Pittsburg State University
Faculty Senate Meeting

Date: Monday, September 27, 2021
Time: 3:00 p.m.
Location: Ballroom C, Overman Student Center

Agenda

I. Call to order

II. Guest Speakers

A. Susan Dellasega, CTLT

B. Melinda Roelfs and Peter Chung, General Education Update

III. Approval of May 3, 2021 minutes

IV. Announcements

A. Provost and Vice President of Academic Affairs- Dr. Howard Smith

B. PSU/KNEA Remarks- Khamis Siam

C. Student Senate Remarks- Kaedra Brenner

D. Unclassified Professional Senate Remarks- Mary Jo Meier

E. University Support Staff Remarks- Jeannice Parker

F. Faculty Senate Report- Shawnee Hendershot

IV. **Committee Reports**

A. **Academic Affairs Committee - Chair: Mike Carper**

- Undergraduate Curriculum Subcommittee - **Chair: Mary Jo Goedeke** (Mike Carper reporting)
- Library Services/Learning Resources Subcommittee - **Chair:** TBD
- Online and Distance Learning Committee - **Chair:** TBD

- Academic Honors Subcommittee - **Chair: Matthew Lunde**
- Honors College Subcommittee - **Chair: Michelle Hudiburg**
- Writing Across the Curriculum Subcommittee - **Chair: Alex Binder**
- Diversity and Multicultural Affairs Subcommittee - **Chair: Eric Rojas**

B. **Student-Faculty Committee - Chair: Tracy Stahl** (Grant Moss reporting)

C. **All-University Committee - Chair: John Daley**

D. **Faculty Affairs Committee - Chair: Jennifer Harris**

E. **Constitution Committee - Chair: Norman Philipp**

F. **Pitt State Pathway Committee - Chair: Bob Kehle**

G. **Budget Committee - Chair: Chris Childers**

H. **Academic Honesty Committee - Chair: Karen Johnson**

V. **Unfinished Business:**

VI. **New Business:**

VII. **Open Forum:**

VIII. **Adjournment**

Next Faculty Senate Meeting: October 25, Ballroom B

Academic Affairs –
Chair: Mike Carper
Recorder: Ashley Ables

Undergraduate Curriculum –
Chair: Mary Jo Goedeke
Recorder: Mary Jo Goedeke
Mike Carper Reporting
CAS- 13 proposals
COT- 2 proposals
COE- 0 proposals
COB- 0 proposals

Library Services –
Chair:
Recorder:

Online and Distance Learning –
Chair:
Recorder:
(First meeting scheduled for September 21)

Academic Honors –
Chair: Matthew Lunde
Recorder:

Honors College –
Chair: Michelle Hudiburg
Recorder: Susan Carlson
No Report

Writing Across the Curriculum –
Chair: Alex Binder
Recorder: Laura Covert-Miller
No report

Diversity and Multicultural Affairs –
Chair: Eric Rojas
Recorder: Lori Martin
No report

Student-Faculty –
Chair: Tracy Stahl
Recorder: Grant Moss
Grant Moss reporting
No report

All-University –

Chair: John Daley

Recorder: Jan Schiffelbein

No report

Faculty Affairs –

Chair: Jennifer Harris

Recorder: Chauncey Pennington

Foundation approved request for $100,000 for faculty travel.

Constitution –

Chair: Norman Philipp

Recorder: Jorge Leon

No Official Report

- Committee met on Thursday, Sept 2nd and decided upon roles.
- No current items before the committee at this time.

Pitt State Pathway –

Chair: Bob Kehle

Recorder: Alex Binder

No report

Budget Committee –

Chair: Chris Childers

Recorder: Marcus Daczewitz

No Report

Academic Honesty –

Chair: Karen Johnson

Recorder:

There is one case pending against two students from the summer. The students are willing to accept the XF and forego the hearing but would like reassurance the XF will be removed after 2 years. We are now waiting to hear from the faculty.

We also had a case of plagiarism reported in an English class for this fall. The student withdrew from the course and the report was for tracking purposes only.

UGCC Meeting 09/10/2021

	Voting Members					Ex-Officio
	Carper	Goedeke	Gupta	Lewis	Shadbolt	Johnson
Dept: AT						
Request for Revision to Course						
Change in Prerequisite	X	X	X	X	X	
Dept: BIOL						
Request for New Course						
Add BIOL 343 Natural History Interpretation	X	X	X	X	X	
Dept: MATH						
Request for New Major						
Add Computer Science Major*	NAY	NAY	NAY	NAY	NAY	
Request for New Course						
Add CS 300 Web Application Development I*	NAY	NAY	NAY	NAY	NAY	
Add CS 305 Web Application Development II*	NAY	NAY	NAY	NAY	NAY	
Add CS 400 Mobile Application Development*	NAY	NAY	NAY	NAY	NAY	
Add CS 405 Principles of Software Architecture*	NAY	NAY	NAY	NAY	NAY	
Add CS 410 Introduction to Front End Frameworks*	NAY	NAY	NAY	NAY	NAY	
Add CS 500 Advanced Programming*	NAY	NAY	NAY	NAY	NAY	
Add Math 326 Mathematics for Programming*	NAY	NAY	NAY	NAY	NAY	
Add Math 626 Data Structures and Algorithms*	NAY	NAY	NAY	NAY	NAY	
Dept: HPSS						
Request for New Course						
Add POLS 201 Introduction to Public Policy	X	X	X	X	X	
Add SOC 577 Public Affairs	X	X	X	X	X	
Dept: JUST						
Request for Revision to Curriculum						
Retitle Justice Studies Minor to Public Policy Minor*	NAY	NAY	NAY	NAY	NAY	
Dept: MFGET						
Request for Revision to Course						
Update Course Description MFGET 690	X	X	X	X	X	

* Not approved, sent back for clarification/information

Undergrad Curriculum Committee

Michelle Hensley <mhensley@pittstate.edu>

Tue 9/14/2021 11:59 AM

To: Tim Flood <tflood@pittstate.edu>
Cc: Mary Jo Goedeke <mgoedeke@pittstate.edu>; Shawnee Hendershot <shendershot@pittstate.edu>; Melinda Roelfs <mroelfs@pittstate.edu>

9 attachments (3 MB)

BS Computer Science - New UNSIGNED.pdf; newCS300_Math.pdf; newCS305_Math.pdf; newCS400_Math.pdf; newCS405_Math.pdf; newCS410_Math.pdf; newCS500_Math.pdf; newMATH326.pdf; newMATH626.pdf;

The Undergrad Curriculum Committee met on Friday, 9/10/21, and they have questions concerning the attached new major form and new course forms. Please reviewand...

1) Make corrections if needed and send correction to myself and all included in this email.

or

2) Reply with answers to questions to myself and all included in this email.

MATH Request for CS Major: Please expand justifications section. The committee requests additional background profiles of surveyed students. Are the students international, prospective, past, and/or current? What was the students' majors? We suggest adding survey reports, and letters of support from Technology and CIS. The program shows little demand from students surveyed. Please discuss demand and the need for the program on campus, including why current programs are insufficient.

MATH NEW Course Requests: CS 300, CS 305, CS 400, CS 405, CS 410, CS 500. Page one on each course references "See Attached" but there is no attachment. Also, each course indicates additional faculty will have to be hired to teach the new courses. Is funding for the new position(s) secured, and if so, how?

MATH New Course Requests: MATH 326, MATH 626. No additional information requested, however, the course is requested as a part of the proposed CS major which was not approved.

Michelle Hensley
Executive Assistant
Registrar Office
Pittsburg State University
620/235-4206

Simple. Safe. Smart. If you have questions or concerns regarding the validity of this email, please contact the individual or department that sent this email, ITSecurity@pittstate.edu, or Gorilla Geeks at 620-235-4600.

Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: Automotive Technology College: Technology Submission Date: April 5, 2021

Contact Person: Mike Elder ☒ Faculty member ☐ Chair

Revision Effective: SP/22 (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
Required prerequisite courses are all offered only by the Automotive Department.

Purpose/Justification for Revision to Course: Change in prerequiste to allow BAS or transfer students with electrical class course work to enroll in the AT515 Engine Performance class.

Existing Course:

Course Number: AT515

Title of Course: Engine Performance

Credit Hours: 3

Prerequisite: AT 115 Mobile Electrical/Electronics and AT 116 Mobile Electrical/Electronics Laboratory.

Course Description (**as it appears in the current catalog**): Advanced mobile equipment engine performance evaluation with emphasis on the proper testing of computer controlled fuel delivery, ignition spark control, and air management systems.

Proposed Course:

Course Number: AT515

Title of Course: Engine Performance

Credit Hours: 3

Prerequisite: AT 115 Mobile Electrical/Electronics and AT 116 Mobile Electrical/Electronics Laboratory or AST151 Electrical Systems 1 and AST 251 Electrical Systems II.

Course Description (**as it will appear in the next catalog**): Advanced mobile equipment engine performance evaluation with emphasis on the proper testing of computer controlled fuel delivery, ignition spark control, and air management systems.

Additional Questions

1. Is this course to be considered for PittState Pathway? ☐ Yes ☒ No

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

   _____

   Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee after the revisions have been approved by Faculty Senate.

2. Will this course be required of any education majors? ☐ Yes ☒ No
   If "yes," please realize that this requirement will need to have the approval of the Council for Teacher Education.

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

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☒ Approved: Department Chairperson
Date 4/12/21 Signature, Department Chairperson _____

☐ Approved: College Curriculum Committee
Date 5.4.21 Signature, College Curriculum Committee Chair _____

☐ Approved: Dean of College
Date 5.4.21 Signature, Dean _____

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

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

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

☐ Approved: Pitt State Pathway Committee (if applicable)
Date _____ Signature, Pitt State Pathway Committee Chair _____

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

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

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

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

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

Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: HPSS College: A&S Submission Date: 3/31/2021

Contact Person: Gary Wilson ☒ Faculty member ☐ Chair

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

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

Proposed Course:

Course Number: POLS 201

Title of Course: Introduction to Public Policy

Credit Hours: 3

Date first offered: Spring 2022 (Semester/Year) ☐ Fall ☒ Spring ☐ Summer (check all that apply)

Prerequisite: none

Course Description (**as it will appear in the next catalog**): This course explores the development and implementation of public policy. Public policies on a variety of topics are examined.

Purpose/Justification for Proposed Course: The course is designed to introduce students to the policy process. Public Policy as an academic discipline offers a variety of career opportunties.

Objectives/Student Learning Outcomes (**as it will appear in the syllabus**)
This course enhances student knowledge of policy research and encourages critical thinking about public policy in general. A final goal of this class is to improve the student's ability to articulate positions on policy issues both verbally and in writing.
Students will:
We will:
1. Gain insight into the relationship between public policy and the administration of law.
2. Achieve a general understanding of trends in the development and implementation of policies.
3. Identify current debates on policy issues.
4. Speak and write clearly about policy.
5. Explore current literature on a variety of topics on Public Policy.

Assessment Strategies [e.g., exams, projects, university rubric, etc. (**as it will appear in the syllabus**)]
Students will prepare a policy brief as a class project. Students will write a book review. Exams will be adminstered to measure student's grasp of the material.

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

Additional Questions

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

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

   Please give the rationale for additional student fees:

   ———

3. Is this course to be considered for Pitt State Pathway? ☒ Yes ☐ No

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

   ———

   Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee after it has been approved by Faculty Senate as a new course.

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

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

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☐ Approved: Department Chairperson
Date 4-9-21 Signature, Department Chairperson Daniel Wetzel

☐ Approved: College Curriculum Committee
Date 5/3/21 Signature, College Curriculum Committee Chair Mary Carol Pomatto

☐ Approved: Dean of College
Date 5/3/21 Signature, Dean Mary Carol Pomatto

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

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

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

☐ Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, Pitt State Pathway Committee Chair _____

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

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

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POLS 201
Introduction to Public Policy
Pittsburg State University

Course Description: This course explores the development and implementation of public policy. Public policies on a variety of topics are examined.

Course Goals and Objectives: This course enhances student knowledge of policy research and encourages critical thinking about public policy in general. A final goal of this class is to improve the student's ability to articulate positions on policy issues both verbally and in writing.

Course readings and lectures on a variety of topics provide competing perspectives on policy issues. During the course of the semester, students will defend positions on issues, using evidence from several perspectives to develop arguments. Development of such skills promotes critical thinking about policy and prepares students to develop and implement effective policies and programs.

We will:
1. Gain insight into the relationship between public policy and the administration of law.
2. Achieve a general understanding of trends in the development and implementation of policies.
3. Identify current debates on policy issues.
4. Speak and write clearly about policy.
5. Explore current literature on a variety of topics on Public Policy.

Pittsburg State Pathway Goals and Objectives: The overall purpose of Introduction to Public Policy meets several of the goals of the Pittsburg State Pathway program, including:

Human Systems within a Global Context (an Essential Study): *Describes* human organizational systems using a variety of disciplinary and interdisciplinary perspectives. This course focuses an introduction to the study of the public policy process. Social, cultural, political, and economic themes are emphasized in a global context along with the development of students' critical thinking skills. Connecting the events of the past with the world of the present and of the future is a focus of the course (Benchmark 1).

Companion Element: Diverse perspectives within a Global Context: *Describes* the role of worldviews and power structures in addressing significant global problems. In order to understand the public policy process students will learn to evaluate policies of the past and their influence on current policies with particular emphasis on stakeholders at all levels of the process (Benchmark 1).

Assessment: POLS 201 employs several methods of assessment including:

- Short answer exam questions
- Multiple choice exam questions
- On-line and in-the-classroom participatory collaborative learning experiences
- Analysis of film
- Online and in-the-classroom discussion forums
- Essay questions

Required Texts:

1. Bardach, E. (2019.) *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. New York, NY: Seven Bridges Press, CQ Press.

   ISBN-13: 978-1506368887

2. Bruder, J. (2018), *Nomadland*. W. W. Norton & Company.

   ISBN-10: 0393356310,

   ISBN-13: 978-0393356311

(**Purchase** the books to ensure success in the course.)

Course Requirements

The following is the basis for final evaluation:

Policy Project Topic Statement		**30 points**
Policy Brief/Presentation		**200 points**
Book Review		**100 points**
Quizzes / Class Participation		**90 points**
Summaries of Class Readings		**280 points**
	Total	**700 points**

Course Policies and Information

Policy Project Topic Statement: Each student is required to write a policy brief. To begin this process, students must prepare a topic (particular policy) statement. The policy may be at the national, state, or local level. In addition to specifying a policy for analysis, the topic statement should state the focus of the analysis (e.g., comparative, implementation, evaluation, cost/benefit, etc.),

articulate why such an analysis is needed, and include a partial list of at least two references. Topic changes are strongly discouraged. Any topic changes must be cleared with the instructor. Topic statements should not exceed two double-spaced typed pages.

Policy Brief: Students will produce a policy brief. This brief consists of a 5 to 8-page typed analysis of the chosen policy. It should be double-spaced, 12-point font; with 1-1.5" margins. Please include a *References* page (no more than 10).

Presentations: Students will share their policy brief with classmates (and the instructor). This presentation will involve a brief discussion of the history of the particular policy analyzed (information from the brief) and include the introduction of a new or improved policy or bill. After the presentation, the class, acting as "Congress," will vote to approve and implement the proposal (or not).

Book Review:
Students are required to prepare a book review and briefly share what they've learned with the class. The written review should be a minimum of three (3), maximum of five (5), typed, double-spaced, 12-font, stapled pages. The book review is valued at 100 points (60% for written, 40% for oral). The due date for the written book review appears on the course calendar on the last page of this syllabus. Late papers will be accepted but penalized at 10% per day late. The schedule for oral presentations will be announced later in the semester.

Quiz: Quizzes will be administered reflecting information from each of the chapters in the Bardach text. The dates for quizzes will be announced at class meetings in advance of the quiz.

Summaries of Readings: Students will be responsible for summarizing research articles to be distributed as class readings.

At the beginning of the semester, students will be asked to volunteer for topics for which they will lead a class discussion (1). As a general rule, a research article should generate a 1 ½ to 2-page synopsis / summary, typed and double-spaced in a 12-point font.

Students are required to complete all assignments (summaries, proposals, papers, etc.) on the scheduled days. If conflict arises and you know that you will not be able to meet a deadline, you must make additional arrangements with your instructor *before the due date.*

Class Participation: Class participation is essential to the structure of this course. All students are expected to read all of the assigned readings prior to the class session in which they will be discussed. Students should participate approximately equally in class discussion. Talking too much or too little, debating one-on-one, or addressing questions to the professor, diminish the value of the seminar format for everyone. Although the first few sessions will most likely be all lecture/notes (setting our framework), the seminar format of this class lends itself to rich discussion -- take advantage of it.

Classroom Etiquette:
Students and faculty each have the responsibility to maintain an appropriate learning environment. Students who do not adhere to behavioral expectations will be asked to leave the class. Severe or repeated infractions of behavioral expectations will be subject to further discipline, including grade reductions and/or dismissal from the class. Instructors have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.

Please use the facilities prior to class meetings. Please extinguish

electronic devices (cell phones (and their ilk), laptop computers, etc. You will be too busy listening, contributing to discussions and THINKING to address such distractions.

Your attendance at every class meeting is expected. Beyond the "class participation grade," what we will learn in this course comes from many sources. Assigned and recommended readings, summaries, lectures, and class discussions are the substance of your graded assignments. The more lectures and class discussions you miss, the greater chance you take on a poor assignment score(s) and ultimately a poor course grade. Lectures are designed to supplement the reading in this course, not merely review it.

Failure to participate in an appropriate manner (tbd) will result in the student being dropped from the course. If at midterm, there is insufficient evidence of participation, the instructor reserves the right to drop the student from the course.

Contact Information. If you have questions or concerns, please visit with your instructor during office hours or via email at gwilson@pittstate.edu – please do not use voice mail, texts nor tweets. Your instructor neither texts nor tweets and rarely answers the telephone.

ADDENDUM: The instructor reserves the right to change, modify, add to, and/or delete material as well as change the schedule including exam material as deemed appropriate for the class. The instructor also reserves the right to include pop quizzes and/or optional assignments which in turn impact the number of total points possible and points upon which the grade is calculated.

Pittsburg State University Syllabus Supplement –

See provided link.
https://www.pittstate.edu/registrar/_files/documents/12-3-20-spring-syllabus-supplement.pdf

And another on Academic Misconduct:
https://studentlife.pittstate.edu/code-of-student-rights-and-responsiblities.html

Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: HPSS College: A&S Submission Date: 4/01/2021

Contact Person: Gary Wilson ☒ Faculty member ☐ Chair

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

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

Proposed Course:

Course Number: SOC 577

Title of Course: Public Affairs

Credit Hours: 3

Date first offered: SP 2023 (Semester/Year) ☐ Fall ☒ Spring ☐ Summer (check all that apply)

Prerequisite: SOC 201

Course Description (**as it will appear in the next catalog**): This course provides an overview of public affairs as a discipline and exposes students to different career opportunities in relevant fields.

Purpose/Justification for Proposed Course: The course explores public policy, public service, civic engagement, and leadership. The course provides perspectives about public affairs in both traditional and nontraditional career paths.

Objectives/Student Learning Outcomes (**as it will appear in the syllabus**)
Successful completion of the course will give students

- an appreciation for public policy and public service
- an understanding of the difference between politics and policy
- a new awareness of their potential as leaders in public service
- the ability to comfortably engage in in-depth discussions about relevant public policy issues

Assessment Strategies [e.g., exams, projects, university rubric, etc. (**as it will appear in the syllabus**)]
Student success will be measured on the basis of participation in a variety of activities including current event memos, formal writing assignments, guest speaker forums, quizzes, and a semester project.

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

Additional Questions

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

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

   Please give the rationale for additional student fees:
   No additonal fees

3. Is this course to be considered for Pitt State Pathway? ☐ Yes ☒ No

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

   _____
   Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee after it has been approved by Faculty Senate as a new course.

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

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

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☒ Approved: Department Chairperson
Date 4-12-21 Signature, Department Chairperson Dean C Wheeler

☐ Approved: College Curriculum Committee
Date 5/3/21 Signature, College Curriculum Committee Chair Mary Carol Pomatto

☐ Approved: Dean of College
Date 5/3/21 Signature, Dean Mary Carol Pomatto

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

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

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

☐ Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, Pitt State Pathway Committee Chair _____

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

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

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SOC 577

Public Affairs

Pittsburg State University

Course Overview: This course provides an overview of public affairs as a discipline, and exposes students to different career opportunities in relevant fields. The course explores public policy, public service, civic engagement, and leadership. The course draws upon the experiences of faculty and practicing professionals, providing perspectives about public affairs in both traditional and nontraditional career paths. In addition to in-class meetings, other activities associated with leadership in the community are incorporated into the class curriculum.

Course Objectives: Successful completion of the course will give students

- an appreciation for public policy and public service
- an understanding of the difference between politics and policy
- a new awareness of their potential as leaders in public service
- the ability to comfortably engage in in-depth discussions about relevant public policy issues

Required Texts:

Additional articles and readings will be posted to the Canvas course since much the content of the course is informed by the pressing policy matters of the day. It is imperative for students to maintain an awareness of current

events so students are encouraged to follow one or more news sources on a regular basis. Examples will be announced in the classroom.

Brief Description of Assignments

Class Participation (50 points)

Class participation is required, and consists of the following expectations:

- Attendance at each class session for the entire class meeting period.
- Completion of reading assignments prior to the class for which they are assigned.
- Contribution to class discussions, including participation in class activities.
- Refraining from disruptive behavior, including but not limited to texting, tweeting, emailing, and visiting websites not related to the course content

Guest Speakers (50 points)

Throughout the semester we will have a number of guest speakers attend class to present on a variety of topics related to Public Affairs. These individuals include university faculty members as well as practitioners in public service, and they all are eager to impart their knowledge to you. You are expected to attend class for each presentation, listen intently, and participate in the discussion.

Current Event Memos (50 points)

The success of our democracy is dependent on citizens being informed about world events, and engaged in their communities. To this end, four class meetings will be dedicated to discussion of current events and pressing public policy issues. Three topics will be assigned in advance, and the fourth will be your choice. Students will research each topic and produce a 1 ½ - 2 page, double-spaced memo that outlines the issue. In your memo, you must explain the issue in your own words, discuss the policy alternatives and

implications, and provide your analysis. Do not simply summarize an article. You may however, use as many news sources as you like in your analysis, but please be sure to cite them. Each memo will be due to Canvas on the specified day.

Final Paper (50 points) This assignment involves an exploration of public affairs, public policy, leadership, and civic engagement. In this two-page paper, students will be asked to define their understanding of public affairs. In the first half of this paper, students will write about public affairs, synthesizing information from course materials, class discussions, and readings. In the second half of the paper, students will respond to three questions:

1. What have you learned about public affairs as a field?
2. How does public policy inform public service?
3. What are your goals for the future?

Papers will be evaluated based on quality of content, depth of coverage, and writing mechanics. The Final Paper is due during Finals Week.

Final Course Evaluation is based on 200 points.

180 points = A

160 points = B

140 points = C

120 points = D

Less than 120 points = F

Classroom Etiquette: Class participation is essential to the structure of this course. All students are expected to read all of the assigned readings prior to the class session in which they will be discussed.

Students should participate approximately equally in class discussion. Talking too much or too little, debating one-on-one, or addressing questions to the professor, diminish the value of the seminar format for everyone. Although the first few sessions will most likely be all lecture/notes (setting our framework), the seminar format of this class lends itself to rich discussion -- take advantage of it.

Students and faculty each have the responsibility to maintain an appropriate learning environment. Students who do not adhere to behavioral expectations will be asked to leave the class. Severe or repeated infractions of behavioral expectations will be subject to further discipline, including grade reductions and/or dismissal from the class. Instructors have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.

Please use the facilities prior to class meetings. Please extinguish electronic devices (cell phones (and their ilk), laptop computers, etc. You will be too busy listening, contributing to discussions and THINKING to address such distractions.

Your attendance at every class meeting is expected. Beyond the "class participation grade," what we will learn in this course comes from many sources. Assigned and recommended readings, summaries, lectures, and class discussions are the substance of your graded assignments. The more lectures and class discussions you miss, the greater chance you take on a poor assignment score(s) and ultimately a poor course grade. Lectures are designed to supplement the reading in this course, not merely review it.

Failure to participate in an appropriate manner (tbd) will result in the student being dropped from the course. If at midterm, there is

insufficient evidence of participation, the instructor reserves the right to drop the student from the course.

Contact Information. If you have questions or concerns, please visit with your instructor during office hours or via email at gwilson@pittstate.edu – please do not use voice mail, texts nor tweets. Your instructor neither texts nor tweets and rarely answers the telephone.

ADDENDUM: The instructor reserves the right to change, modify, add to, and/or delete material as well as change the schedule including exam material as deemed appropriate for the class. The instructor also reserves the right to include pop quizzes and/or optional assignments which in turn impact the number of total points possible and points upon which the grade is calculated.

Pittsburg State University Syllabus Supplement –

See provided link.

https://www.pittstate.edu/registrar/_files/documents/12-3-20-spring-syllabus-supplement.pdf

And another on Academic Misconduct:

https://studentlife.pittstate.edu/code-of-student-rights-and-responsiblities.html

Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: ETECH College: COT Submission Date: March 24, 2021

Contact Person: Jacob Lehman ☒ Faculty member ☐ Chair

Revision Effective: Spring 2022 (Semester/Year)

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

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

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

———

Purpose/Justification for Revision to Course: Updating course description for Technology change

Existing Course:

Course Number: MFGET 690

Title of Course: MANFG PRODUCTION CONTROL MGMT

Credit Hours: 3

Prerequisite: MFGET 263 Manufacturing Methods I and MFGET 268 Manufacturing Methods I Laboratory and MFGET 367 Manufacturing Methods

Course Description (**as it appears in the current catalog**): Control of the production processing system with regard to plant layout material selection/utilization, human factors/management, and product marketing will be studied. The course utilizes a manufacturing enterprise approach to disseminate course content.

Proposed Course:

Course Number: MFGET 690

Title of Course: MANFG PRODUCTION CONTROL MGMT

Credit Hours: 3

Prerequisite: MFGET 263 Manufacturing Methods I and MFGET 268 Manufacturing Methods I Laboratory and MFGET 367 Manufacturing Methods

Course Description (**as it will appear in the next catalog**): Control of the production processing system with regard to plant layout material selection/utilization, human factors/management, and product marketing will be studied. The

course utilizes a manufacturing enterprise approach to disseminate course content with applications in additive manufacturing.

Additional Questions

1. Is this course to be considered for PittState Pathway? ☐ Yes ☒ No

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

   ———

   Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee after the revisions have been approved by Faculty Senate.

2. Will this course be required of any education majors? ☐ Yes ☒ No
   If "yes," please realize that this requirement will need to have the approval of the Council for Teacher Education.

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

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☒ Approved: Department Chairperson
Date 4/8/2021 Signature, Department Chairperson _____

☐ Approved: College Curriculum Committee
Date 5.4.21 Signature, College Curriculum Committee Chair _____

☐ Approved: Dean of College
Date 5.4.21 Signature, Dean _____

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

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

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

☐ Approved: Pitt State Pathway Committee (if applicable)
Date _____ Signature, Pitt State Pathway Committee Chair _____

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

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

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

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

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

Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: BIOL College: Arts & Sciences Submission Date: 3/18/21

Contact Person: Delia Lister ☒ Faculty member ☐ Chair

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

☐ Yes ☒ No

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

See attached communications

Proposed Course:

Course Number: 343

Title of Course: Natural History Interpretation

Credit Hours: 3

Date first offered: Spring 2023 (Semester/Year) ☐ Fall ☒ Spring ☐ Summer (check all that apply)

Prerequisite: ELS, General Biology, or Principles of Biology I

Course Description (as it will appear in the next catalog): In this course students will explore the history, philosophy, principles, and techniques of natural history interpretation. The National Association for Interpretation (NAI) defines interpretation as a mission-based communication process that forges emotional and intellectual connections between the interests of the audience and the meanings inherent in the resource. Interpreters include those who "interpret" natural and cultural resources for visitors at parks, museums, nature centers, zoos, botanical gardens, aquariums, commercial tour companies, and theme parks. Students will obtain practical experience and receive the opportunity for CIG certification (Certified Interpretive Guide) in interpretive programming through the National Association for Interpretation (www.interpnet.com).

Purpose/Justification for Proposed Course: This course will enable students to explore the history, philosophy, principles, and techniques of natural history interpretation. Students will obtain practical experience and receive the opportunity for CIG certification (Certified Interpretive Guide) in interpretive programming. This national certification will last 4 years and has an option to renew with professional development hours.

The goal of the CIG program is to provide consistent, high-quality training for people who have had little or no opportunity to learn about interpretation. The CIG credential recognizes that the student understands and can successfully apply the National Association for Interpretation (NAI) accepted principles of interpretation to deliver quality programming. The credential is particularly important to employers who hope to gain a competitive edge in the marketplace by providing certified interpretive guides. Agencies and organizations that use interpreters include NPS, BLM, state parks and rec departments, museums, nature centers, zoos, private tour companies, etc. Sustainability as well as Education majors could also benefit from the principles taught in this course. The option for certification must be selected by week three of class. If this option is selected the student:

1. Must earn 80% or better on each of the required components (literature review, outline, oral presentation) or will not receive the credential and will not be refunded fees.

2. Will have up to 90 days to resubmit any component if a grade of 80% is not obtained on the first attempt. Resubmitted items do count in the course, only toward the credential

Objectives/Student Learning Outcomes (as it will appear in the syllabus)

1. Students will demonstrate growth in written and oral science communication
2. Students will be able to interpret natural history concepts to the general public.
3. Students will complete requirements necessary for the CIG Certificate.

Assessment Strategies [e.g., exams, projects, university rubric, etc. (as it will appear in the syllabus)]

See Attached Syllabus

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

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
   CIG Certification Fee of $135 paid directly to NAI (see course syllabus for details)

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

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

3. Is this course to be considered for Pitt State Pathway? ☐ Yes ☒ No

   If "yes," please indicate the University's Pitt State Pathway Goals met by this course AND the assessment data that will be collected to measure these goals:
   N/A
   Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee after it has been approved by Faculty Senate as a new course.

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

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

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☑ **Approved: Department Chairperson**
Date 5-18-21 **Signature, Department Chairperson** Virginia Rider

☐ **Approved: College Curriculum Committee**
Date 5/3/21 **Signature, College Curriculum Committee Chair** Mary Carol Pomatto

☐ **Approved: Dean of College**
Date 5/3/21 **Signature, Dean** Mary Carol Pomatto

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

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

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

☐ **Approved: PittState Pathway Committee (if applicable)**
Date _____ **Signature, Pitt State Pathway Committee Chair** _____

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

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

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

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

PITTSBURG STATE UNIVERSITY
BIOL 402-16 Topics in Biology: Natural History Interpretation
SYLLABUS for Spring 2021
Tuesdays 3-5:50pm, 221 Heckert-Wells Hall
3 Credit Hours

Instructor Information

Delia Lister, CIGT, Biology Instructor, and Director of PSU Nature Reach
Department of Biology
328 Heckert-Wells Hall
(620) 235-4805
dlister@pittstate.edu

Office Hours

12:30pm-3pm Tue/Th
MWF by Appointment Only

Purpose of Course

This course will enable students to explore the history, philosophy, principles, and techniques of natural history interpretation. Students will obtain practical experience and receive the opportunity for CIG certification (Certified Interpretive Guide) in interpretive programming. This certification will last 4 years and has an option to renew with professional development hours. Through creation of their own programming, students will also gain knowledge in local natural history.

CIG Certification

The goal of the CIG program is to provide consistent, high-quality training for people who have had little or no opportunity to learn about interpretation. The CIG credential recognizes that the student understands and can successfully apply the National Association for Interpretation (NAI) accepted principles of interpretation to deliver quality programming. The credential is particularly important to employers who hope to gain a competitive edge in the marketplace by providing certified interpretive guides. Agencies and organizations that use interpreters include NPS, BLM, state parks and rec departments, museums, nature centers, zoos, private tour companies, etc. Education majors could also benefit from the principles taught in this course. The option for certification must be selected by week three of class. If this option is selected the student:

1. Must earn 80% or better on each of the required components (literature review, outline, oral presentation) or will not receive the credential and will not be refunded fees.
2. Will have up to 90 days to resubmit any component if a grade of 80% is not obtained on the first attempt. Resubmitted items do count in the course, only toward the credential

Prerequisites

Required: Environmental Life Science, General Biology or Principles of Biology I
Helpful/Preferred: Ecology and/or Field Biology Courses, Speech Communication

Due to the nature of the course, permission of instructor will be required for every student.

Course Objectives

1. Students will demonstrate growth in written and oral science communication
2. Students will be able to interpret natural history concepts to the general public.
3. Students will complete requirements necessary for the CIG Certificate.

Required Texts

Interpreting Our Heritage, 4th edition by Freeman Tilden
The Interpreter's Guidebook: Techniques for Programs and Presentations, 4th edition, by Buchholz, Lackey, Gross, and Zimmerman

Optional Texts

The Gifts of Interpretation, 3rd edition by Larry Beck and Ted Cable
Interpretation: Making a Difference on Purpose by Sam H. Ham
Personal Interpretation by Lisa Brochu and Tim Merriman

Materials Needed

I would strongly encourage you to purchase a 3-ring notebook for handouts as you will receive many. It may be necessary to use items such as a cell phone for recording videos or taking photos. You may need to purchase a few supplies based on the topics you choose to interpret. You will have access to scientific specimens, some craft supplies, and the Nature Reach live animal and biofact collection.

There is an additional $135 fee for this course (regular fee is $380) that will be paid directly to the National Association for Interpretation.

Upon payment of certification fee, the instructor will provide each student with the CIG Workbook and Certification Packet. Certification fees will be paid online via a website provided by the instructor.

You may have to pay entrance fees on the Saturday field trips. You will also want to pack or be prepared to purchase a lunch.

The instructor will also provide a certification library set for students to check-out in order to complete their open-book literature review. This review will be graded by the National Association for Interpretation office.

Teaching Strategy

Face to face. CANVAS will also be used to facilitate assignments and communication within the course. Classes will have a mix of lecture, student demonstrations/presentations, audio-visual presentations, field trips, class activities/discussions. Reading assignments will also be given. Due to the COVID-19 Global Pandemic, this is subject to change.

Grading Scale

A = 100% - 90%
B = 89% - 80%
C = 79% - 70%
D = 69% - 60%
F = 59% and Below

Evaluation

Your grade will be based on both attendance and completion of assignments/projects.

1. Attendance/Participation & Quizzes (25% of your final grade)
   - Quizzes (4)
   - Weekly Attendance
   - Saturday Field Trips (Depending on COVID19 Pandemic Status)

2. Assignments/Projects (75% of your final grade) and will include, but are not limited to:
   - Podcast Reviews
   - Personal and Non-Personal Interpretation Evaluations
   - One Minute Media Spot
   - 10-Minute Practice Presentation
   - CIG Certification Outline and Presentation
   - CIG Certification Literature Review

Class Attendance

Embedded in this course is a certification that requires your attendance. If you do not attend, you may not be eligible to receive certification. You will not be refunded the cost of the certification materials. We will have 2 mandatory all day Saturday field trips. Due to the Global Pandemic, this may be subject to change.

Dead Week/ Academic Integrity

There may be in-class assignments during Dead Week.
Academic integrity is expected. If you are caught cheating, you will be automatically dropped from the class. Please review the policy on the university's webpage. For additional information and requirements, see the Syllabus Supplement.

Etiquette

Please be on time! Music, cell phones, and text messaging are not permitted during class time. Please notify me if you need to leave before class is over.

Special Needs

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Center for Student Accommodations (CSA) during the first two weeks of class. The CSA will contact professors with suggested classroom needs and accommodations. Approved documentation needs to be on file in the CSA.

Oct 12, 2020

This letter is to express my enthusiastic support for the creation of BIOL 343 Natural History Interpretation. This course is most appropriate for majors in the *Sustainability, Society and Resource Management* program since it deals with communicating with the public about sustainability and wildlife and gives students an invaluable hands-on experience. In addition, the certification that is the result of the successful completion of the course is invaluable to students in their future careers.

Sincerely,

Catherine Hooey

University Professor of Geography
Dept. of History, Philosophy and Social Sciences
Pittsburg State University
x4327

12/30/2020

To whom it may concern:

I fully support creating BIOL 343 Natural History Interpretation. It would be an excellent elective for on-campus secondary and elementary initial licensure preservice teachers. Biology is the most accessible of the science domain areas by elementary teachers. Consequently, a class that targets how to thematically bring the natural world into the classroom using natural phenomena and realia, would boost the science teaching efficacy and expertise of those who took the class.

With warm regards,

Bridgette Ann Fincher

Bridgette Fincher, Ph.D.
College of Education, Teaching and Leadership
Science and Mathematics Methods
Pittsburg State University
bfincher@pittstate.edu

Subject: Re: Natural History Interpretation Course
Date: Wednesday, September 23, 2020 at 6:36:51 AM Central Daylight Time
From: John Oppliger
To: Delia Lister

Hello Delia!
We can see the benefit of this course for some of our majors in Recreation Services, Sport and Hospitality Management. Yes indeed, we have had students enter careers as park rangers, game wardens, and the hospitality industry.
Thank you,
Opp

Dr. John Oppliger, Chair
Dept. of Health, Human Performance & Recreation
Pittsburg State University
Pittsburg, KS 66763-7557
Office: (620) 235-4645
Fax: (620) 235-4385

From: Delia Lister <dlister@pittstate.edu>
Sent: Tuesday, September 22, 2020 2:05 PM
To: Sarah Ball <sball@pittstate.edu>; John Oppliger <joppliger@pittstate.edu>
Cc: Catherine Hooey <chooey@pittstate.edu>; Bridgette Fincher <bfincher@pittstate.edu>; Brenda Roberts <broberts@pittstate.edu>
Subject: Natural History Interpretation Course

Hi All—

I wanted to give everyone a "heads-up" about a topics course that will be offered Spring 2021 on Tuesdays from 3-5:50pm. The course is called Natural History Interpretation and has a built in opportunity for students to become Certified Interpretive Guides (CIG's). This national certification is through the professional organization called National Association for Interpretation (www.interpnet.com). Attached is a flier about the CIG Certification.

This course is primarily for Biology majors who have an interest in working at zoos, nature centers, parks and the like. However, I believe this course has a broader application—

For BIS SSRM Majors—This course will probably benefit students in this major the most as it will help them develop ways to better communicate science to non-scientists.

For HHPR Majors---Private ecotourism companies are very much taking an interest in this level of certification and I was thinking perhaps there may be some students in Hospitality Management or Recreation Emphasis Areas that could eventually go on to work in places such as national or state parks where they will be responsible for educational programming. I might also mention that if not in Biology Departments, Interpretation programs are usually housed within Forestry and/or Parks and Rec Departments. One of the "giants" and major textbook authors of the profession is Dr. Ted Cable, Professor Emeritus at K-State (Department of Horticulture, Forestry & Recreation Resources).

For Teaching and Leadership Majors—Many interpretive techniques are simply good teaching techniques. While I know education majors have a very full schedule of courses, one more on practical methods of delivery surely would not hurt (especially for those who have a strong interest in science)! As a graduate of the program myself, I certainly wish I would have known about interpretation earlier in my collegiate experience.

OK--So what do I need from each of you?

1. I hope you will send students my way if you think this is something that may interest them.

2. I am officially legislating this course in the near future and I was hoping to hear from some or all of you that you could see the benefit of this class for your students/programs (Catherine—I think this will be a big deal for your students, especially). I realize that it will likely not be part of the "core" of each of your programs, but perhaps just another option for students.

Please feel free to comment or ask questions. I'm happy to chat over the phone or send a Course Syllabus if anyone wishes to see that as well.

Many Thanks!

Delia Lister
Biology Instructor
Director, PSU Nature Reach
620-235-4805

Base-line Per Student Training Fee Options

Independent Trainer Courses

(stand-alone course offered by NAI-certified trainer)

Option	Instructor Fee	Certification Fee	Workbook	TOTAL
Course only	$220		$10	$230
Course with certification	$220	$150	$10	$380

Independent trainers may add additional fees if needed to cover expenses such as travel, meeting space rental, snacks or meals for the students, supplies, etc.

Agency/Site Staff

(course is offered as in-house training by NAI-certified trainer)

Option	Instructor Fee	Certification Fee	Workbook	TOTAL
Course only	Covered by agency		$10	$10
Course with certification	Covered by agency	$150	$10	$160

If an agency or interpretive site hires an independent trainer, they may be responsible for any travel expenses, lodging, meals, etc. for the trainer in addition to instructor fees.

Academic Institution

(course is offered at a university or college by NAI-certified trainer, usually as part of the curriculum offered for credit)

Option	Instructor Fee	Certification Fee	Workbook	TOTAL
Course only	Covered by school		$10	$10
Course with certification	Covered by school	$125	$10	$135