

Pittsburg State University Faculty Senate Meeting

Date:Monday, January 28, 2019Time:3:00 p.m.Location:Sunflower Room, Overman Student Center

AGENDA

- I. Call to order
- II. Approval of December 10, 2018 minutes

III. Announcements

- A. Provost and Vice President of Academic Affairs- Dr. Lynette Olson
- **B. PSU/KNEA Remarks- Grant Moss**
- C. Student Senate Remarks- Seth George
- D. Unclassified Professional Senate Remarks- Lindell Haverstic
- E. University Support Staff Remarks- Michael Woodrum
- F. Faculty Senate Report- Clifford Morris

IV. Committee Reports

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

A. Academic Affairs Committee—Chair: Brian Moots

- Undergraduate Curriculum Subcommittee—Chair: Nico Prelogar
- Library Services/Learning Resources Subcommittee—Chair: Chris Childers
- Online and Distance Learning Committee—Chair: Liz Mascher

- Academic Honors Subcommittee-Chair: Rion Huffman
- Honors College Subcommittee—Chair: Rebeca Book
- Writing Across the Curriculum Subcommittee—Chair: Alex Binder
- Diversity and Multicultural Affairs Subcommittee—Chair: Marc Daczewitz
- B. Student Faculty Committee—Chair: Barbara McClaskey
- C. All University Committee—Chair: Trina Larery
- D. Faculty Affairs Committee—Chair: Tatiana Goris (Andrea Kent-McConnaughey giving report)
- E. Constitution Committee—Chair: Norman Philipp
- F. General Education Committee—Chair: Mark Johnson

G. Budget Committee—Chair: Cole Shewmake

All University Committees or Other Appointments

Academic Honesty Committee—Chair: Kevin Bracker

- VI. New Business:
- VII. Open Forum:
- VIII. Adjournment

Next Faculty Senate Meeting: February 25, 2019 -- 3:00 pm

V. Unfinished Business:

Faculty Senate - Committee Reports January 2019

Academic Affairs Committee - Brian Moots, Chair

- No report

Undergraduate Curriculum Committee - Nico Prelogar, Chair

- Courses reviewed by this committee are posted to the Faculty Senate webpage for 10-day viewing.

Library Service Committee – Chris Childers, Chair

- No report

Online and Distance Learning Committee – Liz Mascher, Chair

- Minutes from last meeting listed below.

Academic Honors Committee - Rion Huffman, Chair

- No report

Honors College Committee - Rebeca Book, Chair

The Honors College Committee is now in the process of reviewing applicants for the PSU Honors College. Deadline was Jan. 15 and some will probably trickle in. Have over 40+ applicants. Deadline for review completion by committee is Feb. 1rst. Face-to-face interviews will be on Feb. 10 and that will complete the selection process. Feb. 11 invitation letters go out to those selected and Feb. 28 is the deadline for the invitation to be accepted or not.

Writing Across the Curriculum Committee - Alex Binder, Chair

- No report

Diversity & Multicultural Committee - Marc Daczewitz, Chair

- The diversity committee is meeting on January 22 with Nora Hatton about National Survey of Student Engagement data to get her thoughts on the survey's "fitness" for our accreditation needs and to decide on our action steps for the remainder of the academic year.

Student-Faculty Committee – Barbara McClaskey, Chair

- No report

<u>All-University Committee</u> – Trina Larery, Chair

- No report

Faculty Affairs Committee – Tatiana Goris, Chair

- No report

Constitution Committee – Norman Philipp, Chair

- No report

General Education - Mark Johnson, Chair

- An update will be given on General Education submission forms.

Budget Committee - Cole Shewmake, Chair

- No report

Academic Honesty – Kevin Bracker, Chair

- No report

Pittsburg State University – Online and Distance Learning Meeting Minutes Wednesday, December 5, 2018

Call to order

The Online and Distance Learning Committee meeting was called to order at 9:00 am on December 5, 2018.

Attendees

The following people were present: Brenda Frieden, Pawan Kahol, Liz Mascher, Shawnee Hendershot, Gail Yarick, Barbara Pope, Jillian Idowu (student representative)

Discussion

Discussion focused on input from the student representative regarding online course experiences at Pittsburg State University.

Jillian Idowu, the student representative present, shared the following about online learning at PSU:

- More leeway with her schedule for time management. She mentioned that students might struggle with staying on top of things, though.
- Suggestion that there be more online seats available for courses. There are some students who prefer to take online courses, but there aren't enough seats. She did say that some courses definitely need to be face-to-face because of the topic.
- None of her online instructors have offered online office hours.
- There are some programs used within her online courses that require Windows. Since she has a Mac, she's had to use the library's computers to complete her work.
- She doesn't feel disconnected from her online teachers and will usually email them if she has any questions.
- She is more likely to use the textbook and other resources when a class is online as it is more self-taught.

Dr. Kahol discussed and summarized a graduate student survey on their satisfaction with PSU technology. It was mentioned that Nursing has virtual meetings in their online courses to help their students. Dr. Mascher suggested that it would helpful for students to have the ability to easily make videos for online courses. Also, in research completed by professors in the College of Education, students indicated they liked audio feedback in online courses, but also want text feedback along with the audio in many cases.

There is a group working on developing a mentoring system to support adjunct and continuing faculty with online course delivery. The committee discussed some possible ways to make online classes more personable:

- Have a face-to-face meeting with students
- Have students meet online
- Send more announcements
- Include a lot of feedback on assignments
- Ask questions in feedback in order to instigate further discussion

Representatives from the College of Education will attend the January meeting to share ideas for supporting online students.

The meeting adjourned at 10:00 a.m.

Next meeting: Wednesday, January 30, 2019, in Balkans, OSC at 9 am.

	syllabus denotes a course number of 395 and 295. Otherwise would accept			CCC 1111100
	include element definition,	suggest that assessments match milestone I		Comm 205
		requirements appear to match benchmark		
	Use rubric language in assessment		*	COUNT 105
	include element definition, need clearer connection with assessments, more explicit link to pathway and course objective, assessment use of rubric language currently vague connection	lots of recognition and understand, suggest change to benchmark		Chem 106
	include element definition, need clearer connection with assessments, more explicit link to pathway and course objective, assessment use of rubric language currently vague connection	lots of recognition and understand, suggest change to benchmark		Chem 105
remove old general education language	include pathway element definition, match objecive to pathway,	Change to match objective verbage ; milestone I		Biol 113
remove old general education	include pathway element definition, match objective to pathway; information provided addresses companion element, used work general education needs to change to Pathways	change to match objective verbage; Milestone I		Biol 112
×××	Use rubric language in assessment			MGT 101
	Use rubric language in assessment			FCS 203
	Use rubric language in assessment			MATH 204
	Use rubric language in assessment			MATH 143
	Use rubric language in assessment			MATH 133
	Use rubric language in assessment			MATH 113
	Use rubric language in assessment			MATH 110
	Add element definition. Use rubric language in both outcomes and assessment		×	ECON 201
	Add alarmant definitions. The school - I am a school - I am		,	ECON 191
	Add element definition and include rubric language in assessment		×	ANTH 101
×	Add element definition.			W/GS 300
;			×	SUC 100
× >	Add element definition.			PSYCH 155
× >	Place pathway with course objectives and add element definition	Change to Milestone I		POLS 103
< >	Place pathway with course objectives			POLS 101
××	Ise ribric language in accossment	Change to Milestone I		PHYS 375
××	Use more rubric language in outcomes and assessment	d		PHYS 176
×	Use more rubric language in assessment	Change to Milestone I		PHYS 175
×	Use rubric language in assessment			PHYS 172
×	Use rubric language in assessment			PHYS 171
×	Use more rubric language in outcomes and assessment			PHYS 167
×	Use more rubric language in outcomes and assessment	Change to Milestone I		PHVS 166
×	Use rubric language in assessment	Change to Milestone I		PHYS 160
			WILL CONSIDER IN ROUND 2	PHYS 130
			WILL CONSIDER IN ROUND 2	PHYS 104
			WILL CONSIDER IN ROUND 2	PHYS 100
	Use rubric language in assessment			PHIL 231
	Justinie Zvy Synapus, One Subilited Was 208. Use rubric language in assessment		×	PHIL 208
	Submit 207 cullabue One cubmitted was 200 Use while Issues in a second	ç		PHIL 207
	Use him e rubi ic language in ourcomes and assessment	Change to Milestone II		PHIL 114
				PHIL 113
		Change to Milestone II		PHIL 112
				PHIL 105
Delete Old Gen Ed references	Revise documentation	Change Rubric Level	Accept as is	PHIL 103
			Assault as is	Collico

000 5000	Geog 106	FCS Z30	Engl 320	Engl 315	Engl 299	Engl 250	Engl 190	Biol 111	Art 311	Art 289	Art 288	Art 277	Art 266	Art 244	Art 233	Art 222	Art 217	Art 188	Art 178	FCS 203	CIS 130	Engl 120	Engl 116	Engl 114	Engl 113	Engl 101	Edth 330
	yes																										
Curcomes should be part of the synabus	Outcomes should be most of the culletion							benchmark				unsure as there is not a link to assessment or objectives			unsure as there is not a link to assessment or objectives	unsure as there is not a link to assessment or objectives	unsure as there is not a link to assessment or objectives									?? , level;	assessments suggest a level milestone
List competancies as course objectives. Element definition needed.		Element definition needed.	Move Pitt Pathway move up front. List Diverse Perspectives as a companion element	Element definition needed. Use the rubric language in assessment	Element definition needed. Use rubric language in assessment and objectives.	Element definition needed. Core (syllabus) or essential (form) element? It is confusing	Element definition needed.	Element definition needed. Link the objectives and assessment with the language of the rubric. The two sections need to align objectives. Assessment may be different, but need to attain the same rubric level.	Element definition needed. Use the Catalog course Description "Introductory survey of concepts and theories relevant to understanding visual art." Suggest removing the elementary education major statement or revising. Perhaps, "the material in this class is geared primarily for the elementary education major." If any student can take this course (i.e. general education) then there may be non elementary ed majors that might benefit from the course. If it is only for elementary education majors then is it truly general education?	Element definition needed. Link the objectives and assessment with the language of the rubric.	Element definition needed. Link the objectives and assessment with the language of the rubric.	Element definition needed. Link the objectives and assessment with the language of the rubric.	Please quote the element definition. Do not paraphrase. Link the objectives and assessment with the language of the rubric.	Element definition needed. Leaner Outcome seems to be more of an assessment. Suggest calling it that (assessment)	Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place?	Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture are reflected where?	Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture are reflected where?	Please quote it. Do not paraphrase. Link the objectives and assessment with the language of the rubric. Where does it take place?	Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture are reflected where?	Element definition needed. Strive for more rubric linkage in the language.	Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture	Revise to say "Pathway" in place of General Education for essential element. Include definition for companion element	Revise to say "Pathway" in place of General Education for essential element. Include definition for companion element	Revise to say "Pathway" in place of General Education for essential element. Include definition for companion element	Revise to say "Pathway" in place of General Education for essential element. Include definition for companion element	no actual assessments provided to determine match to rubric level	Include element definition in syllabus. Objectives are tied with Kanas State Standards, would help to have the objectives explicitly aligned with element definition. Not sure course fits with human systems, expect for last objective.
			yes, remove old gen ed	yes, remove old gen ed	yes, remove old gen ed	yes, remove old gen ed	yes, remove old gen ed	remove old gen ed reference		yes, remove old gen ed	yes, remove old gen ed					yes, remove old gen ed	yes, remove old gen ed		yes, remove old gen ed			remove old general education language	remove old general education language	remove old general education language	remove old general education language	remove old general education language	

	Nurs 303	Mus 322	TZT CDIAL	Mile 101	Mus 120	MLL 154	MLL 124	Mfget 263	Hist 202	Hist 201	Hist 102	Hist 101	HHP 151	HHP 150	GT 350	GT 190	Geog 304
		WILL CONSIDER IN ROUND 2		< >	×		×						no				
								Change to Benchmark.	Change syllabus to Milestone II	Change syllabus to Milestone II	Change syllabus to Milestone I	Benchmark	Form does not indicate an element	Benchmark			
Chosen element does not match course content. Submit revised syllabus or application.					r aniway mission statement lieus to appear exactly as presented on the Pathway document.	Pathway Mission Statement people to appoint substly on proported on the Determined		Add element definition. Use rubric/pathway language in assessment.				Element definition needed. Use rubric language in assessment and objectives.	Element definition needed. Use rubric language in assessment and objectives.	Element definition needed. Use rubric language in assessment and objectives.	Element definition needed. Use rubric language in assessment and objectives.	Element definition needed.	List competancies as course objectives. Element definition needed.
				×	2									yes, remove old gen ed			

Course	Peterson	Johnson	Franklin	Kehle	Freund	Hudiburg	Total
DUII 102	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
PHIL 105	Y Y	Y V	Y Y	N N	Y V	Y V	6 to 0
PHIL 112	N	Y	Y	N	Y	Y	4 to 2
PHIL 113	N	Ŷ	Y	N	Y	N	3 to 3 N
PHIL 114	N	Y	Y	N	Y	N	3 to 3 Y
PHIL 207	N	Y	Y	N	Y	N	3 to 3 N
PHIL 208	Y V	Y V	Y V		⊢ ¥	Y V	6 to 0
PHYS 100	Y	Y	Y	v	Y	Y	6 to 0
PHYS 104	Y	Y	Y	y	Y	Y	6 to 0
PHYS 130	Y	Y	Y	N	Y	Y	5 to 1
PHYS 160	N	Y	Y	У	N	Y	4 to 2
PHYS 165	N	Y	Y	N	N	Y	3 to 3 N
PHYS 167	N	Y Y	Y Y	v	N	Y Y	3 to 3 N
PHYS 171	N	Y	Y	N	Y	Ŷ	5 to 1
PHYS 172	N	Y	Y	у	N	Y	4 to 2
PHYS 175	N	Y	Y	N	Y	Y	4 to 2
PHYS 375	N	Y	Y V	N	N	Y V	3 to 3 N
POLS 101	Y	Y	Y	y y	Y	Ŷ	6 to 0
POLS 103	Y	Y	Y	N	N	Y	4 to 2
PSYCH 155	Y	Y	Y	N	Y	N	4 to 2
SUC 100	Ŷ	Y	Y V	N	Y	N	4 to 2
WGS 200	Y Y	Y Y	Y Y	N	N	N	3 to 3 N
ANTH 101	Ŷ	Y	Y	Y	Y	Y	6 to 0
ECON 191	Y	Y	Y	N	Y	N	4 to 2
ECON 201	N	Y	Y	N	Y	N	4 to 2
MATH 110	Y	Y	Y	Y	Y	Y	6 to 0
MATH 133	Y Y	Y Y	Y	y Y	Y V	Y	6 to 0
MATH 143	Ŷ	Y	Y	Y	Y	Y	6 to 0
MATH 150	Y	Y	Y	Y	Y	Y	6 to 0
MATH 204	Y	Y	Y	Y	Y	Y	6 to 0
FCS 203 MGT 101	Y	Y	Y	Y	N	N	4 to 2
Biol 112	Y	T N	T N	y v	Y	۲ Y	6 to 0
Biol 113	Y	Y	Y	y	Y	Y	6 to 0
Chem 105	Y	Y	Y	у	Y	Y	6 to 0
Chem 106	Y	Y	Y	N	Y	Y	5 to 1
Comm 105	Y	Y	Y	Y V	Y	N	5 to 1
Comm 205	Y Y	Y Y	Y Y	Y	Y Y	Y Y	5 to 2
Comm 395	Y	Y	Y	y	Y	Y	6 to 0
Edth 330	Y	Y	Y	y	Y	Y	6 to 0
Engl 101	Y	Y	Y	У	Y	Ŷ	6 to 0
Engl 113 Engl 114	Y V	Y	Y	y N	Y	Y	6 to 0
Engl 116	Y	Y	Y	v	Y Y	Y	5 to 1 6 to 0
Engl 120	Y	Y	Y	y	Ŷ	Y	6 to 0
CIS 130	Ŷ	Y	Y	у	Y	Y	6 to 0
FCS 203	Y	Y	Y	У	Y	Y	6 to 0
Art 188	Y	Y Y	Y Y	y v	Y Y	Y Y	6 to 0
Art 217	Y	Y	Y	y y	Y	Y	6 to 0
Art 222	Y	Ŷ	Y	ý	Y	Y	6 to 0
Art 233	Y	Y	Y	У	Y	Y	6 to 0
Art 244 Art 266	Y V	Y V	Y	<u>у</u>	N	Y	5 to 1
Art 277	Y	Y	Y	y v	Y	Y	6 to 0
Art 288	Y	Ү	Y	, у	N	Y	5 to 1
Art 289	Y	Ŷ	Y	у	N	Y	5 to 1
Art 311 Biol 111	Y	Y	Y	у	Y	Y	6 to 0
Engl 190	Y Y	Y Y	Y	<u>у</u>	Y	Y	6 to 0
Engl 250	Y	Y	Y	y y	Y	Y	6 to 0
Engl 299	Y	Y	Y	, y	Y	Y	6 to 0
Engl 315	Y	Y	Y	N	Y	Y	5 to 1
Engl 320	Y	Y	Y	y	Y	Y	6 to 0
Geog 106	Y Y	Y Y	Y Y	у 	Y Y	Y V	6 to 0
Geog 300	Y	Y	Y	y Y	Y	Y	6 to 0
Geog 304	Y	Y	Y	y	Y	Y	6 to 0
GT 190	Y	Y	Y	у	Y	Y	6 to 0
GT 350 HHP 140	Y	Y	Y	<u>у</u>	Y	Y	6 to 0
HHP 151	Y	Y	Y	y y	Y	Y	6 to 0
Hist 101	Y	Y	Y	y	Y	Y	6 to 0
Hist 102	Y	Y	Ŷ	у	У	Y	6 to 0
Hist 201	Y	Y	Y	У	Y	Y	6 to 0
Mfget 263	Y V	N	N	y N	Y V	Y V	4 to 2
MLL 124	Ŷ	Y	Y	 y	Y	Y	6 to 0
MLL 154	Y	Y	Y	y y	Ŷ	Y	6 to 0
Mus 120	N	Y	Y	у	Ŷ	Y	5 to 1
Mus 121	N	Y	Y	у	Ŷ	Y	5 to 1
Mus 321	Y	Y	Y	<u>y</u>	Y	Y	6 to 0
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Example Pittsburg State University College of Department of Course # and Title Course Intended for Partial Fulfillment of the Pitt State Pathway Curriculum

Professor: Office Hours: Office Phone Number: E-mail Address:

<u>Pitt State Pathway Mission Statement</u>: (Verbatim from the approved Pitt State Pathway document. No derivation from the stated Mission Statement is necessary.) OPTIONAL

The *Pitt State Pathway* curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The *Pitt State Pathway* curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the *Pitt State Pathway* fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

<u>Pillar(s) of the Pitt State Pathway and Learning Outcome(s) to be Covered in This Course</u>:

Example:

Communication:

Communication includes the exchange of information, which can include the ability to listen, comprehend, and respond to others, as well as the creative expression of ideas in the visual, written, and performing arts. Students must demonstrate a thorough understanding of context relating to appropriate audiences and express their own ideas skillfully and ethically through written, verbal, nonverbal, and integrated means that conveys a clear, fluent message using different avenues of delivery.

Learning Outcome: Students will communicate effectively.

Quantitative/Analytic Methods and Scientific Inquiry: (This part is only added if you are including a Companion Element in the course. If no Companion Element is included in the course, please delete this section from your syllabus)

Students will be able to apply quantitative and scientific methods to answer questions and to effectively communicate the results in a variety of formats (e.g. tables, graphs, statistical inference, and mathematical equations). Quantitative literacy is the ability to recognize and analyze numerical problems through the use of formal tools (e.g. logical or statistical inference, probability, or mathematical analysis) to draw valid conclusions using higher-order thinking skills. Scientific literacy is the ability to apply systematic methods of inquiry to solve objective questions using evidence-based reasoning.

Learning Outcome: Students will analyze data logically.

<u>Pitt State Pathway Core Element and/or Essential Studies Element to be Covered In This Course</u>: Example:

Core Element: Written Communication:

Demonstrates a thorough understanding of context relating to appropriate audiences and expresses the writer's own ideas skillfully and ethically through written language that conveys meaning to readers with clarity and fluency, and is virtually error free. Students will demonstrate written communication through comprehension and reading proficiency. Competency in this element means:

- Clearly *outlining* the main idea using appropriate sentence structure that connects all paragraphs to the overall point of the paper while organizing ideas effectively. Ideas are presented in a logical sequence that supports development of the main point (*Focus*, *Development*, and *Organization*);
- *Supporting* claims with appropriate evidence and valid reasoning. Opinions are clearly distinguished. Main ideas are developed through evidence-based sources that clearly distinguish the source material from the writer's own ideas and distinctly indicates the provenance of all source material (*Development* and *Use of Sources*);
- *Creating* effective and coherent sentences. Written language conveys meaning to readers with clarity and fluency. Word choice and vocabulary shows attention to audience (*Style* and *Editing*);
- Writing shows audience awareness. Intended purpose of the document is clear. The context for the communication is understood and articulated appropriately (*Focus, Development, Organization, Style, Editing,* and *Use of Sources*);
- Document *demonstrates* visual and textual design elements that are appropriate for the audience, purpose, and context (*Style*).

<u>Pitt State Pathway Companion Element to be Covered In This Course</u>: (Only add Companion Element and its description if you noted it on PSP Application (letter P). If no Companion Element is included in the course, please delete this section from your syllabus)

Example:

Companion Element: Scientific Inquiry

The scientific method is the systematic approach to understanding the world around us. Through experimentation and hypothesis testing, students will apply analytical skills and appropriate methods of scientific inquiry (i.e. qualitative and quantitative) to solve a variety of research questions. Competency in this element means:

- *Composing* appropriate research questions and hypotheses, drawing from experts, reliable sources, or previously collected data;
- *Collecting, synthesizing,* and *analyzing* data from multiple sources;
- *Drawing* logical conclusions, assessing for gaps or weaknesses, and addressing potential consequences and implications;
- *Communicating* results using appropriate delivery methods or formats.

<u>Course Description</u>: (As stated directly in PSU catalog)

Prerequisite(s): (List according to the PSU catalog)

<u>Course Objective(s)</u>: (Your course objectives <u>may need</u> (it's your call) to include the Level of Student Learning and it <u>needs</u> to include the definition of the level of student learning. See examples below)

- Written Communication: Level of Student Learning = (Example: Milestone I)
 - **a. Definition of Milestone I under Written Communication:** Students will explain evidencebased ideas and review a written document(s) used to convey a message.
- Scientific Inquiry: Level of Student Learning = (Example: Milestone I). For this example syllabus, Scientific Inquiry is a Companion Element. There needs to be a designated Level of Student Learning and the definition of that level of student learning placed in the Course Objectives.
 - **a. Definition of Milestone I under Scientific Inquiry:** Students will apply the scientific methods to a problem
- Additional objectives may be included as designated by faculty.

<u>Method(s) of Assessment</u>: (Your assessment methods should reiterate or be very closely related to the definition of the level of student learning)

Examples might be:

- 1. Written Communication: To assess the chosen level of student learning (Milestone I), the student's final project will be to *explain evidence-based ideas, via a writing task, based on reviewing an assigned document/article.*
- 2. **Scientific Inquiry**: To assess the chosen level of student learning (**Milestone I**), the student's final project will be to *apply the scientific method to assigned scientific problem*.
- 3. Other methods of assessment may be included as designated by faculty.

Other Content:

Required Text(s):

Course Outline/Content:

Etiquette Expectations (Netiquette): OPTIONAL

- It is expected that all students will communicate with one another and the professor in proper tone and civility, whether the communication is by electronic means, by phone, or face-to-face.
- E-mails are to be written in standard speaking style and not in popular abbreviations used online and/or using regional colloquialisms.
- Proper spelling and grammar are expected in communications with other students and the professor.
- Please be aware of and sensitive to all cultural differences of students and the professor when communicating.

Course and University Policies:

- Any student who, because of a disabling condition, may require special arrangements in order to
 meet course requirements should contact me as soon as possible to make necessary
 accommodations. Please click the link to the <u>Syllabus Supplement</u> for more detailed
 information: <u>https://www.pittstate.edu/registrar/ files/documents/syllabus-supplement-spring2019-updated-10-5-18-.pdf</u>.
- As stated in the <u>Syllabus Supplement</u> regarding Dead Week Policy: (<u>https://www.pittstate.edu/registrar/ files/documents/syllabus-supplement-spring-2019-updated-10-5-18-.pdf</u>) "no tests or major assignments will be presented during the week prior to

final examination week, *unless identified in the course syllabus presented at the start of the semester*." For this class, final points, the syllabus, assignments, due dates, exams, and/or quizzes may be changed accordingly throughout the semester as deemed necessary by the professor.

<u>Grading Policy</u>: (faculty will design)

Minimum Technology Requirements:

- Gorilla Geeks is a great resource for technical issues with Canvas, log ins, etc. They can be reached at the following:
- Gorilla Geeks Help Desk: 1.620.235.4600
- E-mail: geeks@pittstate.edu
- Web site: <u>https://www.pittstate.edu/it/gorilla-geeks.html</u>
- Most everyone is new to the Leaning Management System (LMS) of Canvas. If you are not completely comfortable with Canvas please click the link to a Canvas help page: <u>https://www.pittstate.edu/it/information-technology-services/canvas.html</u>
- Students will need to be familiar and competent with general computer skills such as downloading information, saving, and uploading. Advanced skills that may be necessary are video chat (mic and webcam) and uploading PowerPoint Presentations with a self-video embedded within.
- If you have technical questions, you can message the professor, use the Help menu the Canvas menu to the left, and/or contact Gorilla Geeks (see above for contact information).

Effective: Fall, 2019

(Year)

Faculty member 🛛 Chair

Request for New Mir	or/Emphasis/Certificate
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Proposal for a New:	Minor	🔀 Emphasis	Certificate
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Department: <u>Technology and Workforce Learning (TWL)</u> College: <u>Technology</u>

Submission Date: 8-30-2018

Contact Person: John L. Iley/Andy Klenke

Title of Proposed Minor/Emphasis /Certificate: BS in Workforce Development - Hospitality Management Emphasis

Purpose/Justification for Minor/Emphasis/Certificate: Emphasis is in response to need for completion degree program for individuals in the workforce that are working in or desire to work in the hospitality and tourism industries. It addresses a need identified by local, regional, and national hospitality and tourism industry. This online workforce development emphasis shares the same HHPR online Hospitality Management (HM) emphasis courses used with their BS in Recreation Services, Sport, and Hospitality Management (BS in RS&HM) degree program. The BS in Workforce Development HR emphasis (BSWD-HM) provides an option for those individuals that have completed an associate degree or 64 credit hours that desire an online completion degree instead of a regular four-year degree program (BS in RS&HM). The BSWD-HM provides optimization of Hospitality Management emphasis courses, as it serves a different clientele. Also, PSU has been approached by tourism schools in Europe to provide their two-year program completers a career pathway to a related baccalaureate completion degree program they can complete online in Europe.

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

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

At this time, PSU's HHPR deparment is offering a certificate in hospitality management, but no other Regent's university offers it. This emphasis in the BS in Workforce Development optimizes course enrollments, while providing a completion degree alternative to HHPR's degree. Both departments are collaborating on this interdisciplinary emphasis.

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

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.

Yes, the Department of Health, Human Performance, and Recreation (HHPR) offers the online Hospitality Management (HM) Emphasis, as part of the BS in Recreation Services, Sport, and Hospitality Management (BS in RS&HM) degree program. A meeting was held May 8, 2018 with the HHPR Chair, HHPR faculty, TWL Chair and TWL faculty. All discussed collaborating on both online and face-to-face completion degree emphases in Hospitality Management using TWL's two completion degree programs--BS in Workforce Development--Hospitality Management Emphasis (totally online program) and BAS in Technology-Hospitality Management (on-campus with HM courses taught online.

See attached email documenting collaboration and HHPR support of these two completion degree emphases.

Please complete the Kansas Board of Regent forms located at

<u>http://www.kansasregents.org/academic_affairs/new_program_approval</u> and list the proposed curriculum for the minor/emphasis/concentration, in section 3 (III) of the forms. Please input the proposed curriculum <u>as you wish it to appear in the next catalog</u>. If you have any questions about the KBOR forms, please contact the Provost's administrative officer at x4113.

Additional Questions

- 1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.): <u>0</u>
- Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
 Yes X No If "yes," please realize that it will need to gain approval of the President's Council.

Please give the rationale for additional student fees:

- Will this minor/emphasis/certificate have specific General Education courses required?
 Yes Xon
 Please realize that it will need to gain approval of the General Education Committee.
- 4. Will this minor/emphasis/certificate affect any education majors? Yes No If "yes," please realize that it will need to have the approval of the Council for Teacher Education.
- 5. What additional costs will be required for this minor/emphasis/certificate (e.g. staffing, equipment, etc.)? <u>0</u>

Additional Questions for certificate only:

- 1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours) 🛛 Yes 🗌 No
- 2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? X Yes No

If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Financial Assistance to initiate Department of Education approval.

3

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

	Approved: Department Chairperson Date 9.20.18 Signature, Department Chairperson
	Approved: College Curriculum Committee Date <u>12.6.18</u> Signature, College Curriculum Committee Chair
	Approved: Dean of College
	Approved: General Education Committee (if applicable) Date Signature, General Education Committee Chair
	Approved: Council for Teacher Education (if applicable) Date Signature, Council for Teacher Education Chair
K	Approved: Faculty Senate University Undergraduate Curriculum Committee 7 Date Signature, Undergraduate Curriculum Committee Chair
	Approved: Faculty Senate Date Signature, Recording Secretary, Faculty Senate
	Final approved packet forwarded to Provost's office. Date Signature, Recording Secretary, Faculty Senate
Approv	al at Kansas Board of Regents level:

COCAO Date: ____

The Provost's Office will notify the department, college and Registrar of the completion of the approval process.

Originating Department(s): After completing this form, in its entirety, please upload it to the Zimbra Briefcase, *"Undergraduate Curriculum Legislation"* (within the appropriate College folder, *"Preliminary Legislation"*), to allow for review and questions. Any modifications should be saved as *"original file name.version2.docx"* and uploaded as well. Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL) FOR FORWARDING TO THE KANSAS BOARD OF REGENTS FOR BOARD APPROVAL.

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

Zimbra

Zimbra

HHPR Support

From : John Oppliger <joppliger@pittstate.edu>

Subject : HHPR Support

Thu, Sep 20, 2018 11:40 AM

To : Andrew Klenke <aklenke@pittstate.edu>

Hello Andy,

On May 8, the HHPR faculty teaching in the <u>Recreation Services</u>, <u>Sport and Hospitality Management</u> program met with the TWL faculty and their chair to discuss the new <u>Hospitality Management</u> emphasis in this program and how it might fit in with the B.S. in Workforce Development (on-line) and the B.A.S. in Technology (on-campus).

Since then, I have met with the faculty as well as the Dean of the College of Education, and we are supportive of this emphasis being associated with these two degrees. Respectfully, John

Dr. John Oppliger, Chair Dept. of Health, Human Performance & Recreation Pittsburg State University Pittsburg, KS 66762-7557 (620) 235-4645 **Kansas Board of Regents**

APPLICATION FOR APPROVAL OF EMPHASIS WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

PITTSBURG STATE UNIVERSITY (NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762 (ADDRESS)

620-235-4113 (Office of the Provost – PSU) (TELEPHONE)

TITLE OF EMPHASIS:

Bachelor of Science in Technology with a Major in Workforce Development---Hospitality Management Emphasis

(Title and CIP)

(Date Submitted)

(Signature of Vice-President/or Provost)

PROPOSAL FOR EMPHASIS WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

Kansas Board of Regents

Submitted by _____Dr. Andy M. Klenke_____

College of Emphasis Technology

Department of Emphasis____Workforce Development and Technology_____

Emphasis: An emphasis is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.

The following type of action requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice form the President and chief Executive Officer: Approval of a new minor in an area of study where no Board-approved degree program exists.

I. Describe the Purpose of the Proposed **Emphasis**:

Purpose. The purpose of adding an additional online emphasis Hospitality Management is to:

- Address need for specialized management personnel in hospitality, restaurant, and tourism industries.
- Provide domestic two-year degree program graduates (or minimum of 64 hours) a pathway to earn a baccalaureate degree leading to new or additional career opportunities in hospitality industries.
- Provide international students, who have successfully completed programs comparable to an associate degree in the U.S., a completion degree program that they can take online in their country.

Rationale. The following reasons are cited for adding this emphasis:

- Regional industry. Industry has cited the growing need for graduates with skill sets this degree provides.
- Course optimization. PSU currently has an online Hospitality Management Emphasis as part of the BS in Recreation Services, Sport, and Hospitality Management (BS in RS,S,&HM) degree. Adding a similar emphasis to the BS in WD degree serves a different clientele looking for completion degree seekers. Both degrees use some of the same emphasis courses, which optimizes enrollments.
- International interest and enrollments. PSU has been approached by tourism schools in Europe to provide their two-year program completers a career pathway to a related baccalaureate completion degree.

II. Provide Curriculum for the Emphasis (extend course listing as needed):This is an online completion degree program, in which 60 hours are taken beyond the associate degree:

Existing Program with Emphases and Proposed Program with NEW Emphasis

Existing Program	Proposed Program w/ NEW Emphasis
Core Requirements (to be taken from PSU) (27 hours)	Core Requirements (to be taken from PSU) (27 hours)
General Education-Related Courses (18 hours)	General Education-Related Courses (18 hours)
TM 350: Societal Influence of Technology	TM 350: Societal Influence of Technology
or GT 350: Technology and Civilization	or GT 350: Technology and Civilization
HRD 555: Diversity in Technology Management	HRD 555: Diversity in Technology Management
PSYCH 575: Industrial and Organizational Psychology	PSYCH 575: Industrial and Organizational Psychology3
SOC 360: Community Sociology	SOC 360: Community Sociology
JUST 223: Basic Interviewing and Counseling Skills	JUST 223: Basic Interviewing and Counseling Skills
COMM 629. Theories of Human Communication	
Rusiness Related Courses (9 hours)	Rusiness Related Courses (9 hours)
MATH (42) Elementary Statistics	MATH 142: Elementer: Statistica
MKTG 330: Principles of Marketing	MKTG 330: Principles of Marketing
MGT 430: Legal and Social Environment of Business	MGT 430: Legal and Social Environment of Business
Workforce Development Courses (12 hours)	Workforce Development Courses (12 hours)
EST 393: Introduction to Industrial Safety 3	EST 393: Introduction to Industrial Safety 3
or EST 512: Risk Assessment	or EST 512: Risk Assessment
TM 390: Trade and Job Analysis	TM 390: Trade and Job Analysis
TM 399: Technology Management Professional Development	TM 399: Technology Management Professional Development
TM 520: Leadership in the Workplace	TM 520: Leadership in the Workplace 3
TM 699: Senior Assessment in Technology Management	TM 699: Senior Assessment in Technology Management
Emphasis I. Supervision & Leadership Courses (21 hours)	Emphasis I. Supervision & Leadership Courses (21 hours)
MFGET 405: Quality Control	MFGET 405: Quality Control
MGT 330: Management and Organizational Behavior3	MGT 330: Management and Organizational Behavior3
EST 630: Safety Management	EST 630: Safety Management
TM 500: Industrial Organization and Technology Management	TM 500: Industrial Organization and Technology Management
IM 501: Work Measurement and Efficiency Methods	TM 501: Work Measurement and Efficiency Methods
TM 505. Facility Maintenance and Management	TM 505. Pacifity Maintenance and Management
OR	OR
Emphasis II. Human Resource Courses (21 hours)	Emphasis II. Human Resource Courses (21 hours)
HRD 575: Instructional Media in Human Resource Development	HRD 575: Instructional Media in Human Resource Development
HRD 596: Introduction to Human Resource Development	HRD 596: Introduction to Human Resource Development
HRD 653: Workforce Preparation	HRD 653: Workforce Preparation
IM 6/9: Presentation Skills	IM 6/9: Presentation Skills
HRD 597. Olganizational Stanning	HRD 598: Talent Management
HRD 630: Employee and Labor Relations	HRD 630: Employee and Labor Relations
Total hours required for Bachelor of Science with a major in Workforce	OR
Development degree (min 120 hours w/ 60 beyond associate degree	Emphasis III Hospitality Management Courses (21 hours)
marridad har DOUD	Emphasis III. Hospitality Wanagement
provided by PSU)	REC 400: Event Planning and Management
	REC 402: Event Design 3
	REC 406: Resort, Spa and Lodging Operations
	REC 408: Casino, Food, and Beverage Operations
	REC 410: Tourism Planning and Development
	HRD 596: Introduction to Human Resource Development
	Total hours required for Bachelor of Science with a major in Workforce
	Devidenment degree (min 120 hours w/ 60 hours degrees
	Development degree (mm. 120 nours w/ ou beyond associate degree
	provided by PSU)

III. Faculty resources:

Note: This is an interdisciplinary, online, completion degree program. As such, this program uses courses from across campus. Each department offering a course determines who will teach it. The data below is an approximation based on what faculty members regularly teach these courses. Total numbers of faculty for the completion degree (60 credit hrs) are noted with <u>those associated specifically with the</u> Hospitality Management (HM) emphasis of the total noted in parentheses (#).

- A. Number of FTE Faculty (12 credit hours/semester) who will teach in the new **emphasis**: <u>1.75</u> (21 credit hour emphasis).
- B. Rank of Faculty (indicate number of faculty for each ranking):

Prof1 (1)	Assoc. Prof1	Asst. Prof2.5 (2)
Instr5	GTAs0	

C. Preparation of Faculty (indicate number of faculty for each degree level):

Bachelor_____ Masters__1___ Doctorate 4 (1.25 and 1 ABD)

Faculty associated with the **new BS in Workforce Development emphasis**—Hospitality **Management** (2.0), also teach a similar Hospitality Management emphasis as part of BS in Recreation Services, Sport, and Hospitality Management (BS in RS,S,&HM) degree.

Pittsburg	State	University
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Request for New Minor/Emphasis/Certificate
Proposal for a New: 🗌 Minor 🛛 Emphasis 🗌 Certificate
Department: <u>Technology and Workforce Learning (TWL)</u> College: <u>Technology</u>
Submission Date: 8-30-2018 Effective: Fall, 2019
Contact Person: John L. Iley/Andy Klenke Science Contact Person: John L. Iley/Andy Klenke Science Contact Person: John L. Iley/Andy Klenke
Title of Proposed Minor/Emphasis /Certificate: BAS in Technology- Hospitality Management Emphasis
Purpose/Justification for Minor/Emphasis/Certificate: Emphasis is in response to need for completion degree program for individuals in the workforce that are working in or desire to work in the hospitality and tourism industries. It addresses a need identified by local, regional, and national hospitality and tourism industry. This BAS in Technology emphasis shares the same HHPR online Hospitality Management (HM) emphasis courses used with their BS in Recreation Services, Sport, and Hospitality Management (BS in RS&HM) degree program. The Bachelor of Applied Science in TechnologyHospitality Management emphasis (BAST-HM) provides an option for those individuals that have completed a related associate degree that desire an on-campus, face-to-face completion degree instead of a regular four-year degree program (BS in RS&HM). The BAST-HM provides optimization of Hospitality Management emphasis courses, as it serves a different clientele. Also, PSU has been approached by tourism schools in Europe to provide their two-year program completers a career pathway to a related baccalaureate completion degree program they can take on-campus at PSU. Is this new minor/emphasis/certificate proposal related to, and/or may affect, any degree program or minor/emphasis/certificate at any other Regent university? Yes No
Whether a "yes" or "no" response, please provide an explanation. At this time, PSU's HHPR department is offering a certificate in hospitality management, but no other Regent's university offers it. This emphasis in the BAS in TechnologyHospitality Management emphasis (BAST-HM) optimizes course enrollments, while providing a completion degree alternative to HHPR's degree. Both departments are collaborating on this interdisciplinary emphasis.
Is this new minor/emphasis/certificate proposal related to, and/or may affect, any other department's/ college's/ unit's curricula or programs at Pittsburg State University?
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. Yes, the Department of Health, Human Performance, and Recreation (HHPR) offers the online Hospitality Management (HM) Emphasis, as part of the BS in Recreation Services, Sport, and Hospitality Management (RS in RS&HM) dogree

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See attached email documenting collaboration and HHPR support of these two completion degree emphases.

Please complete the Kansas Board of Regent forms located at

<u>http://www.kansasregents.org/academic_affairs/new_program_approval</u> and list the proposed curriculum for the minor/emphasis/concentration, in section 3 (III) of the forms. Please input the proposed curriculum <u>as you wish it to appear in the next catalog</u>. If you have any questions about the KBOR forms, please contact the Provost's administrative officer at x4113.

Additional Questions

- 1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.): <u>0</u>
- 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:

- Will this minor/emphasis/certificate have specific General Education courses required?
 Yes X No
 Please realize that it will need to gain approval of the General Education Committee.
- 4. Will this minor/emphasis/certificate affect any education majors? Yes X No If "yes," please realize that it will need to have the approval of the Council for Teacher Education.
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Additional Questions for certificate only:

- 1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours) 🛛 Yes 🗌 No
- 2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? X Yes No

If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Financial Assistance to initiate Department of Education approval.

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

	Approved: Department Chairperson
	Approved: College Curriculum Committee Date <u>12.6.18</u> Signature, College Curriculum Committee Chair
	Approved: Dean of College
	Approved: General Education Committee (if applicable) Date Signature, General Education Committee Chair
	Approved: Council for Teacher Education (if applicable) Date Signature, Council for Teacher Education Chair
Ŕ	Approved: Faculty Senate University Undergraduate Curriculum Committee
	Approved: Faculty Senate Date 18-19 Signature, Recording Secretary, Faculty Senate
	Final approved packet forwarded to Provost's office. Date Signature, Recording Secretary, Faculty Senate
Approv	al at Kansas Board of Regents level:

COCAO Date:

4

The Provost's Office will notify the department, college and Registrar of the completion of the approval process.

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

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Zimbra

Zimbra

HHPR Support

From : John Oppliger <joppliger@pittstate.edu>

Subject : HHPR Support

Thu, Sep 20, 2018 11:40 AM

To : Andrew Klenke <aklenke@pittstate.edu>

Hello Andy,

On May 8, the HHPR faculty teaching in the <u>Recreation Services</u>, <u>Sport and Hospitality Management</u> program met with the TWL faculty and their chair to discuss the new <u>Hospitality Management</u> emphasis in this program and how it might fit in with the B.S. in Workforce Development (on-line) and the B.A.S. in Technology (on-campus).

Since then, I have met with the faculty as well as the Dean of the College of Education, and we are supportive of this emphasis being associated with these two degrees. Respectfully, John

Dr. John Oppliger, Chair Dept. of Health, Human Performance & Recreation Pittsburg State University Pittsburg, KS 66762-7557 (620) 235-4645

Kansas Board of Regents

APPLICATION FOR APPROVAL OF EMPHASIS WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

PITTSBURG STATE UNIVERSITY (NAME OF INSTITUTION)

1701 South Broadway – Pittsburg, KS 66762 (ADDRESS)

620-235-4113 (Office of the Provost – PSU) (TELEPHONE)

TITLE OF EMPHASIS:

Bachelor of Applied Science Degree with a Major in Technology – Hospitality Management Emphasis

(Title and CIP)

(Date Submitted)

(Signature of Vice-President/or Provost)

PROPOSAL FOR EMPHASIS WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

Kansas Board of Regents

Submitted by _____Dr. Andy M. Klenke_____

College of Emphasis_____Technology_____

Department of Emphasis___Workforce Development and Technology____

Emphasis: An emphasis is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.

The following type of action requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice form the President and chief Executive Officer: Approval of a new minor in an area of study where no Board-approved degree program exists.

I. Describe the Purpose of the Proposed **Emphasis**:

Purpose. The purpose of adding an additional emphasis in Hospitality Management is to:

- Address need for specialized management personnel in hospitality, restaurant, and tourism industries.
- Provide domestic two-year degree program graduates (or minimum of 64 hours) a pathway to earn a baccalaureate degree leading to new or additional career opportunities in hospitality industries.
- Provide international students, who have successfully completed programs comparable to an associate degree in the U.S., a completion degree program that they can take on-campus.

Rationale. The following reasons are cited for adding this emphasis:

- Regional industry. Industry has cited the growing need for graduates with skill sets this degree provides.
- Course optimization. PSU currently has an online Hospitality Management Emphasis as part of the BS in Recreation Services, Sport, and Hospitality Management (BS in RS,S,&HM) degree. Adding a similar emphasis to the BS in WD degree serves a different clientele looking for completion degree seekers. Both degrees use some of the same emphasis courses, which optimizes enrollments.
- International interest and enrollments. PSU has been approached by tourism schools in Europe to provide their two-year program completers a career pathway to a related baccalaureate completion degree at PSU. Students take a combination of face-to-face and online courses.

II. Provide Curriculum for the Emphasis (extend course listing as needed): This is an online completion degree program, in which 60 hours are taken beyond the associate degree:

Existing Program with Emphases and Proposed Program with NEW Emphasis Existing Program and Proposed Program [Changes from existing are shown in RED]

Existing Program	Proposed Program
General Education (Minimum 36 hours)	General Education (Minimum 36 hours)
Existing Program General Education (Minimum 36 hours) Basic Skills (9 hours) ENGL 101: English Composition Send 101: English Composition are NGL 209: Introduction to Research Writing or ENGL 301: Technical/Professional Writing or approved substitute Behavioral, Social, History & Political Studies (6 hours) SOC 100: Introduction to Sociology or POLS 101: U.S. Politics 3 or HIST 201: American History to 1865 3 or GT 350: Technology and Civilization 3 or TM 350: Societal Influence of Technology 3 or TM 350: Societal Influence of Technology 3 or PSYCH 155: General Psychology 3 or PSYCH 575: Industrial and Organizational Psychology 3 or MATH 113: College Algebra 3 or MATH 114: Elementary Statistics 3 Sciences (Minimum 6 hours) (8 hours) BIOL 113: Environmental Life Science or natural science substitute 4 PHYS 171: Physical Science Laboratory 1 Producing and Consuming (3 hours) ACCTG 201: Financial Accounting or approved business substitute 3 Fine Arts (Choose one) (3 hours) <td< td=""><td>Proposed Program General Education (Minimum 36 hours) Basic Skills (9 hours) ENGL 101: English Composition a colspan="2">Substrate the end of the end o</td></td<>	Proposed Program General Education (Minimum 36 hours) Basic Skills (9 hours) ENGL 101: English Composition a colspan="2">Substrate the end of the end o
Or approved Humanities substitute (e.g., Ethics)	MUSIC 120: Music Appreciation ()
Or approved Cultural Studies substitute	Or approved Cultural Studies substitute
MGT 330: Management and Organizational Behavior	Business Courses (9 hours) MGT 330: Management and Organizational Behavior 3 MGT 430: Legal and Social Environment of Business 3 MGT 540: Human Resources Management 3 or MKTG 330: Principles of Marketing or approved 300+ 3 business elective 3

- Emphases are Continued on Next Page -

Emphases [Note: only one of current 3 is shown below for illustrative purposes/

Technology Management Emphasis Courses

Technology Management (Organization & Leadership)# (12	? hr)
TM 606: Industrial Supervision	
TM 503: Facility Maintenance and Management	3
or AMMT 602: Manufacturing Facility Maintenance and Management	
EST 393: Introduction to Industrial Safety	
or EST 396: Introduction to Construction Safety	3
or EST 512: Risk Assessment	3
or EST 604: Occupational Health and Safety	3
or EST 630: Safety Management	3
or approved safety substitute course	
TM 500: Industrial Organization and Technology Management	3
Technical Specialization, Support and Electives	

Technical Specialization Courses (40 hours)

(These are community college transfer credits; technical component of AAS degree)

Technology Management Support Courses (15 hours)

	/
TM 399: Technology Management Professional Development	2
MFGET 405: Quality Control or approved substitute	3
TM 501: Work Measurement and Efficiency Methods	
TM 520: Leadership in the Workplace	
TM 683: Internship in Technology Management	
TM 699: Senior Assessment in Technology Management	1

Electives (Business, Education, and Technology classes selected in

consultation with advisor) (12 hours)

Total minimum hours required for Bachelor of Applied Science Degree with a Major in Technology (124 hours)

Emphases [Note: only one of current 3 is shown below for illustrative purposes]

Technology Management Emphasis Courses Technology Management (Organization & Leadership)# (12 hr) TM 606: Industrial Supervision 3 TM 503: Facility Maintenance and Management 3 or AMMT 602: Manifecturing Eacility Maintenance and Management	
EST 393: Introduction to Industrial Safety	
or EST 604: Occupational Health and Safety	
TM 500: Industrial Organization and Technology Management	
Technical Specialization Courses (40 hours)	
(These are community college transfer credits; technical component of AAS degree)	
Technology Management Support Courses (15 hours)	
TM 399: Technology Management Professional Development 2 MFGET 405: Quality Control or approved substitute 3 TM 501: Work Measurement and Efficiency Methods 3	
IM 5701 Leadership in the Workplace	

 TM 520: Leadership in the Workplace
 3

 TM 683: Internship in Technology Management
 3-6

 TM 699: Senior Assessment in Technology Management
 1

Electives (Business, Education, and Technology classes selected in consultation with advisor) (12 hours)

Hospitality Management Emphasis Courses
Hospitality Management (Organization & Leadership)# (12 hr) REC 400: Event Planning and Management 3 REC 406: Resort, Spa and Lodging Operations 3 REC 408: Casino, Food, and Beverage Operations 3 REC 410: Tourism Planning and Development 3
Hospitality Specialization, Support and Electives
Hospitality & Related Specialization Courses (40 hrs)
(These are community college transfer credits; hospitality,
tourism, or career related component of AAS degree)
Hospitality Management Support Courses (18 hours) IM 399: Technology Management Professional Development 2 REC 402: Event Entertainment and Technology 3 REC 404: Event Design 3 REC 404: Event Design 3 EST 393: Introduction to Industrial Safety 3 or EST 512: Risk Assessment 3 or EST 604: Occupational Health and Safety 3 or EST 630: Safety Management 3 or Approved safety substitute course 3 IM 520: Leadership in the Workplace 3 IM 683: Internship in Technology Management 3 IM 699: Senior Assessment in Technology Management 1
Electives (Business, Education, Technology (and Recreation for Hospitality Management Emphasis only) classes selected in consultation with advisor) (9 hours)
Cotal hours required for Bachelor of Applied Science with a major in

Bachelor of Applied Science with a major in Technology degree (min.120 hours w/ 60 beyond associate degree provided by PSU)

III. Faculty resources:

Note: This is an interdisciplinary, online, completion degree program. As such, this program uses courses from across campus. Each department offering a course determines who will teach it. The data below is an approximation based on what faculty members regularly teach these courses. Total numbers of faculty for the completion degree (60 credit hrs) are noted with those associated specifically with the Hospitality Management (HM) emphasis of the total noted in parentheses (#).

- A. Number of FTE Faculty (12 credit hours/semester) who will teach in the new **emphasis**: <u>1.75</u> (21 credit hour emphasis).
- B. Rank of Faculty (indicate number of faculty for each ranking):

Prof1 (1)	Assoc. Prof1 Asst. Prof2.5 (2)
Instr5	GTAs0

C. Preparation of Faculty (indicate number of faculty for each degree level):

Bachelor_____ Masters__1___ Doctorate 4 (1.25 and 1 ABD)

Faculty associated with the **new BAS in Technology emphasis**—Hospitality Management (2.0), also teach a similar Hospitality Management emphasis as part of BS in Recreation Services, Sport, and Hospitality Management (BS in RS,S,&HM) degree.