

Kelce Core Requirements

At the heart of the BBA is the Kelce College Core. The Core provides students with an integrative experience of the various business disciplines that allows students to develop a well-rounded understanding of how business works.

See notes *1

___ ACCTG-201 Financial Accounting (3 hours)

___ ACCTG-202 Managerial Accounting (3 hours)

___ BUS-101 Introduction to Business (3 hours)

___ BUS-210 Business Professionalism (3 hours)

___ DSIS-420 Management Information Systems (3 hours)

___ FIN-326 Business Finance (3 hours)

___ MGT-330 Management and Organizational Behavior (3 hours)

___ MGT-430 Legal and Social Environment of Business (3 hours)

___ MGT-690 Business Strategy (3 hours)

___ MKTG-330 Principles of Marketing (3 hours)

___ QBA-210 Business Statistics (3 hours)

___ QBA-310 Business Analytics I (3 hours)

___ QBA-410 Business Analytics II (3 hours)

*Notes *1: Plus 3 hours of any ECON elective, 300-level or above.*

Major Requirements

See notes *2

___ DSIS-230 Introduction to Programming (3 hours)

___ DSIS-240 Intermediate Programming (3 hours)

___ DSIS-380 Systems Analysis and Design (3 hours)

___ DSIS-430 Data Analytics: Business Intelligence (3 hours)

___ DSIS-440 Data Visualization (3 hours)

___ DSIS-470 Network and Information Security (3 hours)

___ DSIS-615 Database Management (3 hours)

___ DSIS-650 Data Mining (3 hours)

*Notes *2: Plus 3 hours DSIS Elective, 300-level and above.*

Total of 120 hours required for a Bachelor of Business Administration Degree in Data Science and Information Systems.

Revised: 08/28/2025

Request for New Emphasis/Minor/Certificate

Effective Date: FALL 2026

Submission Date: November 2025

Department: Kelce Undergrad School of Bus College of: Business

Contact Person: Krissy Lewis

Proposal for a New: **Minor** Modality of Program: Online

Title of new Minor/Emphasis/Certificate: Human Resource Development (HRD) Minor

Major: Minor Required? **No**

New Minor/Emphasis/Certificate – **REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.**

- Used to create new Minors/Emphases/Certificates and CAN require KBOR approval or notification.

See KBOR requirements below.

- Approved requests become effective in the next academic catalog.

1. Purpose/Justification for New Minor/Emphasis/Certificate:

The Human Resource Development (HRD) minor is being moved from the Crossland College of Technology to the Kelce College of Business (KCOB) to align with the relocation of the BBA HRD major, which transitioned from the Bachelor of Science in Workforce Development (BSWD) to the Bachelor of Business Administration in Human Resource Development (BBA-HRD) effective Fall 2025. The updated HRD minor will require 15 credit hours selected from a revised list of elective courses designed to align with the new BBA HRD curriculum. The previous minor required 21 credit hours and included courses no longer offered under the updated program structure. With the move from CCOT to KCOB, the HRD minor will be deleted from CCOT; therefore, it is necessary to legislate a new HRD minor under KCOB.

2. Will this 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

3. Does this relate to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? *If "yes", please provide an explanation and attach all documentation (emails) between departments.*

Yes No

4. Does this new minor, emphasis, and certificate meet University catalog definitions? *These can be found at bottom of page 2.*

Yes No

5. Will additional resources or costs be required? Yes No
If so, what will be needed?

Note: Questions 2,3,5 are all no, 4 is yes. This was a form error
B. McKay 2/5/26

6. Describe the program assessment plan:

- a. Enrollment targets = 30-50
b. Outcome expected and process to evaluate =

This program has been revised and moved from the College of Technology to the Kelce College of Business. In this regard, we anticipate continued enrollment.

- c. Plan to discontinue if enrollment targets not met =

If need be, [not anticipated] as per KBOR policy.

Questions for certificate only: If you have questions, contact the Financial Aid Office, 4240.

If "yes" to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Admission and Financial Assistance to initiate Department of Education Approval.

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **Select One**
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student?

Select One

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: Check once verified.

- ✓ Required fields completed.
- ✓ Listed courses are currently active
- ✓ Course Id's match Course names.
- ✓ Course hours are correct.
- Required 120 credit hour minimum met.
- ✓ Academic Planning Excel Attached
- Current Program Guide from Online Catalog
- KBOR Forms Attached, if applicable

-Approved: Department Chair/Director

Date: 12/8/25 Signature: Alexander D. Binsch

-Approved: College Curriculum Committee

Date: 1/8/26 Signature: Jennifer Purdum

-Approved: Dean of College

Date: 01/15/26 Signature: Paul W. Grimes

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/5/26 Signature: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

New Minors Where No Board-Approved Degree Program Exists will need KBOR Approval, it can be found at:

https://www.kansasregents.org/academic_affairs/new_program_approval

Following Faculty Senate Approval, submit sign off sheet and final complete package, in electronic format, to the office of the provost (220 Russ) for forwarding to KBOR for board approval. (must be entered into KBOR PI/CIP system at time of submission).

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

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

Originating Department(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.

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 - HRD Minor			
Course Prefix	Course Num.	Course Name	Cr. Hr.
Core Courses -			9
HRD	520	Leadership in the Workplace (3 hours)	3
HRD	530	Change Management (3 hours)	3
HRD	596	Introduction to Human Resource Development (3 hours)	3
Support Courses -			0
Emphasis Courses -			0
Elective Courses -			6
Choose 6 hours from the following electives:			
HRD	>300	Any HRD Courses 300 level and above	
MGT	540	Human Resource Management (3 hours)	
Total Credit Hours -			15
Minor -			
General Education, 34-35 hours -			
Total Credit Hours:			15

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.

DO NOT SAVE AS PDF, Leave in Excel worksheet format!

Request for New Emphasis/Minor/Certificate

Effective Date: FALL 2026

Submission Date: November 2025

Department: Kelce Undergrad School of Bus. College of: Business

Contact Person: Krissy Lewis

Proposal for a New: **Certificate** Modality of Program: **Online**

Title of new Minor/Emphasis/Certificate: Certificate in Supervision and Team Management

Major: Minor Required? **No**

New Minor/Emphasis/Certificate – **REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.**

- Used to create new Minors/Emphases/Certificates and CAN require KBOR approval or notification.

See KBOR requirements below.

- Approved requests become effective in the next academic catalog.

1. Purpose/Justification for New Minor/Emphasis/Certificate:

The 12-credit-hour Certificate in Supervision and Team Management addresses the growing demand for practical supervisory and team management skills across a wide range of industries and organizational settings. Delivered fully online, this certificate provides a flexible educational pathway for working professionals, non-degree seeking students, and employers seeking to strengthen supervision capacity within their organizations; regardless of geographic location. The curriculum emphasizes emotional intelligence, team development, and supervisory coaching, supported by electives in communication, psychology, and organizational behavior. Offered as a stand-alone credential or as a stepping stone toward a business degree, the certificate aligns with the Kansas Board of Regents business education initiative by supporting seamless transfer and degree completion opportunities for community college graduates. Ultimately, this certificate advances the mission of the Kelce College of Business and Pittsburg State University by expanding access to applied, career-relevant business education that promotes effective leadership, workforce development, and lifelong learning.

2. Will this 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

3. Does this relate to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? *If "yes", please provide an explanation and attach all documentation (emails) between departments.*

Yes No

4. Does this new minor, emphasis, and certificate meet University catalog definitions? *These can be found at bottom of page 2.*

Yes No

5. Will additional resources or costs be required? Yes No
If so, what will be needed?

Note: Questions 2,3,5 are all no, 4 is yes. This was a form error
B. McKay 2/5/26

6. Describe the program assessment plan:

- a. Enrollment targets = 55-75
b. Outcome expected and process to evaluate =

This program is being revised and moved from the College of Technology to the Kelce College of Business. In this regard, we anticipate continued enrollment.

- c. Plan to discontinue if enrollment targets not met =

If need be, [not anticipated] as per KBOR policy.

Questions for certificate only: If you have questions, contact the Financial Aid Office, 4240.

If "yes" to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Admission and Financial Assistance to initiate Department of Education Approval.

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **Yes**
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student?

Yes

Definition of an Emphasis

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Definition of a Minor

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Definition of Certificate Program

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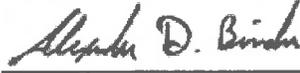
Authorization Sign-Off Sheet

Checklist: Check once verified.

- | | |
|---------------------------------------|---|
| ✓ Required fields completed. | ✓ Required 120 credit hour minimum met. |
| ✓ Listed courses are currently active | ✓ Academic Planning Excel Attached |
| ✓ Course Id's match Course names. | ✓ Current Program Guide from Online Catalog |
| ✓ Course hours are correct. | KBOR Forms Attached, if applicable |

-Approved: Department Chair/Director

Date: 12/8/25

Signature: 

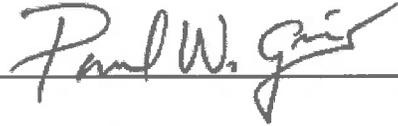
-Approved: College Curriculum Committee

Date: 1/8/26

Signature: 

-Approved: Dean of College

Date: 01/15/26

Signature: 

-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature: _____

-Approved: University Undergraduate Curriculum Committee

Date: 2/5/26

Signature: 

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

New Minors Where No Board-Approved Degree Program Exists will need KBOR Approval, it can be found at:

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

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 - Certificate in Supervision and Team Management			
Course Prefix	Course Num.	Course Name	Cr. Hr.
Core Courses -			12
HRD	625	Coaching Skills for Workforce Supervisors (3 hours)	3
HRD	635	The Emotionally Intelligent Supervisor	3
HRD	645	Building Teams in the Workplace	3
Select 3 hours of electives from:			3
COMM	450	Small Group Communication (3 hours)	
COMM	629	Theories of Human Communication (3 hours)	
COMM	755	Organizational Communication (3 hours)	
HRD	530	Change Mangement (3 hours)	
HRD	565	Workforce Supervision (3 hours)	
HRD	706	Strategies in the Development of Human Resources (3 hours)	
MGT	530	Advanced Organizational Behavior (3 hours)	
PSYCH	575	Industrial and Organizational Psychology (3 hours)	
Support Courses -			0
Emphasis Courses -			0
Elective Courses -			
Total Credit Hours -			12
Minor -			
General Education, 34-35 hours -			
Total Credit Hours:			12

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.

DO NOT SAVE AS PDF, Leave in Excel worksheet format!