



# **Pittsburg State University**

## **Faculty Senate Meeting**

**Date:** Monday, November 27, 2017  
**Time:** 3:00 p.m.  
**Location:** Sunflower Room, Overman Student Center

### **AGENDA**

**I. Call to order**

**II. Approval of Oct 23 2017 minutes**

**III. Announcements**

**A. Provost and Vice President of Academic Affairs-Dr. Lynette Olson**

**B. PSU/KNEA Remarks- Laura Washburn**

**C. Student Senate Remarks- Nick Bartelli**

**D. Unclassified Senate Remarks- Erin Sullivan**

**E. University Support Staff Remarks- Michael Kloer**

**F. General Education Review Team- Dr. Steven Horner and Mr. Phil  
McNew**

**G. Faculty Senate Report- Amy Hite**

**IV. Committee Reports**

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

**A. Academic Affairs Committee—Chair: Maeve Cummings (Jorge Leon or  
Brian Moots)**

Change the catalog wording for the Bachelor of General Studies, Bachelor of Integrated Studies, and all Baccalaureate Degrees to be effective for Fall 2018, see attached "Change to Requirements for All Baccalaureate Degrees"

- Undergraduate Curriculum Subcommittee—**Chair: James McBain, Clifford Morris**
- Library Services/Learning Resources Subcommittee—  
**Chair: Hazel Coltharp (Kevin Elliot or Jorge Leon to report)**
- Information Systems Subcommittee—**Chair: Tracy Rampy No Report**
- Continuing Studies Subcommittee— **Chair: Liz Mascher, Nov meeting discussed enrollment, recruitment initiative and future planning. Will not meet again until 2018.**
- Departmental Academic Honors Subcommittee—**Chair: Rion Huffman:**
- Honors College Subcommittee—**Chair: James Greene:**

**From Oct 23, Second reading and vote:**

Currently, the Honors College students are required to earn 21 "honors credits" to graduate as a member in good standing. These credits can be earned through:

Honors Gen Ed Courses (3 credits per 3 hour course)

Honors Contracts (3 credits per 3 hour course)

Study Abroad Programs (3 credits per program)

Research Colloquium Participation (3 credits per oral presentation)

Taking non-required Graduate Classes (3 credits per 3 hour course)

Departmental Academic Honors Program (all 9 hours of projects required)

I am proposing that we make the Departmental Academic Honors program a non-required and optional component of their requirements. They can participate to the level of their interests, but do not necessarily have to complete all 9 credits. The total of 21 honors credits will still be required, but they can earn those credits from any combination of the above options. If they choose to complete all 9 credits of the Departmental Academic Honors program, they will receive their honor cords and their transcript designation as always. If they choose not to do all 9 credits, they will not receive either of these designations.



After reviewing this proposal, the committee voted in favor of implementing this change. During the discussion, committee members unanimously agreed that this change would allow greater flexibility for Honors College students in obtaining honors credits, and would help many students create a clearer path towards completing their degrees.

- Writing Across the Curriculum Subcommittee—**Chair: Rebecca**

**Book** See Memo WL Course Number Policy Change Request.

- Diversity and Multicultural Affairs Subcommittee—**Chair: Jonathan**

**Dresner No Report**

**B. Student Faculty Committee—Chair: Barb McClaskey**

**C. All University Committee—Chair: James McBain No Report**

**D. Faculty Affairs Committee—Chair: Michelle Hudiburg**

**E. Constitution Committee—Chair: Norman Phillip**

**F. General Education Committee—Chair: Mark Johnson**

**G. Budget Committee—Chair: Steve Polley No Report**

**All University Committees or Other Appointments**

- Academic Honesty Committee—**Chair: Clifford Morris No Report**

**V. Unfinished Business:**

**VI. New Business:**

**VII. Open Forum:**

**VIII. Adjournment**

**Next Faculty Senate Meeting: Dec 11, 2017**

## **Change to Requirements for All Baccalaureate Degrees**

**Found in catalog under UNDERGRADUATE DEGREES AND REQUIREMENTS**

*Effective Fall 2018*

### **Degree Requirements (Under Bachelor of General Studies and Bachelor of Integrated Studies)**

Current: (opening statement)

Students must complete 124 semester hours of selected courses and meet all other university requirements including general education requirements. ....

Proposed:

Students must complete 120 semester hours of selected courses and meet all other university requirements including general education requirements. ....

*Effective Fall 2018*

### **Requirements for All Baccalaureate Degrees**

Current:

1. Students must successfully complete a minimum of 124 semester hours of credit with an earned grade point average of 2.00 for all hours attempted and included in the GPA computation.

Proposed:

1. Students must successfully complete a minimum of 120 semester hours of credit with an earned grade point average of 2.00 for all hours attempted and included in the GPA computation.

To: Amy Hite, Faculty Senate President

From: Jim Greene, Honors College Committee Chair

Subject: Report for 10/23/17 Faculty Senate Meeting

Date: 10/20/17

Since last month's Faculty Senate meeting, The Honors College Committee has taken up one major piece of business. We voted to revise the policy regarding the number of honors credits students within the Honors College must acquire to remain in good standing as members of the college. The specific details of this change can be found in the proposal from Dr. Fuchs which I have quoted in its entirety below:

October 13, 2017

Currently, the Honors College students are required to earn 21 "honors credits" to graduate as a member in good standing. These credits can be earned through:

Honors Gen Ed Courses (3 credits per 3 hour course)

Honors Contracts (3 credits per 3 hour course)

Study Abroad Programs (3 credits per program)

Research Colloquium Participation (3 credits per oral presentation)

Taking non-required Graduate Classes (3 credits per 3 hour course)

Departmental Academic Honors Program (all 9 hours of projects required)

I am proposing that we make the Departmental Academic Honors program a non-required and optional component of their requirements. They can participate to the level of their interests, but do not necessarily have to complete all 9 credits. The total of 21 honors credits will still be required, but they can earn those credits from any combination of the above options. If they choose to complete all 9 credits of the Departmental Academic Honors program, they will receive their honor cords and their transcript designation as always. If they choose not to do all 9 credits, they will not receive either of these designations.

After reviewing this proposal, the committee voted in favor of implementing this change. During the discussion, committee members unanimously agreed that this change would allow greater flexibility for Honors College students in obtaining honors credits, and would help many students create a clearer path towards completing their degrees.

Please let me know if you need any additional information regarding this policy.

**To:** Dr. Amy Hite, Senate Faculty President

**CC:** Voting Members of Faculty Senate

**From:** Dr. Jessica Jorgenson Borchert, Director of Writing Across the Curriculum and WAC Committee Members

**Date:** November 20, 2017

**Subject:** Policy change for WL course numbers

Current Writing to Learn policy states that for a course to be designated as Writing to Learn, that course must be a 599 or below level course. Recently, I was approached by Dr. Julie Allison, a faculty member in Psychology and Counseling, to create PSYCH 771 as a WL course for summer 2018. The course met all requirements of WL except for the course number. I have also had other instances where courses higher than 599 have had WL requests. After conferring with others about this policy, I approached the chair of the WAC committee to inquire about a potential policy change. All committee members in WAC voted to get rid of the language regarding a course having to be 599 or below to be classified as a WL course. Instead we propose to eliminate the course number policy so that any course can be classified as WL. This change will not affect graduate student enrollment. Graduate students do not need WL credits, making this a non-issue.

We are writing to ask for a faculty senate vote on the issue of changing the current policy around Writing to Learn courses. Our current policy states that WL courses be of the 100-500 levels, making 599 the highest level a WL course can be designated. We have recently discovered some programs use numbers higher than 599 to designate undergraduate courses. In WAC, we want to continue to allow programs to be able to define how WAC can work best for their individual program. We propose getting rid of the language that a 599 or below level course can only be qualified as Writing to Learn. Instead we propose that we can designate a course that enrolls undergraduates as a Writing to Learn course as long as it meets all other requirements for a WL course.

UGCC Meeting 11/8/17

Voting Members

Daczewitz Harris McBain Morris Prelogar Wright

Dept: BIO

Revision to Course:

BIO 603 Y Y Y Y Y Y

Request for New Course:

BIO 525 Y Y Y Y Y Y

Curriculum Deletion

BA in Biology Y Y Y Y Y Y

Rev. to Curr.

Minor in Biology Y Y Y Y Y Y

Dept: CHEM

Revision to Course

CHEM 325 Y Y Y Y Y Y

Dept: ETECH

Request for New Course

MECET 314 Y Y Y Y Y Y

Dept: HPSS

Request for New Course

HIST 379 Y Y Y Y Y Y

SWK 619 Y Y Y Y Y Y

Rev. To Course

SWK 621 Y Y Y Y Y Y

SWK 622 Y Y Y Y Y Y

Rev. to Curriculum

BSED History/Government Y

Social Work Major Y Y Y Y Y Y

Dept: PSYCH

Deletion of Curriculum

BS Psychology - Case Man. Y Y Y Y Y Y

Dept: TCHLS

New Curriculum

Certificate - Tech. Lit. Y Y Y Y Y Y

Dept: TWL

Revision to Course

TM555 Y Y Y Y Y Y

TM653 Y Y Y Y Y Y

TTED 695 Y Y Y Y Y Y

WT 103 Y Y Y Y Y Y

WT 181 Y Y Y Y Y Y

WT 182 Y Y Y Y Y Y

WT 185 Y Y Y Y Y Y

WT 226 Y Y Y Y Y Y

WT 282	Y	Y	Y	Y	Y	Y
WT 286	Y	Y	Y	Y	Y	Y
WT 300	Y	Y	Y	Y	Y	Y
WT 301	Y	Y	Y	Y	Y	Y
WT 326	Y	Y	Y	Y	Y	Y
WT 333	Y	Y	Y	Y	Y	Y
WT 382	Y	Y	Y	Y	Y	Y
WT 383	Y	Y	Y	Y	Y	Y
WT 399	Y	Y	Y	Y	Y	Y
WT 400	Y	Y	Y	Y	Y	Y
WT 403	Y	Y	Y	Y	Y	Y
WT 412	Y	Y	Y	Y	Y	Y
WT 426	Y	Y	Y	Y	Y	Y
WT 454	Y	Y	Y	Y	Y	Y
WT 511	Y	Y	Y	Y	Y	Y
WT 523	Y	Y	Y	Y	Y	Y
WT 535	Y	Y	Y	Y	Y	Y
WT 585	Y	Y	Y	Y	Y	Y
WT 602	Y	Y	Y	Y	Y	Y
WT 691	Y	Y	Y	Y	Y	Y
WT 692	Y	Y	Y	Y	Y	Y
WT 699	Y	Y	Y	Y	Y	Y
Request for Deletion						
WT 682	Y	Y	Y	Y	Y	Y
Revision to Program						
AASD-WT	Y	Y	Y	Y	Y	Y
BST-WT	Y	Y	Y	Y	Y	Y
BASD-WT	Y	Y	Y	Y	Y	Y
HRD Minor	Y	Y	Y	Y	Y	Y
Deletion of Curriculum						
Res. Con. Emp.	Y	Y	Y	Y	Y	Y
Provisional approval: Pending explanations						

Dept: HHPR

All HHPR curriculum items were voted on by email and all items were approved.

Revision to Course

REC 320

REC 470

Request for New Course

REC 325

REC 406

REC 408

REC 426

REC 450

REC 455

Revision to Curriculum

Recreation Major

Recreation Admin Emphasis

New Certificate

Hospitality Management

**Request for New Course**

(Undergraduate Course Numbers through Course Number 699)

Department: Biology College: Arts and Sciences  
8/18/17

Submission Date:

Contact Person: Christine Brodsky☒ 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.*This course is designed for upper level Biology students, but will also be used for the Sustainability, Society & Resource Management (SSRM) integrated studies degree.**Proposed Course:**Course Number: BIOL 525Title of Course: Urban EcologyCredit Hours: 3Date first offered: 2017

(Semester/Year)

☐ Fall ☒ Spring ☐ Summer  
(check all that apply)Prerequisite: Junior or Senior standingCourse Description (as it will appear in the next catalog): The study of the processes, systems, and relations between living organisms that occur within urban environments focusing on the ecological features of cities; processes determining abundance, distribution, and interactions of organisms; and the interactions between humans and nature in urban ecosystems. Emphasis will be placed on local cities, wildlife, and plant communities.Purpose/Justification for Proposed Course: In a time where 7.4 billion people are on earth with over 54% living in urban areas, the importance of understanding how urban ecosystems function and the processes and patterns of urban biodiversity is critical. This course was designed to supplement the current field emphasis areas regarding their applications to human dominated ecosystems. To emphasize the importance of oral and written communication, this course was designed to be a mixture of lecture and discussion styles, and to conclude with an independent research project. Students will have weekly discussions over primary literature to 1) learn how to read journal articles, 2) understand other students' viewpoints, 3) articulate how urban ecology theories apply to local cities, and 4) practice for a variety of future careers in which students will need to communicate difficult issues in cities. Throughout the semester, we will also make short trips to local urban ecosystems to make our own observations and speak with local experts. The goal of the field trips are to expose students to a variety of careers that require knowledge of urban ecology while also introducing them to local experts that could possibly offer internships/jobs.Objectives/Student Learning Outcomes (as it will appear in the syllabus)By the end of this course, the successful student will be able to:

- Discuss how humans are components of urban ecosystems

• Analyze how urban ecosystems function, the response of plants and animals to urban environments, the ecology of community interactions, and how urban areas affect local, regional, and global biodiversity patterns through a series of case studies

• Address key issues in urban ecosystems while planning for species' management goals and landscape design.

• Contribute to your understanding of urban ecosystems and the organisms that inhabit urban environments, with an emphasis on our local cities (Pittsburg, Joplin, Kansas City).

• Read, interpret, and synthesize primary literature on urban ecology

• Synthesize and communicate their understanding of urban ecology by conducting a research experiment

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

Achievement in this course is accomplished by:

• Participation & Weekly Discussions:

o Initial Questionnaire – 5 points

o Paper Discussion Leader – 20 points

o Participation in Weekly Discussions – 25 points

• Papers and Analyses:

o Field Trip Reflection Paper – 50 points

o Cross-Town Walk Analysis – 50 points

o Research Paper

- Draft – 50 points

- Final – 150 points

- Presentation – 50 points

• Quizzes (4, 50 points each): 200 points

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 General Education? ☐ Yes ☒ No

If "yes," please indicate the University's General Education Goals met by this course AND the assessment data that will be collected to measure these goals:  
 \_\_\_\_\_

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

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

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?  
No additional costs will be required

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

- ☐ Approved: Department Chairperson  
Date 9/12/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 10/2/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 10/2/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 4/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

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**Pittsburg State University  
BIOL 525 – Urban Ecology  
Syllabus - Spring 2017**

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**Instructor:** Dr. Christine Brodsky, Dept. of Biology  
**Office:** 330 Heckert-Weils  
**Office Hours:** TTh 1:00 – 3:00PM; W 9:00 – 11:00AM & by appointment  
**Email & Office Phone** [cbrodsky@pittstate.edu](mailto:cbrodsky@pittstate.edu); (620) 235-4947  
**Credit Hours:** 3  
**Lecture Location:** Hartman 212  
**Lecture Time:** MWF 11:00 – 11:50 AM

**COURSE DESCRIPTION**

Urban ecology is the study of the processes, systems, and relations between living organisms that occur within urban environments. In a time where 7.4 billion people are on earth with over 54% living in urban areas, the importance of understanding how urban ecosystems function and the processes and patterns of urban biodiversity are critical. In this lecture course, we will focus on the ecological features of cities and on the processes determining patterns of abundance and distribution of organisms, the interactions among organisms, and the interactions between humans and nature in urban ecosystems. Emphasis will be placed on urban wildlife and plant species, along with the human dimensions of urban ecosystems. Throughout the semester, we will also make short trips to local urban ecosystems to make our own observations and speak with local experts.

**REQUIRED TEXTS**

- Readings will be posted on Canvas.

**COURSE OBJECTIVES AND LEARNING GOALS**

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

- Discuss how humans are components of urban ecosystems
- Analyze how urban ecosystems function, the response of plants and animals to urban environments, the ecology of community interactions, and how urban areas affect local, regional, and global biodiversity patterns through a series of case studies
- Address key issues in urban ecosystems while planning for species' management goals and landscape design.
- Contribute to your understanding of urban ecosystems and the organisms that inhabit urban environments, with an emphasis on our local cities (Pittsburg, Joplin, Kansas City).
- Read, interpret, and synthesize primary literature on urban ecology
- Synthesize and communicate their understanding of urban ecology by conducting a research experiment

**EVALUATION\***

Achievement in this course is accomplished by:

- **Participation & Discussions:**
  - Initial Questionnaire – 5 points
  - Paper Discussion Leader – 20 points
  - Participation in Weekly Discussions – 25 points

- **Papers and Analyses:**
  - Field Trip Reflection Paper – 50 points
  - Crosstown Walk Analysis – 50 points
  - Research Paper
    - Draft – 50 points
    - Final – 150 points
    - Presentation – 50 points
- **Quizzes (4, 50 points each): 200 points**

#### **GRADING SCALE**

Grades will be based on your points earned as the percentage of the total available points (600) following this grading scale:

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

#### **\*GRADUATE STUDENTS**

Graduate students will be responsible for leading a paper discussion by themselves in order to practice presenting data succinctly to an audience and facilitating a discussion. Graduate students will also have different page length, citation count, and rigor requirements for the research paper. Please see the assignment description on Canvas for requirements specific to graduate students.

#### **FIELD TRIPS**

Over the semester, we will have three field trip possibilities. You are required to **at least attend one**. You may attend all, if you wish, however space is limited with bus space. I will have sign-up sheets for each in class to reserve your spot on the bus.

#### **ATTENDANCE & PARTICIPATION**

Attendance and participation is essential for exemplary performance in this class. By attending lecture, you will learn essential information not discussed in the readings, as well as participate in discussions to help you think critically about topics. Please notify me immediately about any issues that may arise, causing you to miss multiple classes (e.g. death in the family, illnesses, etc.).

#### **DEAD WEEK**

There may be in-class assignments during Dead Week.

#### **NOTE TAKING**

Effective note taking is an essential skill to learn at college and for your future. New research is showing that you learn and retain much more when you write class notes and draw diagrams by hand. This semester, I will strongly discourage all of my students from using a laptop to take notes. However, if you feel as though you must use a laptop in class, please avoid distracting your fellow classmates by not checking email, Facebook, playing games, etc.

#### **E-MAIL POLICY**

I will be using your university email account to contact you outside of class. When emailing me, please use proper email etiquette, such as the use of the subject line and an appropriate greeting like, "Hello Dr. Brodsky" (not "Hey" or "Yo." Yes, I have received both). Please be aware that I check my email sparingly during nights and weekends, so if you send an email after Friday afternoon, please do not expect an answer until Monday morning.

### STUDENT ACCOMMODATIONS

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 prior to the start of the semester.

### ACADEMIC HONESTY AND INTEGRITY POLICY

Academic honesty and integrity is expected and required. Please note that an important element of academic integrity is fully and correctly attributing any materials taken from the work of others. Feel free to consult with me before completing assignments if you have concerns about the correct way to reference the work of others. Plagiarism in any form is not permitted and will be reflected in a grade of an F for the assignment. Please review the academic honesty and integrity policy on the university's webpage: <http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

For additional information and requirements, see the Syllabus Supplement 2017 at: <http://www.pittstate.edu/dotAsset/0be54462-4b5e-4175-bdf2-3ce6e906b42a.pdf>

### Field Trip Schedule\*\*

- March 8      11am – 3pm  
Tar Creek Superfund Site: Picher, OK  
Quapaw Tribe of Oklahoma Environmental Office (Environmental justice)  
Lunch: \$5 for Tribal Elders Lunch (or BYO)
- March 10      Office of Planning, Development & Neighborhood Services: Joplin, MO
- March 15      \*Full day trip\*  
Kansas City Office of Environmental Quality/KC Water Services: Kansas City, MO/KS  
Lakeside Nature Center (Human dimensions of urban ecology)  
Cultivate Kansas City – New Roots for Refugees (Non-profit urban agriculture)

### Lecture, Reading and Assignment Schedule\*\*

Week	Date	Week Topic	Readings	Assignment Due
1	Jan 18 (W)	History & Future of Urban Ecology	McDonnell 2011; McDonnell and MacGregor-Fors 2016	
	Jan 20 (F)			
2	Jan 23 (M)	Spatial Patterns & Models	Forman 2014 Ch. 2; McDonnell and Pickett 1990	Sign Up for Discussion
	Jan 25 (W)			
	Jan 27 (F)			Discussion
3	Jan 30 (M)	Urban Soils, Water, and Climate	Parlow 2011; Sauerwein 2011; Seto et al. 2002	Questionnaire (Canvas)
	Feb 1 (W)			
	Feb 3 (F)			Discussion
4	Feb 6 (M)	Population, Community, and Ecosystem Ecology	Gehrt et al. 2013 Urban et al. 2006	Quiz 1
	Feb 8 (W)			
	Feb 10 (F)			Discussion

5	Feb 13 (M) Feb 15 (W) Feb 17 (F)	Urban Plants	Forman Ch. 8; Williams et al. 2009	Discussion & Research Proposal
6	Feb 20 (M) Feb 22 (W) Feb 24 (F)	Urban Wildlife	Forman 2014 Ch. 9; Parker & Nilon 2008	Discussion
7	Feb 27 (M) Mar 1 (W) Mar 3 (F)	Patterns & Processes of Urban Biodiversity	Aronson et al. 2014; Clucas & Marzluff 2011 Wu 2014	
8	Mar 6 (M) Mar 8 (W) Mar 10 (F)	Field Trips		Discussion Tar Creek Field Trip Joplin Field Trip
9	Mar 13 (M) Mar 15 (W) Mar 17 (F)			Quiz 2 Kansas City Field Trip No Class Research Draft
	Mar 20 - 24		Spring Break	
10	Mar 27 (M) Mar 29 (W) Mar 31 (F)	Conservation in the Urbanizing World	Dearborn and Kark 2009; Goddard et al. 2010; McKinney 2002; Nilon 2010	Discussion
11	Apr 3 (M) Apr 5 (W) Apr 7 (F)	Design for Sustainability & Biodiversity	Forman Ch. 12 Ignatieva et al. 2011	Discussion Quiz 3
12	Apr 10 (M) Apr 12 (W) Apr 14 (F)	Linking Social and Ecological Systems	Cohen et al. 2012; Fuller et al. 2007 Kinzig et al. 2005; Martin 2013	Cross-Town Walk
13	Apr 17 (M) Apr 19 (W) Apr 21 (F)	Environmental Justice		
14	Apr 24 (M) Apr 26 (W) Apr 28 (F)	Unique Cities: Case Studies	Hough Ch. 7	Discussion Cross-Town Walk Analysis Discussion Quiz 4
15	May 1 (M) May 3 (W) May 5 (F) May 8 (M)		Project Presentations	
		Finals Week		Final Paper & Field Trip Reflection

Dates Highlighted in Gray Are Outdoor/ Travel Dates

\*\*Dates subject to change

## **Reading List**

### Week 1: History & Future of Urban Ecology (No Discussions This Week)

- McDonnell, MJ. 2011. The history of urban ecology: an ecologist's perspective. In J. Niemelä (Ed.), *Urban Ecology: Patterns, Processes, and Applications*. Oxford, UK: Oxford University Press.
- McDonnell, MJ and I MacGregor-Fors. 2016. The ecological future of cities. *Science* 352: 936-938.

### Week 2: Spatial Patterns & Models

- Forman, RTT. 2014. Chapter 2: Spatial patterns and mosaics. In RTT Forman (Ed.), *Urban Ecology: Science of Cities*. Cambridge, UK: Cambridge University Press.
- McDonnell, MJ, and STA Pickett. 1990. Ecosystem structure and function along urban-rural gradients: an unexploited opportunity for ecology. *Ecology* 71: 1232-1237.

### Week 3: Urban Soils, Water, and Climate

- Parlow, E. 2011. Urban climate. In J. Niemelä (Ed.), *Urban Ecology: Patterns, Processes, and Applications*. Oxford, UK: Oxford University Press.
- Sauerwein, M. 2011. Urban soils – characterization, pollution, and relevance in urban ecosystems. In J. Niemelä (Ed.), *Urban Ecology: Patterns, Processes, and Applications*. Oxford, UK: Oxford University Press.
- Seto, KC, B Güneralp, and LR Hutyrá. 2012. Global forecasts of urban expansion to 2030 and direct impacts on biodiversity and carbon pools. *PNAS* 109: 16083-16088.

### Week 4: Population, Community, and Ecosystem Ecology

- Gehrt, SD, EC Wilson, JL Brown, and C Anchor. 2013 Population ecology of free-roaming cats and interference competition by coyotes in urban parks. *PLOS One* 8: 1 – 11.
- Urban, MC, DK Skelly, D Burchsted, W Price, and S Lowry. 2006. Stream communities across a rural-urban landscape gradient. *Diversity and Distributions* 12: 337-350.

### Week 5: Urban Plants

- Forman, RTT. 2014. Chapter 8: Urban habitat, vegetation, plants. In RTT Forman (Ed.), *Urban Ecology: Science of Cities*. Cambridge, UK: Cambridge University Press.
- Williams, NSG, MW Schwartz, PA Vesk, et al. 2009. A conceptual framework for predicting the effects of urban environments on floras. *Journal of Ecology* 97: 4-9.

### Week 6: Urban Wildlife

- Forman, RTT. 2014. Chapter 9: Urban wildlife. In RTT Forman (Ed.), *Urban Ecology: Science of Cities*. Cambridge, UK: Cambridge University Press.
- Parker, TS, and CH Nilon. 2008. Gray squirrel density, habitat suitability, and behavior in urban parks. *Urban Ecosystems* 11: 243-255.

### Week 7/8/9: Patterns & Processes of Urban Biodiversity

- Aronson, MFI et al. 2014. A global analysis of the impacts of urbanization on bird and plant diversity reveals key anthropogenic drivers. *Proceedings of the Royal Academy B*. 281: 1-8.
- Clucas, B, and JM Marzluff. 2011. Coupled relationships between humans and other organisms in urban areas. In J. Niemelä (Ed.), *Urban Ecology: Patterns, Processes, and Applications*. Oxford, UK: Oxford University Press.
- Wu, J. 2014. Urban ecology and sustainability: the state-of-the-science and future directions. *Landscape and Urban Planning* 125: 209-221.

Week 10: Conservation in the Urbanizing World

- Dearborn, DC, and S Kark. 2009. Motivations for conserving urban biodiversity. *Conservation Biology* 24: 432-440.
- Goddard, MA, AJ Dougill, and TG Benton. 2009. Scaling up from gardens: biodiversity conservation in urban environments. *Trends In Ecology & Evolution* 25: 90-98.
- McKinney, ML. 2002. Urbanization, biodiversity, and conservation. *Bioscience* 52: 883-890.
- Nilon, CH. 2010. Urban biodiversity and the importance of management and conservation. *Landscape and Ecological Engineering* 7: 45-52.

Week 11: Design for Sustainability & Biodiversity

- Forman, RTT. 2014. Chapter 12: Green spaces, corridors, systems. In RTT Forman (Ed.), *Urban Ecology: Science of Cities*. Cambridge, UK: Cambridge University Press.
- Ignatieva, M, GH Stewart, and C Meurk. 2011. Planning and design of ecological networks in urban areas. *Landscape and Ecological Engineering* 7: 17-25.

Week 12/13: Linking Social & Ecological Systems: Environmental Justice

- Cohen, M, R Baudoin, M Palibrk, N Persyn, and C Rhein. 2012. Urban biodiversity and social inequalities in built-up cities: new evidences, next questions. The example of Paris, France. *Landscape and Urban Planning* 106: 277-287.
- Fuller, RA, KN Irvine, P Devine-Wright, PH Warren, and KJ Gaston. 2007. Psychological benefits of greenspace increase with biodiversity. *Biology Letters* 3: 390-394.
- Kinzig, AP, P Warren, C Martin, D Hope, and M Katti. 2005. The effects of human socioeconomic status and cultural characteristics on urban patterns of biodiversity. *Ecology and Society* 10: 1-13.
- Martin, A. 2013. Global environmental in/justice, in practice: introduction. *The Geographical Journal* 179: 98-104.



# Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: Biology College: Arts and Sciences

Submission Date: \_\_\_\_\_

Contact Person: James Whitney ☒ Faculty member ☐ Chair

Revision Effective: Spring/2018 (Semester/year)

Offered: (check all that apply)

- ☐ Fall  
☒ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This course is targeted toward to upper level Biology majors interested in conducting research.

Purpose/Justification for Revision to Course: This course was previously offered alongside the graduate version of Biometry (BIOL 803) as a dual-listed course (i.e., BIOL 603/803), but is currently inactive in the GUS system. The purpose of this revision is simply to reactivate Biometry for undergraduate credit so that it can be taught as a dual-listed course with BIOL 803, which is active and taught every Spring. Additionally, the proposed version of BIOL 603 will be offered for 3 credit hours to match BIOL 803; it is unclear why the inactive version of BIOL 603 was only offered for 1 credit hour.

## Existing Course:

Course Number: BIOL 603

Title of Course: Biometry

Credit Hours: 1

Prerequisite: MATH 113 College Algebra and 20 hours of biology, or equivalent, or permission of instructor.

Course Description (as it appears in the current catalog): The application of statistical methods to data from various fields of biological research. Special emphasis placed on practical computational procedures and experimental design.

## Proposed Course:

Course Number: BIOL 603

Title of Course: Biometry

Credit Hours: 3

Prerequisite: MATH 113 College Algebra and 20 hours of biology, or equivalent, or permission of instructor.

Course Description (as it will appear in the next catalog): The application of statistical methods to data from various fields of biological research. Special emphasis placed on practical computational procedures and experimental design.

### Additional Questions

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

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

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

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

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

3. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?  
\$0

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

- ☐ Approved: Department Chairperson  
Date 9/13/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 9/21/17 Signature, College Curriculum Committee Chair McPomath
- ☒ Approved: Dean of College  
Date 9/21/17 Signature, Dean McPomath
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

# Request for Deletion of Curriculum

Deletion of: ☒ Major ☐ Minor ☐ Emphasis ☐ Certificate

Department: Biology College: Arts and Sciences

Submission Date: Sept. 2017

Revision Effective: Fall, 2017  
(Year)

Contact Person: Dixie L Smith ☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: BA in Biology

Rationale for Deletion: Enrollment in this degree has been negligible for many years, and deletion was recommended by our outside evaluator at last Program Review.

Will this deletion 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.*

Enrollment has been so minimal for years that deletion of the BA will not affect other departments.

Will this deletion involve specific General Education courses? ☐ Yes ☒ No

*If "yes," please realize that it will need to gain approval of the General Education Committee.*

Will this deletion affect any education majors? ☐ Yes ☒ No

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

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

- ☐ Approved: Department Chairperson  
Date 8/21/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 8/21/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 8/21/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 4/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

Notification to COCAO/Kansas Board of Regents: \_\_\_\_\_ Date: \_\_\_\_\_

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

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 and a memo on department letterhead, apply the appropriate signatures, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND the MEMO TO THE OFFICE OF THE PROVOST (220 RUSS HALL)

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 informational purposes.

# Request for Revision to Curriculum

Revision for: ☐ Major ☒ Minor ☐ Emphasis ☐ Certificate

Department: Biology College: Arts and Sciences

Submission Date: September-17

Revision Effective: Fall, 2017 or SP18  
(Year)

Contact Person: Dixie Smith ☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Minor in Biology

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

Description of Change: Increase number of course options so that students can complete the minor in 20 hours.

Rationale for Change (include changes to curriculum objectives): As it is currently described, the "Minor in Biology" cannot be completed in 20 hours due to prerequisites required for the listed courses.

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

☐ Yes ☒ No

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

The Minor in Biology will be of use only to students completing Majors on our campus.

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

☒ Yes ☐ No

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

The "yes" response refers to the fact that this minor could be much more widely utilized by students in other departments if the number of allowed Biology course options were broader, and that would be a positive result. A potentially negative result would be that because chemistry courses (e.g. CHEM 225/226, CHEM 107/108) are prerequisites that might be utilized less frequently following this revision. However, the impact should be minimal, because currently this minor is under-utilized.

## Existing Major or Minor/Emphasis/Certificate

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

Biology (20 hours) BIOL 111: General Biology ...3 and BIOL 112: General Biology Laboratory ....2

BIOL 257: Anatomy and Physiology ...3 and BIOL 258: Anatomy and Physiology Laboratory .....2

BIOL 322: Genetics ...3 and BIOL 323: Genetics Laboratory ...2

BIOL 371: General Microbiology ....3 and BIOL 372: General Microbiology Laboratory ...2

## Proposed Major or Minor/Emphasis/Certificate:

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

- 8 Required BIOL 211 Principles of Biology I and BIOL 212 Principles of Biology II
- 13 Biology electives to make at least 21 hours.



**Additional Questions**

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):  
None
2. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?  
☒ Yes   ☐ No   *If "yes," please realize that it will need to gain approval of the President's Council.*

Please give the rationale for additional student fees:

In the existing requirements for this minor, BIOL 258 requires a lab fee of \$10.00. In the newly proposed Biology minor, BIOL 258 is not required, but BIOL 212 is, with a lab fee of \$12.00. Therefore, the required courses for this proposal will cost \$2.00 more than the previous requirements. However, the new requirements are more flexible and students can satisfy them with courses that do not require lab fees. In contrast, the old minor required one or more prerequisite courses with lab fees.

3. Will this revision have specific General Education courses required? ☐ Yes ☒ No  
*Please realize that it will need to gain approval of the General Education Committee.*
4. Will this revision affect any education majors? ☐ Yes ☒ No  
*If "yes," please realize that it will need to have the approval of the Council for Teacher Education.*
5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?  
No additional costs will be incurred.

**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? ☐ 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  
Date 8/21/17 Signature, Department Chairperson *David A. Smith*
- ☒ Approved: College Curriculum Committee  
Date 8/21/17 Signature, College Curriculum Committee Chair *McLorneth*
- ☒ Approved: Dean of College  
Date 8/21/17 Signature, Dean *McLorneth*
- ☐ Approved: General Education Committee (If applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (If applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair *[Signature]*
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

Date: \_\_\_\_\_

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

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

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

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

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

# Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: ChemistryCollege: A&S

Submission Date: \_\_\_\_\_

Contact Person: CJ Neef☒ Faculty member ☐ ChairRevision Effective: Fall 2018 (Semester/Year)

Offered: (check all that apply)

☒ Fall☐ Spring☒ Summer

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

☒ Yes ☐ No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*Since biology students are the largest group taking Organic 1, I have discussed the change with Dr. Dixie Smith. She has said that it should not be a problem for their students.Purpose/Justification for Revision to Course: The prerequisite for Chem 325 needs to be changed from Chem 215 to Chem 225. This will provide students with additional rigor in chemistry prior to taking Chem 325 which is anticipated to reduce attrition rates.**Existing Course:**Course Number: CHEM 325Title of Course: Organic Chemistry ICredit Hours: 3Prerequisite: Chem 215Course Description (as it appears in the current catalog): Introduction to organic bonding, structure, nomenclature, mechanisms and reactions. Prerequisite: CHEM 215 General Chemistry I. CHEM 225 General Chemistry II is strongly recommended. Prerequisite or Corequisite: CHEM 326 Organic Chemistry Laboratory.**Proposed Course:**Course Number: Chem 325Title of Course: Organic Chemistry ICredit Hours: 3Prerequisite: Chem 225

Course Description (as it will appear in the next catalog): Introduction to organic bonding, structure, nomenclature, mechanisms and reactions. Prerequisite: CHEM 225 General Chemistry II. Prerequisite or Corequisite: CHEM 326 Organic Chemistry Laboratory.

**Additional Questions**

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

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

\_\_\_\_\_

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

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

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

3. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?  
No

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

- ☐ Approved: Department Chairperson  
Date 09/07 Signature, Department Chairperson Pedro X. Dornier
- ☒ Approved: College Curriculum Committee  
Date 10/17 Signature, College Curriculum Committee Chair MC Lomath
- ☒ Approved: Dean of College  
Date 10/17 Signature, Dean MC Lomath
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

**Request for New Course**

(Undergraduate Course Numbers through Course Number 699)

Department: History, Philosophy and Social Sciences  
Submission Date: August 2017

College: Arts & Sciences

Contact Person: Chris Childers, Kirstin Lawson

☒ 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.

N/A New Course affects only History BSED students and History faculty.

**Proposed Course:**

Course Number: HIST 379

Title of Course: History Education Seminar

Credit Hours: 1

Date first offered: Fall 2018  
(Semester/Year)

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

Prerequisite: Prerequisite or Corequisite EDUC 307 Clinical Experience

Course Description (as it will appear in the next catalog): Issues related to the professional preparation of secondary History/Government teachers and an in-depth examination of critical issues in public education. Prerequisite or Corequisite: EDUC 307 Clinical Experience

Purpose/Justification for Proposed Course: Evaluations of the History/Government BSED program through annual assessment, PRAXIS, and CAEP have revealed the need for additional professional preparation.

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

Students who successfully complete this upper division History course will be able to:

\*\*Demonstrate an adequate ability to identify and characterize basic historical concepts as they apply to middle school and secondary History/Government teaching.

\*\*Demonstrate an adequate ability to identify and characterize connections between the topics covered by the Kansas Standards for History, Government, and Social Studies.

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

Quizzes: Students will take multiple short quizzes throughout the course of the semester.

Writing assignments: Students will complete multiple informal papers over the course of the semester.

Presentation: Students will complete a pedagogical presentation.

Exams: Students will complete a final exam.

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:

N/A

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

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

N/A

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

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

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



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

- ☒ Approved: Department Chairperson  
Date 8 Aug '17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 9/14/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 9/14/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☒ Approved: Council for Teacher Education (if applicable)  
Date 10/4/17 Signature, Council for Teacher Education Chair [Signature]
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

## History 379: History Education Seminar, SYLLABUS DRAFT Pittsburg State University

Meeting times, days, and location

Dr. Kirstin Lawson

Office: Russ Hall, 406 E, phone x4319

[klawson@pittstate.edu](mailto:klawson@pittstate.edu)

The best way to contact me is by email.

Office hours: 2-3 on TTh, 11-2 on W, and by appointment

Please feel free to email me to make an appointment!

Prerequisites: You must have completed or be currently taking EDUC 307 Clinical Experience

Course description: This classroom-based, face-to-face course is an introduction to issues related to the professional preparation of History/Government teachers and an in-depth examination of critical issues in public education.

Course and History Program Goals: A student who successfully completes this course will be able to:

1. Demonstrate an adequate ability to identify and characterize basic historical concepts as they apply to middle school and secondary History/Government teaching
2. Demonstrate an adequate ability to identify and characterize connections between the topics covered by the Kansas Standards for History, Government, and Social Studies.

Required materials:

\*Bowlan, Jeanne M., *Praxis Social Studies Content Knowledge (5081): Book + Online (Praxis Teacher Certification Test Prep)* 3<sup>rd</sup> Edition, ISBN 978-0738612065

\*Holley, Scott., *Becoming the Teacher You Wish You'd Had*, ISBN 978-1612481906

Course requirements:

Attendance and informed participation will be noted. Roughly half of this course will be discussions and activities, while the rest of the course will be a hands-on history lab. Students will be expected to participate in discussions and activities thoughtfully.

Quizzes –Students will complete quizzes for all of their reading assignments. Those quizzes will be posted on Canvas. Questions for these quizzes will be a mixture of multiple choice, fill in the blank, and reflective short answers. If you have done your reading, you will do well. If you answer the short answer questions thoughtfully, you will do well. Please see Canvas for further details. Do NOT take your online quizzes on an iPad. They will not post correctly to Canvas, and I will not allow you to retake them. Always check the gradebook after you have taken an online quiz to ensure it posted to Canvas.

You will also periodically be taking in-class pop quizzes. Pop quizzes may NOT be made up for any reason.

Final exam – This will be a short answer and objective question test. In order to get a good grade on this exam, make sure to take good notes both in class and for your readings. This exam will be given in class.

Presentation - Using principles covered in this course, students will present a lesson they have designed for a middle- or high-school class.

#### Course Policies:

All written assignments should be completed using Microsoft Word. Specific formatting requirements will be posted on Canvas. If you do not have access to Word on your personal computer, convert your personal files to Word using campus computers before you submit those files to Canvas. If you have problems, feel free to consult with the Gorilla Geeks, who should be able to answer all your computing questions. Electronic assignments will be accepted when they are in .doc or .docx format. **NO OTHER FORMATS WILL BE ACCEPTED.** Common but unacceptable formats include .wps, .wpd, .pdf.

Please note that some Word formatting (especially in regards to footnotes, margins, font, and paragraphing) “disappears” during file conversion. Formatting matters to your grade. **If you are using a “free” version of Word, any version of WordPad, or any program on a Mac or a tablet, I strongly recommend that you convert your document to Word using PSU Windows-based computers.** Then spend time combing through your converted document to make sure all of your formatting is appropriate. Upload your file to Canvas only after you have followed these recommendations. I cannot make allowances for Word difficulties during grading.

Computer “issues” such as viruses, lost files, faulty hard drives, misplaced thumb drives, etc. tend to occur more frequently as due dates approach. As a responsible scholar, you should be aware that these issues may happen to you. **I cannot make allowances for any computer issues, so you should be proactive and back up all of your files!**

Late assignment and absence policy: No late quizzes will be accepted. **Late written assignments will lose one letter grade for each 24-hour period they are late; this 24-hour period begins as soon as class begins on the assignment due date. In other words if you turn your assignment in at 10:45 rather than at 9:30, you have already lost one letter grade.** All written assignments will be screened for plagiarism through an online program. The final exam must be taken on the day and at the time it is given to the class.

I will consider absences “excused” only in cases of emergency that are documented by the university administration. I will not accept late papers without penalty or give “make-up” assignments unless the student has an official excused absence. If you have a documented, extraordinary circumstance, see me about your assignment or absence. Please note, most common life experiences are not extraordinary. For example, having a

cold is common; admission to the hospital for an appendectomy is extraordinary. I am always happy to accept assignments early. If you are concerned that you may have a flat tire on Thursday when an assignment is due, feel free to turn it in to me on Tuesday or Wednesday!

**Common courtesy:** All members of the Pitt State community are expected to treat each other with respect and dignity. Accordingly, I expect you to behave decently towards your classmates and me. This means, among other things, that you should have personal conversations *outside* instead of *inside* the classroom, cell phones and other electronic playthings should be *turned off* and *stowed away*, and work for other classes should not be done in this class. Egregious cell phone usage will result in an unexcused absence. Do not chronically arrive late or leave early unless you have a special circumstance and get my permission ahead of time. If you do arrive late or have to leave early, sit near the door and do not create a distraction for everyone else in the room. Disruptive students will be asked to leave the classroom (unexcused absence). Continual disruption will result in expulsion from the class.

**Academic integrity:** I expect that all my students will adhere to Article 30 in the "Code of Student's Rights and Responsibilities" (can be found online on the current student homepage). **Anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.** There is an easy way to avoid such a dreadful destiny: do your own work, and please take advantage of my abundant willingness to help you. For more information, see:  
<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

**Equal access:** Any student who feels that he or she may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At that time, we can discuss the course format, anticipate your needs, and explore possible accommodations. For more information, see:  
<http://www.pittstate.edu/office/center-for-student-accommodations/index.dot>

**Syllabus supplement:** For official PSU policies and information about campus resources, notifications (including the required, aforementioned *Academic Integrity Policy* and the approved *Dead Week Policy*), expectations, grades, etc., see:  
<http://www.pittstate.edu/office/registrar/syllabus-supplement.dot>

The grade you earn for this course will be determined based on the following distribution:  
 90-100% = A; 80-89.9% = B; 70-79.9% = C; 60-69.9% = D; below 60% is a failing grade.

The readings and assignment schedule for this semester will be posted on Canvas.

# Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: HPASS College: Arts & Sciences

Submission Date: 9/7/17

Contact Person: Patricia Magee

☒ 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.*

This course does not affect any other program or department at PSU.

## Proposed Course:

Course Number: 619 *SWK*

Title of Course: Pre-Practicum Seminar

Credit Hours: 1

Date first offered: Spring 2018  
(Semester/Year)

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

Prerequisite: SWK 420 Advanced Social Work Practice I, SWK 600 Advanced Social Work Practice II: Mezzo, SWK 601 Advanced Social Work Practice III: Macro, Students should be planning on taking Integrative Seminar and their Practicum the following semester.

Course Description (as it will appear in the next catalog): The pre-practicum seminar course is the first bridge between classroom and field. It is a professional development course and requires students to complete a senior portfolio. Understanding that field education is the signature pedagogy for social work, it is essential that students are prepared for and understand the importance of a successful field experience. The pre-integrative seminar is designed to assist the student in selecting the best practicum site for them. They will write resumes, practice interviewing techniques, and research potential placement options.

Purpose/Justification for Proposed Course: This course is designed to assist the student in selecting the best practicum site for them. They will write resumes, practice interviewing techniques, and research potential placement options.

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

### Course Objectives

Upon completing the assignments and activities of this seminar, the student will have demonstrated competency in the following course objectives.

1. Preparing a resume and letter of introduction for perspective field agencies.
2. Researching different agencies and gather information on that agency's mission, organizational structure, sources of funding, key programs, and its relationships with other human services agencies.
3. Practicing interviewing techniques and be able to interview professionally.
4. Describe the safety concerns and what precautions should be taken for any given agency.
5. Be able to set personal goals to become a better interviewer.

6. Be able to assess your own strengths and weaknesses prior to the interview

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

Students will have several projects throughout the semester and will develop a portfolio readily available when interviewing. The instructor will grade the resumes based on a written rubric, interviewing skills will be assessed through mock interviews and students will be required to meet with the instructor at least 3 times to discuss progress on possible practicum sites.

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

## Additional Questions

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

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

Please give the rationale for additional student fees:  
\_\_\_\_\_

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

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

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

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

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

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

- ☐ Approved: Department Chairperson  
Date 10/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 11/17 Signature, College Curriculum Committee Chair [Signature]
- ☐ Approved: Dean of College  
Date 11/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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



# Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: HPASS College: Arts & Sciences  
09/06/17

Submission Date:

Contact Person: Patricia Magee ☒ Faculty member ☐ Chair

Revision Effective: Sp 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This change does not affect any other program at PSU.

Purpose/Justification for Revision to Course: We are reducing the credit hours for Integrative Seminar, which students take along with practicum, from 3 credit hours to 2 credit hours. This change will allow us to create a 1 credit hour pre-practicum course, which is consistent with other programs, and which will aid in assessment of students' competencies prior to practicum placement. This will be a benefit for accreditation purposes. After reducing the credit hours for Integrative Seminar, the practicum needs to be increased to 10 credit hours so students will be enrolled in 12 credit hours total. Students are in practicum for 480 hours during the semester.

## Existing Course:

Course Number: SWK 621

Title of Course: Practicum in Social Work

Credit Hours: 9

Prerequisite: Prerequisite: SWK 420 Advanced Social Work Practice I, SWK 600 Advanced Social Work Practice II: Mezzo, SWK 601 Advanced Social Work Practice III: Macro and permission of instructor. Corequisite: SWK 621 Practicum in Social Work. Open to social work majors only.

Course Description (as it appears in the current catalog): Practice experience and field instruction in a social welfare setting with a qualified social worker as field instructor, assisting the student to integrate theory and practice and to develop beginning level professional competence. Students will spend four eight-hour days per week within the field setting and the fifth day in on-campus coursework. To be taken during the first or second semester of the senior year.

## Proposed Course:

Course Number: SWK 621

Title of Course: Practicum in Social Work

Pittsburg State University

Credit Hours: 10

Prerequisite: Prerequisite: SWK 420 Advanced Social Work Practice I, SWK 600 Advanced Social Work Practice II: Mezzo, SWK 601 Advanced Social Work Practice III: Macro and permission of instructor. Corequisite: SWK 622 Integrative Seminar

Course Description (as it will appear in the next catalog): Practice experience and field instruction in a social welfare setting with a qualified social worker as field instructor, assisting the student to integrate theory and practice and to develop beginning level professional competence. Students will spend four eight-hour days per week within the field setting and the fifth day in on-campus coursework. To be taken during the final semester of senior year.

**Additional Questions**

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

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

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

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

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

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

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

- ☒ Approved: Department Chairperson  
Date 8 Sept. 17 Signature, Department Chairperson [Signature]
- ☐ Approved: College Curriculum Committee  
Date 11/17 Signature, College Curriculum Committee Chair MC Lomatto
- ☒ Approved: Dean of College  
Date 11/17 Signature, Dean MC Lomatto
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

**Request for Revision to Course**

(Undergraduate Course Numbers through Course Number 699)

Department: HPASS College: Arts & SciencesSubmission Date: 9/6/17Contact Person: Patricia Magee ☒ Faculty member ☐ ChairRevision Effective: Sp 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☐ Summer

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

☐ Yes ☒ No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This is a change within the social work course load and will not affect any other department. It also will not affect the overall hours for our social work students. It will provide the students with additional information and time for selecting practicum placement options.Purpose/Justification for Revision to Course: Cutting down Integrative Seminar to 2 hours allows the program to provide a one hour course which will be utilized for the development of the student's practicum the next semester.**Existing Course:**Course Number: SWK 622Title of Course: Integrative Seminar in Social WorkCredit Hours: 3Prerequisite: Prerequisite: SWK 420 Advanced Social Work Practice I, SWK 600 Advanced Social Work Practice II: Mezzo, SWK 601 Advanced Social Work Practice III: Macro, Pre-Integrative Seminar and permission of instructor. Corequisite: SWK 621 Practicum in Social Work. Open to social work majors only. ...Course Description (as it appears in the current catalog): A cumulative effort during which the student synthesizes and integrates strands of the social work curriculum by (1) developing and explicating his/her personalized social work frame of reference, and (2) demonstrating consumption and utilization of professional literature for knowledge-guided practice, in the context of his/her frame of reference.**Proposed Course:**Course Number: SWK 622Title of Course: Integrative Seminar in Social Work

Credit Hours: 2

Prerequisite: SWK 420 Advanced Social Work Practice I, SWK 600 Advanced Social Work Practice II: Mezzo, SWK 601 Advanced Social Work Practice III: Macro, Pre-Integrative Seminar and permission of instructor, Corequisite: SWK 621 Practicum in Social Work. Open to social work majors only.

Course Description (as it will appear in the next catalog): A cumulative effort during which the student synthesizes and integrates strands of the social work curriculum by (1) developing and explicating his/her personalized social work frame of reference, and (2) demonstrating consumption and utilization of professional literature for knowledge-guided practice, in the context of his/her frame of reference.

**Additional Questions**

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

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

\_\_\_\_\_

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

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

*If "yes," please realize that it will need to have the approval of the Council for Teacher Education*

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

none

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

- ☒ Approved: Department Chairperson  
Date 21-Sep-2013 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 10/2/17 Signature, College Curriculum Committee Chair McDonette / 42
- ☒ Approved: Dean of College  
Date 10/2/17 Signature, Dean McDonette / 42
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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



# Request for Revision to Curriculum

Revision for: ☒ Major ☐ Minor ☐ Emphasis ☐ Certificate

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

Submission Date: August 2017

Revision Effective: Fall, 2018

Contact Person: Chris Childers, Kirstin Lawson

(Year)

☒ Faculty member ☐ Chair

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

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

## Description of Change:

- 1) Economics: Remove option to take either Econ 191 or Econ 200 + Econ 201; replace with requirement to take Econ 200 + Econ 201. Net change = + 3 credit hours.
- 2) Total elective hours: Remove language allowing 3 "free" elective hours: "HIST/SOC/GEOG/ECON/POL (any course numbered 300 and above for which they have the prerequisites or permission of instructor) (3 hours)." Net change = - 3 credit hours
- 3) Political Science: Remove requirement for either POLS 661 or POLS 662 and change elective hours to a specific list of POLS courses. Net change = -3 credit hours.
- 4) History: Revise list of courses into four categories instead of six categories; change electives language to restrict to courses numbered 400 and above. No change in total credit hours.
- 5) History: Add one new course: HIST 379 (1 hour). Net change = +1 credit hour
- 5) Remove program description language that is no longer relevant: "Alternatives to HIST 540 English History to 1660, HIST 546 The Age of Empire, HIST 656 Sectional Crisis and Civil War and HIST 665 Modern America since 1968, as listed in Section II, may be taken."
- 6) Alter program description language as appropriate: "The major includes 60 hours of history, social science courses and an economics course. It does not require a minor." will change to "This major does not require a minor."
- 7) Overall credit hour change for the major is -2 hours.

## Rationale for Change (include changes to curriculum objectives):

- 1) Kansas Standards for History Government and Social Studies changed in April 2013; these program changes reflect the new Kansas standards for History and Economics.
- 2) PRAXIS content exam scores have been declining, particularly in the Economics section; it is anticipated that the state legislature will soon be actively recommending that secondary schools offer Economics courses. These program changes will provide additional Economics education, addressing the potential growth in the educational job market as well as deficiencies revealed by PRAXIS scores.
- 3) New course (HIST 379) provides additional professional education for History/Government majors and an in-depth examination of critical issues in public education.

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

☐ Yes ☒ No

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

This program is one that currently exists at other Regents' Universities.

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

☒ Yes ☐ No

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

Total number of hours students will be taking in the Economics department will increase from 3 to 6.

Total number of hours students will be taking in the Political Science program (History, Philosophy and Social Sciences Department) will decrease from 15 to 12.

Email documentation from both departments is attached.

### Existing Major or Minor/Emphasis/Certificate

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

Bachelor of Science in Education Degree with a Major in History/Government

Program Coordinator: Kirsten L. Lawson

Professors: John L.S. Daley, Stephen A. Harmon, James B.M. Schick, Kelly A. Woestman

Associate Professor: Jonathan F. Dresner

Assistant Professors: Chris Childers, Kirstin L. Lawson

To conform to current Kansas State Department of Education guidelines, the student seeking a Bachelor of Science in Education degree in the Department of History, Philosophy and Social Sciences must complete the requirements for History/Government licensure as shown below. Alternatives to HIST 540 English History to 1660, HIST 546 The Age of Empire, HIST 656 Sectional Crisis and Civil War and HIST 665 Modern America since 1968, as listed in Section II, may be taken. This degree meets current Kansas requirements for the licensure of secondary school teachers in world history, American history, political science, geography, sociology, and economics. All students seeking this degree should consult the appropriate sections of this catalog for the general requirements for the degree and for the specific regulations governing admission to teacher education, required courses, and the professional semester. The major includes 60 hours of history, social science courses and an economics course. It does not require a minor.

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

- II. History/Government Requirements (57 hours)
  - History (36 hours)
    - ☒ HIST-101: World History to 1500 (3 hours)
    - ☒ HIST-102: World History from 1500 (3 hours)
    - ☒ HIST-201: American History to 1865 (3 hours)
    - ☒ HIST-202: American History from 1865 (3 hours)
    - ☒ HIST-430: History: Theory and Practice (3 hours)
    - ☒ HIST-619: Kansas and the West (3 hours)
  - ☒ One from the following:
    - ☒ HIST-650: Colonial America (3 hours)
  - OR HIST-652: American Revolution (3 hours)
  - OR HIST-655: Early American Republic, 1789-1848 (3 hours)

- ☒ One from the following:
  - ☒ HIST-620: History of the South (3 hours)
- OR HIST-636: Native Americans (3 hours)
- OR HIST-656: Sectional Crisis and Civil War (3 hours)

- OR HIST-657: Reconstruction and New South (3 hours)
- OR HIST-660: Industrial America, 1865-1914 (3 hours)

☒ One from the following:

- ☒ HIST-515: World War I (3 hours)
- OR HIST-518: Nazi Germany and the Holocaust (3 hours)
- OR HIST-520: World War II (3 hours)
- OR HIST-522: Korean and Vietnam Wars (3 hours)
- OR HIST-540: English History to 1660 (3 hours)
- OR HIST-545: English History since 1660 (3 hours)
- OR HIST-546: The Age of Empire (3 hours)
- OR HIST-548: The French Revolution and Napoleon (3 hours)
- OR HIST-610: Modern Europe, 1500 to 1815 (3 hours)
- OR HIST-644: The Tudor Age (3 hours)
- OR HIST-535: Medieval Civilization (3 hours)

☒ One from the following:

- ☒ HIST-505: African Civilizations (3 hours)
- OR HIST-507: Modern Africa (3 hours)
- OR HIST-510: Modern Middle East (3 hours)
- OR HIST-547: Radical Islam (3 hours)
- OR HIST-626: U.S. Iraq and Afghanistan (3 hours)

☒ One from the following:

- ☒ HIST-625: Mexico and the US Southwest (3 hours)
- OR HIST-662: Modern America, 1912-1941 (3 hours)
- OR HIST-664: Modern America, 1941-1968 (3 hours)
- OR HIST-665: Modern America Since 1968 (3 hours)
- OR HIST-668: U.S. as a Superpower (3 hours)

☒ One from the following:

- ☒ HIST-523: Early China (3 hours)
- OR HIST-524: Early Japan (3 hours)
- OR HIST-526: Japan Since 1700 (3 hours)
- OR HIST-527: China Since 1700 (3 hours)
- OR HIST-529: History of South Asia (3 hours)
- OR HIST-531: Samurai: History, Literature, Myth (3 hours)
- OR HIST-532: History of Japanese Women (3 hours)
- OR HIST-533: US-East Asia Relations (3 hours)
- OR HIST-534: Korea Since 1700 (3 hours)

☐ Social Science (18 hours)

- ☒ GEOG-106: World Regional Geography (3 hours)
- ☒ GEOG-300: Elements of Geography (3 hours)
- OR GEOG-304: Human Geography (3 hours)
- ☒ POLS-101: U.S. Politics (3 hours)
- ☒ POLS-103: Comparative Political Institutions (3 hours)
- ☒ POLS-661: Constitutional Law I (3 hours)
- OR POLS-662: Constitutional Law II (3 hours)
- ☒ SOC-100: Introduction to Sociology (3 hours)
- ☐ Economics (3 hours)

- ☐ ECON-191: Issues in Today's Economy (3 hours)
- III. Electives (12 hours)
  - History (any course numbered 300 and above) (3 hours)
  - Political Science (any two courses numbered 300 and above for which they have the prerequisites or permission of instructor) (6 hours)
  - HIST/SOC/GEOG/ECON/POL (any course numbered 300 and above for which they have the prerequisites or permission of instructor) (3 hours)
- IV. Professional Education\*
  - PSYCH-263: Developmental Psychology (3 hours)
  - PSYCH-357: Educational Psychology (3 hours)
  - EDUC-261: Explorations in Education (3 hours)
  - EDUC-307: Clinical Experience (1 hours)
  - EDUC-520: Methods and Materials for Academic Literacy (3 hours)
  - HIST-479: Techniques for Teaching Middle and Secondary Social Studies (3 hours)
  - SPED-510: Overview of Special Education (3 hours)
  - Professional Semester (17 hours) ##
  - ☐ EDUC-458: Methods and Curriculum (3 hours)
  - ☐ EDUC-462: Secondary and Middle Level Education (2 hours)
  - ☐ EDUC-464: Foundations of Measurement and Evaluation (2 hours)
  - ☐ EDUC-480: Supervised Teaching in the Secondary School (3 hours)
  - ☐ EDUC-482: Supervised Teaching in the Secondary School (5 hours)
  - ☐ HIST-579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)

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

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

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

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

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

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

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

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

Program Coordinator: Kirstin L. Lawson

Professors: John L.S. Daley, Stephen A. Harmon, Kelly A. Woestman

Associate Professor: Jonathan F. Dresner

Assistant Professors: Chris Childers, Kirstin L. Lawson, Michael K. Thompson

To conform to current Kansas State Department of Education guidelines, the student seeking a Bachelor of Science in Education degree in the Department of History, Philosophy and Social Sciences must complete the requirements for History/Government licensure as shown below. This degree meets current Kansas requirements for the licensure of secondary school teachers in world history, American history, political science, geography, sociology, and economics. All students seeking this degree should consult the appropriate sections of this catalog for the general requirements for the degree and for the specific regulations governing admission to teacher education, required courses, and the professional semester. This major does not require a minor.

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

\* II. History/Government Requirements (57 hours)

□ History (36 hours)

☑ HIST-101: World History to 1500 (3 hours)

☑ HIST-102: World History from 1500 (3 hours)

☑ HIST-201: American History to 1865 (3 hours)

☑ HIST-202: American History from 1865 (3 hours)

☑ HIST-430: History: Theory and Practice (3 hours)

☑ HIST-619: Kansas and the West (3 hours)

☑ One from the following category Early US (3 hours):

☑ HIST-618 American West

OR HIST-620: History of the South

OR HIST-636: Native Americans

OR HIST-650: Colonial America

OR HIST-652: American Revolution

OR HIST-655: Early American Republic, 1789-1848

OR HIST-656: Sectional Crisis and Civil War

OR HIST-657: Reconstruction and New South

OR HIST-660: Industrial America, 1865-1914

OR HIST-673: American Military Experience, 1607-1898

☑ One from the following category Modern US (3 hours):

☑ HIST 576 History of US Presidents

OR HIST-625: Mexico and the US Southwest

OR HIST-626 US in Iraq and Afghanistan

OR HIST-662: Modern America, 1912-1941

OR HIST-664: Modern America, 1941-1968

OR HIST-665: Modern America Since 1968

OR HIST-668: U.S. as a Superpower

OR HIST-674: American Military Experience, 1898 to Present

☑ One from the following category Early World (3 hours):

☑ HIST-505: African Civilizations

OR HIST-523: Early China

OR HIST-524: Early Japan

OR HIST-529 History of South Asia

OR HIST-531: Samurai: History, Literature, Myth

OR HIST-535 Medieval Civilization

OR HIST-642 Medieval Britain

OR HIST-643 Early Modern Britain

- ☑ One from the following category Modern World (3 hours):
  - ☑ HIST-507: Modern Africa
  - OR HIST-510: Modern Middle East
  - OR HIST-515: World War I
  - OR HIST-518: Nazi Germany and the Holocaust
  - OR HIST-520: World War II
  - OR HIST-522: Korean and Vietnam Wars
  - OR HIST-526 Japan Since 1700
  - OR HIST-527: China Since 1700
  - OR HIST-532: History of Japanese Women
  - OR HIST-533 US-East Asia Relations
  - OR HIST-534: Korea Since 1700
  - OR HIST-536: Modern Latin America
  - OR HIST-546: The Age of Empire
  - OR HIST-547: Radical Islam
  - OR HIST-610: Modern Europe, 1500 to 1815
  - OR HIST-646: Modern Scotland
  - OR HIST-648: Modern Britain
- ☑ One from either Early US or Modern US (3 hours):
- ☑ One from either Early World or Modern World (3 hours):
- Social Science (21 hours)
  - ☑ GEOG-106: World Regional Geography (3 hours)
  - ☑ GEOG-300: Elements of Geography (3 hours)
  - OR GEOG-304: Human Geography (3 hours)
  - ☑ POLS-101: U.S. Politics (3 hours)
  - ☑ POLS-103: Comparative Political Institutions (3 hours)
  - ☑ SOC-100: Introduction to Sociology (3 hours)
  - ☑ ECON-200: Principles of Microeconomics (3 hours)
  - ☑ ECON-201: Principles of Macroeconomics (3 hours)
- III. Electives (9 hours)
  - History (any course numbered 400 and above) (3 hours)
  - Political Science two courses (6 hours) selected from
    - ☑ POLS 301: State and Local Government and Politics
    - OR POLS 516: Parties and Elections
    - OR POLS 517: U.S. Congress
    - OR POLS 530: International Relations
    - OR POLS 587: U.S. Foreign Policy
    - OR POLS 604: American Presidency
    - OR POLS 661: Constitutional Law I
    - OR POLS 662: Constitutional Law II
    - OR POLS 680: War: The Politics of Violence
- IV. Professional Education\*
  - PSYCH-263: Developmental Psychology (3 hours)
  - PSYCH-357: Educational Psychology (3 hours)
  - EDUC-261: Explorations in Education (3 hours)
  - EDUC-307: Clinical Experience (1 hour)

- HIST 379: History Education Seminar (1 hour)
- EDUC-520: Methods and Materials for Academic Literacy (3 hours)
- HIST-479: Techniques for Teaching Middle and Secondary Social Studies (3 hours)
- SPED-510: Overview of Special Education (3 hours)
- Professional Semester (17 hours) ##
- ☑ EDUC-458: Methods and Curriculum (3 hours)
- ☑ EDUC-462: Secondary and Middle Level Education (2 hours)
- ☑ EDUC-464: Foundations of Measurement and Evaluation (2 hours)
- ☑ EDUC-480: Supervised Teaching in the Secondary School (3 hours)
- ☑ EDUC-482: Supervised Teaching in the Secondary School (5 hours)
- ☑ HIST-579: Supervised Student Teaching and Follow-Up of Teachers (2 hours)

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

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

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

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

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

TOTAL minimum semester hours required for Bachelor of Science in Education Degree with a Major in History/Government (134 hours)

**Additional Questions**

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):  
None
2. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?  
☐ Yes ☒ No *If "yes," please realize that it will need to gain approval of the President's Council.*  
  
Please give the rationale for additional student fees:  
N/A
3. Will this revision have specific General Education courses required? ☒ Yes ☐ No  
*Please realize that it will need to gain approval of the General Education Committee.*
4. Will this revision affect any education majors? ☒ Yes ☐ No  
*If "yes," please realize that it will need to have the approval of the Council for Teacher Education.*
5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?  
None

**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? ☐ 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

Pittsburg State University

- ☒ Approved: Department Chairperson  
Date 8 Aug '17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 9/11/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 9/11/17 Signature, Dean [Signature]
- ☒ Approved: General Education Committee (if applicable)  
Date 9/14/17 Signature, General Education Committee Chair Dr. Mark L. Johnson  
Digitally signed by Dr. Mark L. Johnson  
DN: cn=Dr. Mark L. Johnson, o=Pittsburg State University, ou=Faculty, email=mark.l.johnson@psu.edu, c=US  
Date: 2017.09.22 16:18:15 -0500
- ☒ Approved: Council for Teacher Education (if applicable)  
Date 10/11/17 Signature, Council for Teacher Education Chair [Signature]
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/15/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

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

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

**BSE ADVISEMENT SHEET - HISTORY/GOVERNMENT RECOMMENDATIONS (revision 8/2017)**  
**Required classes are in BOLD print**

Year 1: Fall Semester

**ENGL 101**

**1 from HIST 101, 102, 201, 202**

**1 from POLS 101, POLS 103, SOC 100, GEOG 106, PSYCH 155**

General Education Electives

Freshman Experience

Year 1: Spring Semester

**1 from HIST 101, 102, 201, 202**

**1 from POLS 101, POLS 103, SOC 100, GEOG 106, PSYCH 155**

General Education Electives

Take ONE WL class

Year 2: Fall Semester

**PSYCH 263 (PSYCH 155 is a prerequisite)**

**EDUC 261**

**1 from HIS 101, 102, 201, 202**

**1 from POLS 101, POLS 103, SOC 100, GEOG 106**

**ECON 200**

General Education Electives

Take ONE WL Class

UD requirements and electives in History, Political Science, Geography, Sociology

Year 2: Spring Semester

**ENGL 299**

**1 from HIS 101, 102, 201, 202**

**1 from POLS 101, POLS 103, SOC 100, GEOG 106**

**ECON 201**

General Education Electives

UD requirements and electives in History, Political Science, Geography, Sociology

*At the end of your 2<sup>nd</sup> year, you should have passed HIST 101, 102, 201, & 202, the GEOG, POLS, ECON, and SOC intro surveys, and the WL requirement. You should be done with or close to completing your general education classes.*

Year 3: Fall Semester

**HIST 430**

**PSYCH 357 (Take Praxis: Principles of Learning & Teaching exam immediately after completing course)**

**SPED 510**

**EDUC 307 (1 hour)**

**HIST 379 (1 hour)**

General Education Electives

UD requirements and electives in History, Political Science, Geography, Sociology

Year 3 Spring Semester

**EDUC 520**

**Sign up to take and pass PRAXIS II content exam**

UD requirements and electives in History, Political Science, Geography, Sociology

Take the Praxis: Social Studies Content Exam during this semester.

Year 4: Fall Semester

**HIST 479**

UD requirements and electives in History, Political Science, Geography, Sociology

Year 4: Spring Semester

**Professional Semester**

See Program Guide

ALL coursework must be completed prior to this semester

1. Download and review the Teacher Education Handbook (available on the PSU Teacher Education website).
2. Take required classes BEFORE electives. Consult your GUS degree audit and faculty advisor when you have questions.
3. There is no minor required for the BSEd. A minor will extend your time at PSU.
4. To graduate on time, you must take a minimum of 15 hours a semester. Plan to take more than 30 hours per year when possible.
5. To gain admission into the teacher education program, you must have a 2.5 GPA overall.
6. To qualify for departmental approval in your professional semester, you must earn a passing score on the Praxis: Principles of Learning and Teaching exam and Praxis: Social Studies Content exam. To stay on track, you need to pass the content exam BEFORE you begin your fourth year.

**"BACKWARDS PLANNING" Document for  
BSEd History/Government Students "In Progress"** (revision 8/2017)

1. What semester would you like to student teach? \_\_\_\_\_
2. Remember that all coursework must be complete **before** you student teach. The best way to accomplish that is to take required courses **before** electives/choices from groups of courses.
3. Semester immediately prior to student teaching:
  - a. HIST 479 Techniques for Teaching Middle and Secondary Social Studies
  - b. Finish all elective content (history and social science courses)
4. Two semesters prior to student teaching:
  - a. EDUC 520 Middle and Secondary Reading
  - b. SPED 510 Overview of Special Education
  - c. Make sure you've taken all required History or Social Science courses that are NOT offered each semester or may conflict with courses required next semester.
  - d. Take the Praxis: Social Studies Content exam – consult KSDE (ksde.org) for correct exam.
    - i. Report score to History Education Director
5. Three semesters prior to student teaching:
  - a. PSYCH 357 Educational Psychology (requires Admission to Teacher Education)
    - i. Immediately upon completion of this course, take the Praxis: Principles of Learning & Teaching exam (See the PSU Teacher Education webpage for more information)
  - b. EDUC 307 Clinical Experience and HIST 379 History/Government Education Seminar
6. Four semesters prior to student teaching:
  - a. Fulfill all requirements for Admission to Teacher Education.  
For more information, consult the Teacher Education Handbook:  
<http://www.pittstate.edu/dotAsset/224651.doc>
  - b. Once you have finished all of your social science introductory courses, consider taking the Praxis: Social Studies Content exam. A passing score is required before HPASS can recommend you to student teach (this recommendation is requested in September and in February of the semester PRIOR to your student teaching, and it may take up to 2 months for ETS to report your scores).

Keep in mind that not following the outlined path for the BSEd History/Government program may cause a delay in your being eligible to student teach.

Please see your advisor if you have further questions.

Zimbra

klawson@pittstate.edu

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**Re: History BSED program requirements for Economics**

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**From :** Paul Grimes <pgrimes@pittstate.edu>  
**Subject :** Re: History BSED program requirements for Economics

Mon, Aug 07, 2017 01:11 PM

1 attachment

**To :** Kris Lawson <klawson@pittstate.edu>

Yes, absolutely. We can't expect teachers to teach economics with only one intro course on their transcript. To keep him informed, I am copying Professor Anil Lal who will serve as our coordinator for the economics program this year.

*Paul W. Grimes, Dean  
Kelce College of Business  
Pittsburg State University  
(620) 235-4590*



**KELCE**  
**COLLEGE OF BUSINESS**  
Pittsburg State University

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**From:** "Kris Lawson" <klawson@pittstate.edu>  
**To:** "Paul Grimes" <pgrimes@pittstate.edu>  
**Sent:** Monday, August 7, 2017 11:21:44 AM  
**Subject:** History BSED program requirements for Economics

Paul,

You, Chris Childers, and I met last November regarding the program requirements for our History BSED students. We discussed dropping the requirement for ECON 191 and instead requiring the two class sequence, ECON 200 and ECON 201. This sequence will better serve our students in multiple ways:

- They will be better prepared to take the Econ section of the PRAXIS exam. As you know, they have struggled with this in the past, and you indicated that this is because the exam covers content from Macro & Micro rather than content from 191 - Issues in Today's Economy.

- They will be better prepared to actually teach Economics to their students. The KS license for History Government and Social Studies certifies that our graduates are able to teach the subject, and as we all agreed, they certainly should not be teaching it with only one Economics course under their belts. You indicated that it is likely the State of KS will begin to actively encourage K-12 school systems to offer Economics; we want our PSU graduates to be able to meet this demand.

Changing our program requirements will directly affect your Economics department, as our students will be taking 6 hours instead of 3 hours. Our program has historically allowed either the two course 200-201 sequence or the single 191 course, but our students have generally not opted to take two courses instead of one.

Will you support our program revision in re: our Economics requirements?

Thank you,  
Kris

Dr. Kirstin L. Lawson  
Asst. Prof., History of American Women, Health and Healthcare  
Pittsburg State University  
1701 S. Broadway  
Pittsburg, KS 66762  
620-235-4319, klawson@pittstate.edu



**Kelce logo small.jpg**  
572 KB

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Zimbra

klawson@pittstate.edu

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Re: POLS courses for BSED

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**From :** Darren Botello-samson <dbotello-samson@pittstate.edu>

Mon, Mar 27, 2017 12:45 PM

**Subject :** Re: POLS courses for BSED

**To :** Barbara Bonnekeness  
<bbonnekeness@pittstate.edu>

**Cc :** Dr. Kirstin Lawson <klawson@pittstate.edu>

If by electives you mean students select from this list, then yes.

Sent from my iPhone

On Mar 27, 2017, at 8:37 AM, Barbara Bonnekeness <bbonnekeness@pittstate.edu> wrote:

Darren,

I'm hoping that this list is "electives?"

bb

Barbara Bonnekeness, PhD

Associate Professor & Chair  
Dept. of History, Philosophy, and Social Sciences  
412 Russ Hall  
Pittsburg State University  
*Social Science Association*  
Pittsburg, KS 66762  
*WSSA April 2017*

*President-elect Western*

*Program Coordinator*

<http://www.pittstate.edu/departments/social-sciences/>  
<http://www.wssaweb.com/>  
<https://www.facebook.com/HPASS2014/>

On Sat, Mar 25, 2017 at 8:19 PM, Darren Botello-samson <dbotello-samson@pittstate.edu> wrote:

Kris:

I talked with my colleagues, and those that got back to me suggested, along with my suggestions, the following courses for inclusion in the BSED, beyond POLS 101 and 103:

- 516 - Parties and Elections
- 530 - International Relations
- 587 - U.S. Foreign Policy
- 604 - American Presidency
- 661 - Constitutional Law I
- 662 - Constitutional Law II
- 680 - War: The Politics of Violence

I should also note that there are two courses that would make sense in the BSED curriculum, but they are not currently offered. I only add them as, with the faculty roster changing in unknown ways in the future, they might become available. The two courses are:

- 301 - State and Local Government and Politics
- 517 - U.S. Congress

Darren

Dr. Darren Botello-Samson  
Associate Professor of Political Science and Pre-Law Advisor  
Department of History, Philosophy and Social Sciences  
Pittsburg State University  
Pittsburg, Kansas, USA

---

**From :** Barbara Bonnekessen  
<bbonnekessen@pittstate.edu>

Mon, Mar 27, 2017 08:36 AM

**Subject :** Re: POLS courses for BSED

**To :** Darren Botello-samson <dbotello-samson@pittstate.edu>

**Cc :** Dr. Kirstin Lawson <klawson@pittstate.edu>

Darren,

I'm hoping that this list is "electives?"

bb

# Request for Revision to Curriculum

Revision for: ☒ Major ☐ Minor ☐ Emphasis ☐ Certificate

Department: HPASS College: Arts and Sciences

Submission Date: 9/7/17

Revision Effective: Fall, 2017  
(Year)

Contact Person: Patty Magee ☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Social Work

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

Description of Change: We are adding a 1 credit hour course (SWK 619) and changing the credit hours for two courses (SWK 621 will be changed from 9 credit hours to 10 credit hours; SWK 622 will be changed from 3 credit hours to 2 credit hours).

Rationale for Change (include changes to curriculum objectives): Students will be better prepared for their practicum semester if we provide a pre-practicum seminar the semester before their practicum. We will shift some of the content from the existing Integrative Seminar Course (SWK 622) to the new Pre-practicum Seminar (SWK 619). Making adjustments in the credit hours will keep the program requirement at 61 credit hours.

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

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

This change does not affect any other program or department at this or any other university.

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






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

This change does not affect any other program or department at this or any other university

## Existing Major or Minor/Emphasis/Certificate

Copy and paste the existing curriculum as it currently appears in the online catalog:  
Major Requirements (61-64 hours)

The social work major consists of not less than 61 hours distributed as follows:

-  Pre-Admission Courses (7 hours)
-  SWK-201: Introduction to Social Work (3 hours)
-  SWK-221: Basic Helping Skills (3 hours)
-  SWK-222: Basic Helping Skills Experience (1 hours)
-  Post-Admission Courses



- SWK-344: Mental Health Theory and Practice (3 hours)
- SWK-365: Social Process and Social Policy (3 hours)
- SWK-375: Multiculturalism and Diversity in Social Work Practice (3 hours)
- OR SOC-443: Race and Ethnic Relations (3 hours)
- OR PSYCH-720: Multicultural Issues in Psychology and Counseling (3 hours)
- SWK-383: Fundamentals of Research in Social Work (3 hours)
- OR SOSCI-387: Social Research Design (4 hours)
- OR PSYCH-389: Research Methods in Psychology I (3 hours)
- AND PSYCH-392: Research Methods in Psychology II (3 hours)
- SWK-385: Human Behavior Social Environment: Individual and Family Functioning (3 hours)
- SWK-420: Advanced Social Work Practice I (3 hours)
- SWK-465: Social Welfare Policy Analysis (3 hours)
- SWK-485: Human Behavior in the Social Environment: Groups and Communities (3 hours)
- SWK-598: Introduction to Addiction (3 hours)
- SWK-599: Social Work and the Law (3 hours)
- SWK-600: Advanced Social Work Practice II: Mezzo (3 hours)
- SWK-601: Advanced Social Work Practice III: Macro (3 hours)
- SWK-621: Practicum in Social Work (9 hours)
- SWK-622: Integrative Seminar in Social Work (3 hours)

SWK 621 Practicum in Social Work is part of the Professional Semester.

SWK 622 Integrative Seminar in Social Work is part of the Professional Semester.

Electives (6 hours - all social work electives must be 300 level or above)

Choose two courses from the following list:

- SWK-341: Social Work and the Aged (3 hours)
- SWK-342: Health Care and Social Work (3 hours)
- SWK-343: Social Work with Families Affected by Disability (3 hours)
- SWK-345: Topics in Social Work (\_\_\_\_) (1-3 hours)
- SOSCI-388: Social Research Analysis (4 hours)
- SWK-399: Social Work and the Court Process (3 hours)
- SWK-400: Social Work Case Management (3 hours)
- GEOG-401: Urban and Regional Planning (3 hours)
- SOC-443: Race and Ethnic Relations (3 hours)
- JUST-500: Criminal Law and Society (3 hours)
- JUST-501: Criminal Procedure (3 hours)
- SOC-527: Correctional Systems (3 hours)
- SOC-548: Juvenile Delinquency (3 hours)
- PSYCH-571: Abnormal Psychology (3 hours)

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

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

Major Requirements (61-64 hours)

The social work major consists of not less than 61 hours distributed as follows:

- Pre-Admission Courses (7 hours)
- SWK-201: Introduction to Social Work (3 hours)
- SWK-221: Basic Helping Skills (3 hours)
- SWK-222: Basic Helping Skills Experience (1 hours)
- Post-Admission Courses
- SWK-344: Mental Health Theory and Practice (3 hours)

- SWK-365: Social Process and Social Policy (3 hours)
- SWK-375: Multiculturalism and Diversity in Social Work Practice (3 hours)
- OR SOC-443: Race and Ethnic Relations (3 hours)
- OR PSYCH-720: Multicultural Issues in Psychology and Counseling (3 hours)
- SWK-383: Fundamentals of Research in Social Work (3 hours)
- OR SOSCI-387: Social Research Design (4 hours)
- OR PSYCH-389: Research Methods in Psychology I (3 hours)
- AND PSYCH-392: Research Methods in Psychology II (3 hours)
- SWK-385: Human Behavior Social Environment: Individual and Family Functioning (3 hours)
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- SWK-465: Social Welfare Policy Analysis (3 hours)
- SWK-485: Human Behavior in the Social Environment: Groups and Communities (3 hours)
- SWK-598: Introduction to Addiction (3 hours)
- SWK-599: Social Work and the Law (3 hours)
- SWK-600: Advanced Social Work Practice II: Mezzo (3 hours)
- SWK-601: Advanced Social Work Practice III: Macro (3 hours)
- SWK-619: Pre-practicum Seminar (1 hour)
- SWK-621: Practicum in Social Work (10 hours)
- SWK-622: Integrative Seminar in Social Work (2 hours)

SWK 621 Practicum in Social Work is part of the Professional Semester.

SWK 622 Integrative Seminar in Social Work is part of the Professional Semester.

Electives (6 hours - all social work electives must be 300 level or above)

Choose two courses from the following list:

- SWK-341: Social Work and the Aged (3 hours)
- SWK-342: Health Care and Social Work (3 hours)
- SWK-343: Social Work with Families Affected by Disability (3 hours)
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- JUST-500: Criminal Law and Society (3 hours)
- JUST-501: Criminal Procedure (3 hours)
- SOC-527: Correctional Systems (3 hours)
- SOC-548: Juvenile Delinquency (3 hours)
- PSYCH-571: Abnormal Psychology (3 hours)

## Additional Questions

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

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

Please give the rationale for additional student fees:

N/A

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

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

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

## 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? ☐ 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  
Date 8 Sept., '17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 11/2/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 11/2/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

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# Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: Education

Submission Date: 10/19/17

Contact Person: Laura Covert ☒ Faculty member ☐ Chair

Revision Effective: Fall 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☐ Spring  
☒ Summer

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

☐ Yes ☒ No

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

All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.

Purpose/Justification for Revision to Course: Align with course changes to represent emphases areas within the curriculum.

## Existing Course:

Course Number: REC 320

Title of Course: Management Strategies and Financing in Recreation

Credit Hours: 3

Prerequisite: REC 160 Introduction to Recreation and Leisure and REC 240 Introduction to Therapeutic Recreation.

Course Description (as it appears in the current catalog): Introduction to park and recreation facilities, management, personnel, program financing, design and budget standards within city or therapeutic recreation setting.

## Proposed Course:

Course Number: REC 320

Title of Course: Promotion in Recreation, Sport and Hospitality

Credit Hours: 3

Prerequisite: REC 160 Introduction to Professions in Recreation, Sport and Hospitality OR REC 240 Introduction to Therapeutic Recreation. Priority of student enrollment given recreation majors.

Course Description (as it will appear in the next catalog): This course will offer insights into the role of promotions/advertising communications ongoing effort to target and connect with recreation, sport and hospitality

consumers. Students will be introduced to and become familiar with the terms/tools relevant to recreation, sport and hospitality industry. Additional course topics include the effect of globalization on recreation, sport, and hospitality and other uses of promotions such as eco friendly cause/event promotions, and other relevant recreation, sport, and hospitality industry enterprise platforms. Interaction with various recreation, sport, and hospitality industry professionals will help students develop critical thinking analytic skills. Prerequisites: REC 160 Introduction to Recreation and Leisure OR REC 240 Introduction to Therapeutic Recreation. Priority of student enrollment given recreation majors.

## Additional Questions

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

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

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

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

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

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

0

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

- ☒ Approved: Department Chairperson  
Date 10/20/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 10/20/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 10/20/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

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

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



## Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: Education

Submission Date: 10/19/17

Contact Person: Laura Covert

☒ 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.*

All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.

### Proposed Course:

Course Number: REC 325

Title of Course: History of Sport

Credit Hours: 3

Date first offered: 2018  
(Semester/Year)

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

Prerequisite: REC 160 Introduction to Professions in Recreation, Sport and Hospitality. Priority of student enrollment given recreation majors OR special permission by instructor.

Course Description (**as it will appear in the next catalog**): This course presents an overview of the development of amateur and professional athletics over the course history with a particular emphasis on the nineteenth and twentieth centuries. Origins and development of different sports and their impact on the world stage. Sports and social issues merge and intertwine in global society and these trends are not new. The Olympic movement has always been politicized even as politicians and athletes have proclaimed that sport and politics should not mix. Problems with race and gender have revealed themselves in sport, which sometimes has led and sometimes followed on addressing these issues. Gambling, free agency, & outrageous salaries and their impact on sports and society.

Purpose/Justification for Proposed Course: Align with curriculum changes and provide background and development of sport to students in this emphasis.

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

- Understand the impact of sport throughout history
- Understand how sport may affect both national and international politics
- Analyze gender issues in sport and Title IX
- Analyze regional growth and preferences in sport
- Analyze and understand athlete behavior and team identification
- Improve critical thinking, reading, writing, and presentation skills

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

Assignment(s) Points Possible

Participation 160

Discussions/Course Reflection 200

Mini Analysis Papers (5\*20pts) 100

Sport Creation Project 100

Presentation 100

Total 660

- Attendance. Each day student will be given 10 points a class session for attendance and participation.
- Discussion Board. Each student will be required to participate in a discussion board every week unless noted otherwise. Students are required to submit a minimum 300 word response. Each student should appropriately reply to their classmates. There is no word minimum associated with responses. However, responses should be thorough and well thought out. Each discussion/response is collectively worth 20 points. Response quality is part of your grade. All initial posts and responses are due on Wednesday's by 4pm.
- Mini Sport Analysis Papers. Students will analyze and evaluate various sports throughout history and the world. Particular emphasis should be addressed on the historical time period and the development/growth of the sport. Each paper should be submitted via Canvas.
- Sport Creation/Development Project. On the first day of class each student will begin the process of creating and developing a new sport. There are 3 parts to this projects that will be turned in throughout the semester. Each part of the assignment will be submitted through Canvas by the due dates indicated in the project details. Students should reference the project details on Canvas.
- Presentation. At the end of the semester each student will be required to do a presentation regarding their sport. The presentation will be 25-30 minutes. Further details about this presentation will be presented later in the semester. See supplemental materials on Canvas when available. Review schedule for presentation dates.

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.):  
0

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

Please give the rationale for additional student fees:  
 \_\_\_\_\_

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

If "yes," please indicate the University's General Education Goals met by this course AND the assessment data that will be collected to measure these goals:  
 \_\_\_\_\_

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

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

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?  
0

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

- ☒ Approved: Department Chairperson  
Date 10/26/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 10/26/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 10/26/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

Date: \_\_\_\_\_

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# REC 325 History of Sport

## Syllabus

### Instructor Information

Name: Rick Hardy  
Office Location: SRC 101-Q  
Office Telephone: (620)235-4281  
Office Hours: By Appointment  
Email Address: rhardy@pittstate.edu

### Course Information

Semester Credit Hours: 3  
Section Number: 001  
Days: Wednesday 10-12pm  
Location: SRC 101-Q  
Course Website: Canvas

## OVERVIEW OF THE COURSE

### **Course Description**

This course presents an overview of the development of amateur and professional athletics over the course history with a particular emphasis on the nineteenth and twentieth centuries. Origins and development of different sports and their impact on the world stage. Sports and social issues merge and intertwine in global society and these trends are not new. The Olympic movement has always been politicized even as politicians and athletes have proclaimed that sport and politics should not mix. Problems with race and gender have revealed themselves in sport, which sometimes has led and sometimes followed on addressing these issues. Gambling, free agency, & outrageous salaries and their impact on sports and society.

### **Required Text and Course Materials**

- Allen Guttman, *Sports: The First Five Millennia*
- George B. Kirsch, *Baseball and Cricket: The Creation of American Team Sports, 1838-72*
- Stefan Szymanski and Andrew Zimbalist, *National Pastime: How Americans Play Baseball and the Rest of the World Plays Soccer*
- John Carlin, *Playing the Enemy: Nelson Mandela and the Game That Made a Nation*
- Franklin Foer, *How Soccer Explains the World: An {Unlikely} Theory of Globalization*
- 3 Ring Binder (suggested)

## GOALS AND OUTCOMES OF THE COURSE

### **Course Objectives**

- Understand the impact of sport throughout history
- Understand how sport may affect both national and international politics
- Analyze gender issues in sport and Title IX
- Analyze regional growth and preferences in sport
- Analyze and understand athlete behavior and team identification
- Improve critical thinking, reading, writing, and presentation skills

## COURSE POLICIES AND EXPECTATIONS

### Attendance Policy

- Attendance is required, as it is essential for optimal learning experiences in this class. Material and information will be presented in class that is not found in your text. If you miss a class, it is your responsibility to obtain material that was covered.
- Tardiness will adversely affect your final grade. Arriving late to class disturbs the class in process.

### Grading Policies

- **Late Assignments.** Many of the assignments in this course are specifically developed to promote student success at particular times or stages during the semester; assignments need to be completed in a timely manner to be most effective. **Late assignments will not be accepted.** Any issues with material due dates should be discussed with instructor.
- **'Incomplete' Policy.** An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments.
- **Written Assignments.** Assignments are required to include the following formatting: (1) double-spaced, (2) 1" margins, (3) 12 point Arial font, and (4) properly cited using APA format.

### Grading Rubric

Assignment(s)	Points Possible
Participation	160
Discussions/Course Reflection	200
Mini Analysis Papers (5*20pts)	100
Sport Creation Project	100
Presentation	100
<b>Total</b>	<b>660</b>

### Course Expectations

- **Freedom in and Responsibility to Our Class.** You are responsible for completing your work with excellence and submitting assignments on or before due dates. Be prepared for daily dialogue and reflection on assigned readings and classroom discussions. Treat class members and your instructor with courtesy and respect. If you are having any problems in or outside of class, please contact me so we can work together to resolve them.
- **Communication.** You and your academic and personal well-being are of paramount importance. You are encouraged to regularly contact your instructor with any questions or concerns regarding course requirements, or any academic, personal, and/or social issues. You may visit during instructor office hours, arrange another meeting or contact me as needed.

- **Technology.** In addition to GUS email, we will use Canvas, which is the University's course management system. You will submit indicated assignments on Canvas. The syllabus and all the descriptions/expectations for each assignment will be posted in this syllabus and on Canvas. You may check your grades on each assignment through Canvas.

## ASSIGNMENTS

### Required Coursework

- **Attendance.** Each day student will be given 10 points a class session for attendance and participation.
- **Discussion Board.** Each student will be required to participate in a discussion board every week unless noted otherwise. Students are required to submit a minimum 300 word response. Each student should appropriately reply to their classmates. There is no word minimum associated with responses. However, responses should be thorough and well thought out. Each discussion/response is collectively worth 20 points. Response quality is part of your grade. All initial posts and responses are due on Wednesday's by 4pm.
- **Mini Sport Analysis Papers.** Students will analyze and evaluate various sports throughout history and the world. Particular emphasis should be addressed on the historical time period and the development/growth of the sport. Each paper should be submitted via Canvas.
- **Sport Creation/Development Project.** On the first day of class each student will begin the process of creating and developing a new sport. There are 3 parts to this projects that will be turned in throughout the semester. Each part of the assignment will be submitted through Canvas by the due dates indicated in the project details. Students should reference the project details on Canvas.
- **Presentation.** At the end of the semester each student will be required to do a presentation regarding their sport. The presentation will be 25-30 minutes. Further details about this presentation will be presented later in the semester. See supplemental materials on Canvas when available. Review schedule for presentation dates.

## ADDITIONAL INFORMATION

### General Class Rules

**CONDUCT OF THE CLASS:** This course is a hybrid course. Students will meet only once a week and the remainder of the week will be completely online; however, it is important that (1) students need to follow the guidelines for attendance/participation and (2) students need to meet due deadlines for readings, assignments, discussions, and quizzes. Major announcements will be delivered via CANVAS and email. Since the reading is the basis for class material, students will read assigned material ahead of the class scheduled. Please take notes as you read, jot down questions about terminology and concepts, and be prepared to discuss meanings and implications in the Discussion Board if necessary.

**ASSUMPTIONS:** Please note that I expect that all students in this course:

1. have High Speed Internet connection and access to PSU-GUS account for using CANVAS;
2. have basic competencies in library skills and use of a word processor (including e-mail);
3. have a desire to learn and apply information in a real-world setting;
4. will be active learners; will seek clarification and guidance when needed;
5. will spend approximately two hours per class period on homework; and
6. will complete all assignments on the due date.
7. Turn off cell phones, iPads, etc.
8. Overall, be respectful of the instructor and your classmates.

### **ACADEMIC HONESTY POLICY and DUE PROCESS**

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit from another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of the academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms. The Code of Student's Rights & Responsibilities is available online: <http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/>

#### *Violations of Academic Honesty*

*Violations of academic honesty include, but are not limited to, the following activities:*

1. Copying another person's work and claiming it as your own;
2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that are not permitted;
5. Allowing another student to take your exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives;
10. Assisting other students in any of the acts listed above.

### **STUDENT RECORDING CLASSROOM LECTURES**

As a professional courtesy, students are expected to inform an instructor if they plan to make audio or video recordings of a class. However, students should understand that there are times when the instructor may prohibit this activity (ex., in order to protect patient confidentiality in health-discipline classes, discussions pertaining to protected patient information, etc.).

The redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the instructor and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights. *Violations may result in disciplinary action.*



## **HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT**

Consistent with its mission, Pittsburg State seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus at 620-235-4452 also take a look at <http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/> about what happened so they can get the support they need and Pittsburg State can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Pittsburg State is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website:

<http://www.pittstate.edu/office/eoaa/title-ix/>

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your PSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

## **STUDENTS WITH SPECIAL NEEDS**

If any member of this class feels that he/she has a qualified disability and needs special accommodations, he/she should notify the instructor and request verification of eligibility of accommodations from the Center for Student Accommodations. Please advise the instructor of such a disability and the desired accommodations at some point before, during, or immediately after the scheduled class period. The telephone number for the Center for Student Accommodations is 620-235-4309.

## **WRITING CENTER**

The Writing Center @ PSU offers writing consultations for students at any stage of the writing process for any writing project. Writing Center consultants are experienced writers who are committed to helping clients achieve their writing goals. As a member of the International Writing Centers Association, the Writing Center @ PSU encourages all forms of writing. Call 620-235-4694 or make an appoint through the link below.

[http://www.pittstate.edu/office/writing\\_center/online\\_schedule\\_tutorial.dot](http://www.pittstate.edu/office/writing_center/online_schedule_tutorial.dot)

DATE	TOPIC	ASSIGNMENT
Week 1:	Introduction, Syllabus Review, Personal Experience Questionnaire, Origin of Sport	Mini Marketing Papers Timeline Follow assigned sport social media Follow a professional team with same sport
Week 2:	The Special relationship with sport and the military	Discussion Board <ul style="list-style-type: none"> <li><i>Misc. Assignment:</i> Watch an international sporting event</li> </ul>
Week 3:	Early Sport and the Olympics	Readings & Chapter Discussion Board <b>Mini Paper #1 Due</b>
Week 4:	Animals and Sport	<b>Sport Creation Project Due- Part 1</b> <ul style="list-style-type: none"> <li><i>Misc. Assignment:</i> Watch the Super Bowl ads and discuss which were the most/least effective and why</li> </ul>
Week 5:	Various National Sports & Competitions	Readings & Discussion Board
Week 6:	Early Sport in America	Readings & Discussion Board <b>Mini Paper #2 Due</b>
Week 7:	International Sport Competition	Readings & Discussion Board
Week 8:	Sport Rules: Growth and Differences	Readings & Discussion Board
Week 9:	Amateur to Professional Sport & Sport Gambling	Readings & Film Clips <b>Sport Creation Project Due- Part 2</b> <b>Mini Paper #3 Due</b>
Week 10:	Spring Break: No Class	
Week 11:	Politics, Racism & Women and Sport	Readings & Discussion Board
Week 12:	Politics, Racism & Women and Sport	Readings, film clips & Discussion Board <b>Mini Paper #4 Due</b>
Week 13:	The golden Triumvirate: Baseball, Basketball & Football	Readings & Discussion Board <b>Sport Creation Project Due- Part 3</b>
Week 14:	Free Agency, Moneyball & Professional Athletics	Readings & Discussion Board
Week 15:	Youth, Sport and Society	Readings, film clips & Discussion Board <b>Mini Paper #5 Due</b>
Week 16:	Presentations	PPT presentation, handout and Reflection Discussion Board
Week 17:	Presentations	PPT presentation and handout

\*\*\*\*\*The instructor reserve the right to adjust/change schedule\*\*\*\*\*

# Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: Education

Submission Date: 10/19/17

Contact Person: Laura Covert

☒ 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.*

All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.

## Proposed Course:

Course Number: REC 406

Title of Course: Resort, Spa & Lodging Operations

Credit Hours: 3

Date first offered: 2018  
(Semester/Year)

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

Prerequisite: REC 160 Introduction to Professions in Recreation, Sport and Hospitality. Priority of student enrollment given to recreation majors OR special permission by instructor.

Course Description (as it will appear in the next catalog): This course provides an understanding of resort, spa and lodging management. The resort & lodging focus will be on the operations of the rooms division, including revenue management, security, engineering and maintenance and the financial aspects of operations. The spa focus will include all of the facets of spa management.

Purpose/Justification for Proposed Course: To provide students the opportunity to explore topics in resort planning, development and operations by relating to examples from the industry itself. The structure and operation of separate resort departments or logical grouping of organizational activities will be covered. Students will be exposed to a number of theoretical frameworks that will encourage critical thinking. They will become better able to synthesize viewpoints about resort operations that will enable them to intellectually approach situations they are confronted with in practice. Students will apply concepts and processes discussed through the semester in completing projects and examinations.

Objectives/Student Learning Outcomes (as it will appear in the syllabus)  
Upon completion of the course the students should:

Demonstrate knowledge of planning considerations such as investment, social impact, economic impact, and physical and environmental impact.

Demonstrate knowledge of the planning consideration for resort facilities.

Demonstrate knowledge of the influence of a leisure philosophy on resort facilities.

Planning and the major recreation activities and facilities that exist in a resort.

Demonstrate understanding of personnel organizational and human relations.  
Understand plant, grounds, energy, accounting, and purchasing operations.  
Understand the need for a systematic plan for security, safety, and the management of risk.  
Students will learn leadership, managing staff and hiring techniques to train and retain employees.  
Students will learn how to prepare, present and monitor a consolidated spa budget.  
Students will learn how to effectively use marketing techniques to create a market demand.  
Explain how resorts are adopting "green" policies and responding to the demand for ecotourism.  
Summarize the fundamentals of resort marketing, including market segmentation and positioning,  
and discuss the marketing tools of advertising, promotion, and publicity.

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

Resort Proposal	50
Article	50
Cases 2 @ 50	100
Exams 3 @ 50	150
Resort Project	100
Resort Presentation	100
Participation	50
<hr/>	
Total possible points	600

1. Planning and Developing a Proposal of Your Dream Resort: Throughout the semester you will be covering multiple topics and issues relating to the process of planning and development of a resort.

These include but are not limited to: feasibility study, facility planning, recreation activities, managing the resort, safety, security and risk management, marketing and promotion, and managing the resort investments. This is an opportunity for you to use your creativity, and ability to apply the knowledge gained throughout the semester to plan and develop a proposal of your dream resort or tourist attraction. Your proposal will fall into one of three categories:

- (1) mountain-based resort,
- (2) water-based resort, or
- (3) attraction-based resort.

Your final project should include drawings, models, flow-charts, graphs, photographs, spread sheets, etc.

This assignment will be completed on a phased basis:

part I, your initial proposal submitted for approval by the instructor (worth 25 points; due );

part II, the complete project (worth 100 points; due );

part III, an oral presentation (PowerPoint) of the proposed plan (worth 100 points).

The order of presentation will be determined by random drawing.

Worth a total of 225 points.

2. Case Problems: Both case studies are to be approached as a professional report to be handed in to your direct Manager/Supervisor. They must be typed and free of grammatical and spelling errors. Cases are due at the beginning of class. Case handed in after the beginning of class on the due date, will be penalized from your assignment grade. Use headings and subheadings to organize your paper. Each Case Problem is worth 25 points.

3. Article Critique: You will select an article from a professional journal or magazine that deals with resort operation. The article chosen must not have been published before 2001. Examples of such publications are listed in your

syllabus. Not all of these publications are in the Brockport library. However, any article you need may be acquire through inter library loan. If you are to use the inter library loan service you will need to start your article search early so you will have adequate turn around time. You will also need to submit your article to the instructor for approval no later than 9/28. A copy of the article must also be submitted with the final draft of your paper. Only approved articles will be acceptable for the completion of this assignment. Your critique will be written in APA format and will be a minimum of (3) three pages (cover page, abstract, and reference list are to be added and are not counted as part of these 3 pages). The paper will include (1) an introductory paragraph which includes a brief description of the article and a thesis statement, (2) a body consisting of a complete discussion, analysis and opinion of the topic(s) discussed; as well as how the materials discussed in class to date, as well as other readings relate to the article (i.e., you will be demonstrating your understanding of the topics discussed in class and other readings by illustrating how these concepts are manifested in the article), and (3) a summary coalescing your thoughts and bringing the paper to a logical closure (Due -Worth 25 points).

4. Examinations: A total of Four (4) will be given throughout this semester. The lowest quiz grade will be dropped. Quizzes will be based on lecture, assigned readings from your text and other sources. Missed quizzes cannot be made up or substituted. Worth 50 points each for a total of 150 points.
5. Participation: class participation will be worth 50 points. In order to receive all 50 points, you must fairly regularly interact within the class discussion, and have good attendance. Participation will also be related to attendance and attentiveness during class. Excessive excused or unexcused absences will result in a low participation grade.

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.):  
0

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

Please give the rationale for additional student fees:  
 \_\_\_\_\_

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

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

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

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

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?  
0

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

- ☒ Approved: Department Chairperson  
Date 10/20/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 10/20/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 10/20/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

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

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

Course Syllabus for  
Resort, Spa, & Lodging Operations

Instructor: Dr. Rick Hardy  
Classroom: TBA  
Office: Hart  
Office Hrs: TBA  
Telephone: 620-235-4281  
E-mail: rhardy@pittstate.edu

**Description:**

Prerequisite: REC 160 or instructor's permission.

This course provides an understanding of resort, spa and lodging management. The resort & lodging focus will be on the operations of the rooms division, including revenue management, security, engineering and maintenance and the financial aspects of operations. The spa focus will include all of the facets of spa management.

**Required Text(s):**

Mill, R.C. (2011). Resorts: Management & Operations 3<sup>rd</sup> Edition. New York: John Wiley & Sons, Inc.

**Recommended Journals /Magazines:**

Advances in Tourism Research  
Annals of Tourism Research  
Hotel and Motel Management.  
International Journal of Tourism and Hospitality Administration  
Journal of Convention and Exhibition Management  
Journal of Hospitality and Leisure Marketing  
Journal of Hospitality and Tourism Research  
Journal of Nutrition in Recipe Development  
Journal of Quality Assurance in Tourism  
Journal of Restaurant and Food Service Marketing  
Journal of Travel Research  
Journal of Travel and Tourism Marketing

\*Please note that the requirements and procedures stated in the syllabus are subject to change. Any changes to this syllabus will be announced in class.



**Purpose:**

To provide students the opportunity to explore topics in resort planning, development and management by relating to examples from the industry itself. The structure and operation of separate resort departments or logical grouping of organizational activities will be covered. Students will be exposed to a number of theoretical frameworks that will encourage critical thinking. They will become better able to synthesize viewpoints about resort operations that will enable them to intellectually approach situations they are confronted with in practice. Students will apply concepts and processes discussed through the semester in completing projects and examinations.

**Student Learning Outcomes:**

*Upon completion of the course the students should:*

- Demonstrate knowledge of planning considerations such as investment, social impact, economic impact, and physical and environmental impact
- Demonstrate knowledge of the planning consideration for resort facilities
- Demonstrate knowledge of the influence of a leisure philosophy on resort facilities
- Planning and the major recreation activities and facilities that exist in a resort
- Demonstrate understanding of personnel organizational and human relations.
- Understand plant, grounds, energy, accounting, and purchasing operations
- Understand the need for a systematic plan for security, safety, and the management of risk –
- Students will learn leadership, managing staff and hiring techniques to train and retain employees.
- Students will learn how to prepare, present and monitor a consolidated spa budget.
- Students will learn how to effectively use marketing techniques to create a market demand.
- Explain how resorts are adopting "green" policies and responding to the demand for ecotourism.
- Summarize the fundamentals of resort marketing, including market segmentation and positioning, and discuss the marketing tools of advertising, promotion, and publicity.

## COURSE POLICIES (NO EXEMPTIONS FROM THESE POLICIES):

1. Late work is not accepted. All assignments are due on the dates and times they are specified through Website unless otherwise specified by the instructor. Assignment turned in late for any reason will be discounted 20% in grade. For planned absences, know that assignments must be sent to the instructor electronically before the published class time on the date the assignment is due.
2. All written work is required to be typed, double-spaced. In general, assignments should follow the APA format.
3. Plagiarized work will receive zero credit and the student will be subject to disciplinary action, if appropriate. Plagiarism may be defined as the presentation by an author of the work of another author, in such a way as to give one's reader reason to think that the other author's work is one's own.
4. Exams are to be taken during the scheduled time period on the specified date. No make up exams will be given. If an absence from an exam is unavoidable, the student must receive prior approval from the instructor.

## ACADEMIC HONESTY POLICY and DUE PROCESS

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit from another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of the academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms. The Code of Student's Rights & Responsibilities is available online:

<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/>

### *Violations of Academic Honesty*

*Violations of academic honesty include, but are not limited to, the following activities:*

1. *Copying another person's work and claiming it as your own;*
2. *Using the work of a group of students when the assignment requires individual work;*
3. *Looking at or attempting to look at an examination before it is administered;*
4. *Using materials during an examination that are not permitted;*
5. *Allowing another student to take your exam for you;*
6. *Intentionally impeding the academic work of others;*
7. *Using any electronic device to transmit portions of questions or answers on an examination to other students;*
8. *Using any electronic device to improperly store information for an exam;*
9. *Knowingly furnishing false information to the University or its representatives;*
10. *Assisting other students in any of the acts listed above.*

## STUDENT RECORDING CLASSROOM LECTURES

As a professional courtesy, students are expected to inform an instructor if they plan to make audio or video recordings of a class. However, students should understand that there are times when the instructor may prohibit this activity (ex., in order to protect patient confidentiality in health-discipline classes, discussions pertaining to protected patient information, etc.).

The redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the instructor and of any students who are recorded. Unauthorized distribution of such materials is a **violation of academic standards** and may violate **copyright laws** and/or **privacy rights**. *Violations may result in disciplinary action.*

## **HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT**

Consistent with its mission, Pittstate seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus at 620-235-4452 also take a look at <http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/> about what happened so they can get the support they need and Pittsburg State can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Pittstate is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website:  
<http://www.pittstate.edu/office/eoaa/title-ix/>

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your PSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

## **STUDENTS WITH DISABILITIES**

If any member of this class feels that he/she has a qualified disability and needs special accommodations, he/she should notify the instructor and request verification of eligibility of accommodations from the Center for Student Accommodations. Please advise the instructor of such a disability and the desired accommodations at some point before, during, or immediately after the scheduled class period. The telephone number for the Center for Student Accommodations is 620-235-4309.

## ASSESSMENTS:

*I reserve the right to give additional quizzes or out of class assignments with notice.*

**1. Planning and Developing a Proposal of Your Dream Resort:** Throughout the semester you will be covering multiple topics and issues relating to the process of planning and development of a resort. These include but are not limited to: feasibility study, facility planning, recreation activities, managing the resort, safety, security and risk management, marketing and promotion, and managing the resort investments. This is an opportunity for you to use your creativity, and ability to apply the knowledge gained throughout the semester to plan and develop a proposal of your dream resort or tourist attraction. Your proposal will fall into one of three categories:

- (1) mountain-based resort,
- (2) water-based resort, or
- (3) attraction-based resort.

*Your final project should include drawings, models, flow-charts, graphs, photographs, spread sheets, etc.*

This assignment will be completed on a phased basis:

part I, your initial proposal submitted for approval by the instructor  
(worth 25 points; **due** );

part II, the complete project (worth 100 points; **due** );

part III, an oral presentation (PowerPoint) of the proposed plan (worth 100 points).

The order of presentation will be determined by random drawing.

Worth a total of **225 points**.

**2. Case Problems:** Both case studies are to be approached as a professional report to be handed in to your direct Manager/Supervisor. They must be typed and free of grammatical and spelling errors. Cases are due at the beginning of class. Case handed in after the beginning of class on the due date, will be penalized from your assignment grade. Use headings and subheadings to organize your paper. Each Case Problem is worth 25 points.

**3. Article Critique:** You will select an article from a professional journal or magazine that deals with resort operation. The article chosen must not have been published before 2001. Examples of such publications are listed in your syllabus. Not all of these publications are in the Brockport library. However, any article you need may be acquire through inter library loan. If you are to use the inter library loan service you will need to start your article search early so you will have adequate turn around time. You will also need to submit your article to the instructor for approval no later than **9/28**. A copy of the article must also be submitted with the final draft of your paper. Only approved articles will be acceptable for the completion of this assignment. Your critique will be written in APA format and will be a minimum of (3) three pages (cover page, abstract, and reference list are to be added and are not counted as part of these 3 pages). The paper will include (1) an introductory paragraph which includes a brief description of the article and a thesis statement, (2) a body consisting of a complete discussion, analysis and opinion of the topic(s) discussed; as well as how the materials discussed in class to date, as well as other readings relate to the article (i.e., you will be demonstrating your understanding of the topics discussed in class and other readings by illustrating how these concepts are manifested in the article), and (3) a summary coalescing your thoughts and bringing the paper to a logical closure (**Due - Worth 25 points**).

4. **Examinations:** A total of **Four (4)** will be given throughout this semester. The lowest quiz grade will be dropped. Quizzes will be based on lecture, assigned readings from your text and other sources. Missed quizzes cannot be made up or substituted. Worth 50 points each for a total of 150 points.

5. **Participation:** class participation will be worth 50 points. In order to receive all 50 points, you must fairly regularly interact within the class discussion, and have good attendance. Participation will also be related to attendance and attentiveness during class. Excessive excused or unexcused absences will result in a low participation grade.

Assignments		Points			Grading	
				A	90 and above	
Resort Proposal		50		B	80-89	
Article		50		C	70-79	
Cases	2 @ 50	100		D	60-69	
Exams	3 @ 50	150		F	59 and below	
Resort Project		100				
Resort Presentation		100				
Participation		50				
Total possible points		600				

### Academic Integrity:

All REL classes follow the "Policy on Student Academic Dishonesty" found in the Brockport Handbook, Chapter 5, p. 35-37. Please note the definitions of plagiarism, cheating, lying, etc. and report to the professor any such behavior that you witness in others.

Week	Topic & Assignments	Date
1	Introduction and overview of course Ch. 1: Resort: An Introduction	
2	Ch. 2: Resort Guest <b>Resort Project Approval Due 9/3 (Mon)</b>	
3	Ch. 3: Recreational Amenities	
4	Ch. 4: Design Principles <b>Exam #1 - 9/15 (Mon)</b> <b>R 1 Due</b>	
5	Ch. 5: Mountain-based & Ch. 6: Water-based Resorts <b>* Article approval Due - 9/26 (Fri)</b>	
6	Ch. 7: Golf and Tennis-based Resorts <b>Case Study #1 Due - 10/3 (Fri)</b> <b>R 2 Due</b>	
7	Ch. 13: Spa Development <b>Exam 2 10/8 (Wed)</b>	
8	Ch. 8: Marketing the Resort & Spa Experience <b>R 3 Due</b>	
9	Ch. 9: Resort Operations	
10	Ch. 10: Resort Economics <b>Exam 3 - 10/22 (Wed)</b> <b>Article Critique Due - 10/24 (Fri)</b> <b>R 4 Due</b>	
11	Ch. 11: Guest activity programming	
12	Ch. 12: Program Management <b>Case Study # 2 Due - 11/17 (Fri)</b> <b>R 5 Due</b>	
13	<b>Exam 4</b>	
14	Ch. 14: The Future of Resort, Spa & Lodging Management <b>Presentations start 11/19 (Wed)</b> <b>Final Project Due 11/21</b>	
15	<b>Presentations</b>	

**Request for New Course**

(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: EducationSubmission Date: 4/21/17Contact Person: Laura Covert☒ 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.*All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.**Proposed Course:**Course Number: REC 408Title of Course: Casino, Food, and Beverage OperationsCredit Hours: 3Date first offered: 2019  
(Semester/Year)☐ Fall ☒ Spring ☐ Summer  
(check all that apply)Prerequisite: REC 160 Introduction to Professions in Recreation, Sport and Hospitality. Priority of student enrollment given recreation majors OR special permission by instructor.Course Description (as it will appear in the next catalog): Introduction to the Casino Operations part of the course focuses primarily on the operation, ownership, and the various impacts of US commercial casinos, and the hotels attached to them and Native American gambling. In the Food & Beverage part of the course, the focus will be the managing of a food and beverage operation.Purpose/Justification for Proposed Course: To introduce students to casino operations and the food and beverage operations within a casino or resort. The Casino Operations part of the course focuses primarily on the operation, ownership, and the various impacts of US commercial casinos, and the hotels attached to them and Native American gambling. In the Food & Beverage part of the course, the focus will be the managing of a food and beverage operation.**Objectives/Student Learning Outcomes (as it will appear in the syllabus)**Upon completion of this course each student will have had the opportunity to:

1. Have a solid understanding of the history and current trends of the gaming and casino industry
2. Identify the key elements and terminology of casino operations; including marketing, food and beverage, entertainment and special operations
3. Discuss the economic impact of casinos and gaming on the hospitality and tourism industry
4. Describe how gaming has evolved into modern day casino management, and how gaming operations affect the overall success of the casino resort
5. Explain the basic games involved in casino operations
6. Formulate revenue increasing strategies using marketing theory in real world situations

7. Examine strategies employed by casino managers to integrate F&B, rooms, and customer loyalty programs to increase overall casino revenue

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

Hot Topic Essay(1)	25%
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Exam (3)	40%
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Case Studies	30%
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Participation	5%
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TOTAL	100%
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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.):  
0

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

Please give the rationale for additional student fees:  
 \_\_\_\_\_

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

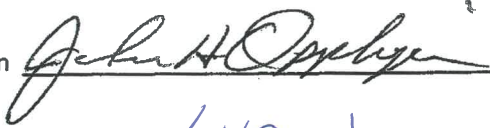
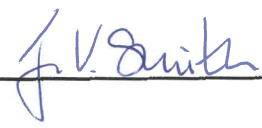
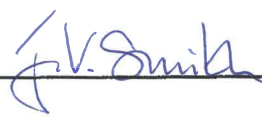

If "yes," please indicate the University's General Education Goals met by this course AND the assessment data that will be collected to measure these goals:  
 \_\_\_\_\_

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

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

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?  
0

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

- ☒ Approved: Department Chairperson  
Date 4/21/17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 5/2/17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 5/2/17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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



**CONDUCT OF THE CLASS:** This course is delivered completely online. Students are not required to attend class at regular times; however, it is important that (1) students need to follow the guidelines for attendance/participation and (2) students need to meet due deadlines for readings, assignments, discussions, and quizzes. Major announcements will be delivered via CANVAS and email. Since the reading is the basis for class material, students will read assigned material ahead of the class scheduled. Please take notes as you read, jot down questions about terminology and concepts, and be prepared to discuss meanings and implications in the Discussion Board if necessary.

**ASSUMPTIONS:** Please note that I expect that all students in this course:

1. have High Speed Internet connection and access to PSU-GUS account for using the CANVAS;
2. have basic competencies in library skills and use of a word processor (including e-mail);
3. have a desire to learn and apply information in a real-world setting;
4. will be active learners; will seek clarification and guidance when needed;
5. will spend approximately two hours per class period on homework; and
6. will complete all assignments on the due date.

**STUDENT EVALUATION**

Hot Topic Essay(1)	25%
Exam (3)	40%
Case Studies	30%
Participation	<u>5%</u>
<b>TOTAL</b>	<b>100%</b>

**EVALUATION SCALE**

<i>Exceptional</i>	91 – 100%	A
<i>Above average</i>	82 – 90%	B
<i>Average</i>	73 – 81%	C
<i>Below Average</i>	64 – 72%	D
<i>Needs remediation</i>	Below 64%	F

Borderline grades (within two points of next higher grade) will be decided by the student's class attendance and participation.

**ASSIGNMENTS**

**NOTE:** All assignments and postings are due on the dates and times they are specified through Website. All written papers should be typed, double spaced with one inch margins, using a 12 font. Simply put your student number at the top of the first page (no names, please). Papers will be evaluated based on 65% content (depth of examination, reasoning, accuracy, justification, examples, etc.) and 35% composition (grammar, spelling, layout, etc.). Your graded assignments will be returned to the same location. The instructor accepts assignments by email only for an emergency.

**Industry Hot Topic Essay** Each student will work independently on an essay and presentation over a "hot topic within the industry." The essay topic must be approved and the presentation of the topic will take place over the final week and a half of class.

**CASE STUDIES** Every student will use the five step case study method as the class looks at issues from a community/resident point of view involving tourism planning/development in the local.

**EXAMS** will be given three times—twice at the mid-semester class and once at the last class meeting. Exams will consist of true/false and multiple choice items.

**PARTICIPATION** This online course relies upon not only the interaction between students and class materials, but also between students and other peers and students and the instructor. All students are expected to log on to this course site at least three (3) times per week (Monday-Sunday span). This online class demands that students must be self-motivated and self-disciplined. Students are responsible to keep up with the course schedule, CANVAS postings, assignments, and exams. Discussion Board—it is students' responsibility to actively participate in each Discussion Board activity. Students will be required to initiate at least one post to each question from the instructor and make at least an 80-word paragraph. A comment on other student's posting does not required a minimum number of words. The instructor will provide questions focusing on some issues related to the assigned topic(s) to begin a discussion. Every post initiated by each student must be in response to the questions raised by the instructor. Comments on others' posts must also be relevant to the subject of the assigned topic(s).

**COURSE POLICIES (NO EXEMPTIONS FROM THESE POLICIES):**

1. Late work is not accepted. All assignments are due on the dates and times they are specified through Website unless otherwise specified by the instructor. Assignment turned in late for any reason will be discounted 20% in grade. For planned absences, know that assignments must be sent to the instructor electronically before the published class time on the date the assignment is due.
2. All written work is required to be typed, double-spaced. In general, assignments should follow the APA format.
3. Plagiarized work will receive zero credit and the student will be subject to disciplinary action, if appropriate. Plagiarism may be defined as the presentation by an author of the work of another author, in such a way as to give one's reader reason to think that the other author's work is one's own.
4. Exams are to be taken during the scheduled time period on the specified date. No make up exams will be given. If an absence from an exam is unavoidable, the student must receive prior approval from the instructor.

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- 2. Using the work of a group of students when the assignment requires individual work;*
- 3. Looking at or attempting to look at an examination before it is administered;*
- 4. Using materials during an examination that are not permitted;*
- 5. Allowing another student to take your exam for you;*
- 6. Intentionally impeding the academic work of others;*
- 7. Using any electronic device to transmit portions of questions or answers on an examination to other students;*
- 8. Using any electronic device to improperly store information for an exam;*
- 9. Knowingly furnishing false information to the University or its representatives;*
- 10. Assisting other students in any of the acts listed above.*

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### **HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT**

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There are both confidential and non-confidential resources and reporting options available to you. Pittstate is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website:

<http://www.pittstate.edu/office/eoaa/title-ix/>

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your PSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

### **STUDENTS WITH DISABILITIES**

If any member of this class feels that he/she has a qualified disability and needs special accommodations, he/she should notify the instructor and request verification of eligibility of accommodations from the Center for Student Accommodations. Please advise the instructor of such a disability and the desired accommodations at some point before, during, or immediately after the scheduled class period. The telephone number for the Center for Student Accommodations is 620-235-4309.

### **Topics Covered**

1. History of modern gaming
2. Slot Games
3. Intro to Table Games
4. Table Game operations
5. Casino marketing
6. Sports book operations
7. The food service industry
8. Organization of food and beverage
9. Facility, design, layout & Equipment
10. Menu development
11. Sanitation and Safety
12. Nutrition

**Request for New Course**

(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: EducationSubmission Date: 4/21/17Contact Person: Laura Covert☒ 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.*All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.**Proposed Course:**Course Number: REC 426Title of Course: Law of the Professions in Recreation, Sport and HospitalityCredit Hours: 3Date first offered: 2019

(Semester/Year)

☒ Fall ☐ Spring ☐ Summer  
(check all that apply)Prerequisite: REC 160 Introduction to Recreation or Leisure OR REC 240 Introduction to Therapeutic Recreation. Priority of student enrollment given recreation majors.Course Description (as it will appear in the next catalog): This course is designed to assist individuals in developing a "safety conscious" attitude toward Recreation, Therapeutic Recreation, and Wellness Services, and Sport, Event, and Hospitality Management and to learn procedures that will aid them in risk management -- planning to reduce the incidence of injuries/lawsuits. Case studies will include international, national, & state case law involving recreation, therapeutic recreation, wellness, sport, events and hospitality.Purpose/Justification for Proposed Course: Emphasize various laws related to each profession within the recreation department. This class will provide students will base information needed when going into the job market.Objectives/Student Learning Outcomes (as it will appear in the syllabus)Upon completion of this course each student will have had the opportunity to:

1. become familiar with various legal resources in the library.
2. demonstrate an understanding of tort law.
3. study and analyze legal issues related to schools, as well as public and private businesses related to health, physical education, and recreation.
4. acquaint the students with appropriate procedures for reducing the incidents of injuries/lawsuits.
5. utilize critical thinking skills in the interpretation of legal issues as they relate to HPER.

Assessment Strategies [e.g., exams, projects, university rubric, etc. (as it will appear in the syllabus)]Course exam, quizzes, and Legal Brief 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.):  
0

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

Please give the rationale for additional student fees:  
 \_\_\_\_\_

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

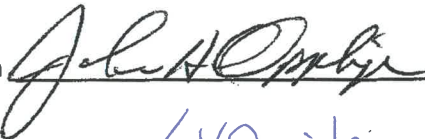
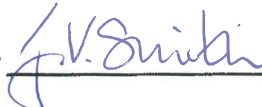
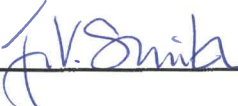

If "yes," please indicate the University's General Education Goals met by this course AND the assessment data that will be collected to measure these goals:  
 \_\_\_\_\_

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

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

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?  
0

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

- ☒ Approved: Department Chairperson  
Date 4/21/17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 5/2/17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 5/2/17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

PITTSBURG STATE UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF HEALTH, HUMAN PERFORMANCE & RECREATION  
REC 385 RECREATION, SPORT & HOSPITALITY LAW FOR THE PRACTITIONER

**INSTRUCTOR:** Dr. Rick Hardy  
**INTERNET:** [rhardy@pittstate.edu](mailto:rhardy@pittstate.edu)  
**CLASS TIME:** TBA

**OFFICE:** SRC 101-Q  
**PHONE:** (620) 235-4281

**OFFICE HOURS:** TBA

**REQUIRED TEXT:** Cotton, D. & Wolohan, J. (2013). *Law for recreation and sport managers* (6<sup>th</sup> ed). Dubuque: Kendall Hunt.

**HELPFUL RESOURCES:**

- Canvas
- Books related to legal concepts in sport, physical education, and parks and recreation by authors such as: Hronek, B. & Spengler, J., Baley, J. & Matthews, D., Peterson, J. & Hronek, B., and van der Smitten, B.
- State and federal case law, legal reference texts.
- Journals and periodicals such as *JOPERD*, *Parks and Recreation Magazine*, *The Sports Law Reporter*, the *Parks and Recreation Law Reporter* and the library's legal on-line reference tool.

**PURPOSE OF THE COURSE:** To assist each student in understanding legal issues related to the fields of health, physical education, and recreation.

**COURSE OBJECTIVES:** Upon completion of this course each student will have had the opportunity to:

1. become familiar with various legal resources in the library.
2. demonstrate an understanding of tort law.
3. study and analyze legal issues related to schools, as well as public and private businesses related to health, physical education, and recreation.
4. acquaint the students with appropriate procedures for reducing the incidents of injuries/lawsuits.
5. utilize critical thinking skills in the interpretation of legal issues as they relate to HPER.

**CONDUCT OF THE CLASS:** This course is delivered completely online. Students are not required to attend class at regular times; however, it is important that (1) students need to follow the guidelines for attendance/participation and (2) students need to meet due deadlines for readings, assignments, discussions, and quizzes. Major announcements will be delivered via CANVAS and email. Since the reading is the basis for class material, students will read assigned material ahead of the class scheduled. Please take notes as you read, jot down

questions about terminology and concepts, and be prepared to discuss meanings and implications in the Discussion Board if necessary.

**ASSUMPTIONS:** Please note that I expect that all students in this course:

1. have High Speed Internet connection and access to PSU-GUS account for using the CANVAS;
2. have basic competencies in library skills and use of a word processor (including e-mail);
3. have a desire to learn and apply information in a real-world setting;
4. will be active learners; will seek clarification and guidance when needed;
5. will spend approximately two hours per class period on homework; and
6. will complete all assignments on the due date.

#### STUDENT EVALUATION

Legal Brief (1)	15%
Exam (3)	60%
Quizzes	20%
Participation	5%
TOTAL	100%

#### EVALUATION SCALE

<i>Exceptional</i>	91 – 100%	A
<i>Above average</i>	82 – 90%	B
<i>Average</i>	73 – 81%	C
<i>Below Average</i>	64 – 72%	D
<i>Needs remediation</i>	Below 64%	F

Borderline grades (within two points of next higher grade) will be decided by the student's class attendance and participation.

#### ASSIGNMENTS

**NOTE:** All assignments and postings are due on the dates and times they are specified through Website. All written papers should be typed, double spaced with one inch margins, using a 12 font. Simply put your student number at the top of the first page (no names, please). Papers will be evaluated based on 65% content (depth of examination, reasoning, accuracy, justification, examples, etc.) and 35% composition (grammar, spelling, layout, etc.). Your graded assignments will be returned to the same location. The instructor accepts assignments by email only for an emergency.

**LEGAL BRIEF** will be submitted once during the semester. This written reaction to legal cases should be a minimum of three (3) pages in length, and reflect critical thinking. Students will select legal cases related to HHPR and respond to the items listed below. The cases should be full length cases pulled either from the state or federal case files. *Please note: cases may NOT be taken from previous summaries (e.g., from such sources as journals, periodicals, Parks & Recreation Law Reporter, etc.)—you will need to read the entire case (in its original) for this brief.* The case must be related to the HHPR, other cases will not be accepted. If you have any question as to whether or not the case is related to our disciplines, please contact me ahead of time for clarification. Your legal brief should respond to the following items:

- Include a summary of the case including complete legal citation/reference (see APA)—please place this at the top of the paper. In the summary please describe the case, identify the players' by role (names are not needed), identify the basis for the lawsuit, describe the findings, and explain any dissension.
- Identify and provide a brief explanation of each legal concept or principle utilized in the case.

- Identify the population(s) of HPER-related professionals who could be impacted by this case and explain your reasoning for naming them.
- Describe what was most fascinating to you about this case and explain why.
- Identify *specific* action steps that *YOU (as a future professional)* can/will implement to take advantage of the knowledge gained from this case.
- Scan and attach the complete case to your brief.

**EXAMS** will be given three times—twice at the mid-semester class and once at the last class meeting. Exams will consist of true/false and multiple choice items.

**PARTICIPATION** This online course relies upon not only the interaction between students and class materials, but also between students and other peers and students and the instructor. All students are expected to log on to this course site at least three (3) times per week (Monday-Sunday span). This online class demands that students must be self-motivated and self-disciplined. Students are responsible to keep up with the course schedule, CANVAS postings, assignments, and exams. *Discussion Board*—it is students' responsibility to actively participate in each Discussion Board activity. Students will be required to initiate at least one post to each question from the instructor and make at least an 80-word paragraph. A comment on other student's posting does not required a minimum number of words. The instructor will provide questions focusing on some issues related to the assigned topic(s) to begin a discussion. Every post initiated by each student must be in response to the questions raised by the instructor. Comments on others' posts must also be relevant to the subject of the assigned topic(s).

#### **COURSE POLICIES (NO EXEMPTIONS FROM THESE POLICIES):**

1. Late work is not accepted. All assignments are due on the dates and times they are specified through Website unless otherwise specified by the instructor. Assignment turned in late for any reason will be discounted 20% in grade. For planned absences, know that assignments must be sent to the instructor electronically before the published class time on the date the assignment is due.
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must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website:

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## Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: Education

Submission Date: 10/19/17

Contact Person: Laura Covert

☒ 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.*

All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.

### Proposed Course:

Course Number: REC 450

Title of Course: Sport Operations

Credit Hours: 3

Date first offered: 2018  
(Semester/Year)

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

Prerequisite: REC 160 Introduction to Professions in Recreation, Sport and Hospitality. Priority of student enrollment given recreation majors OR special permission by instructor.

Course Description (**as it will appear in the next catalog**): The students will gain an overview of what sport operations is, what it does, and its function within the sport community. The course is intended to demonstrate an understanding of the industry through diversely applying information about sport operations in an unbiased fashion, defining sport operations and guiding the student in obtaining a sense of responsibility to the public, investors and employees when considering all levels of sport. Furthermore, the material should promote an inquisitive interaction between all the students regarding the connection between sports and management. Learners should be able to see sports as part of the management process, not just an athletic event.

Purpose/Justification for Proposed Course: Align with curriculum changes and provide students with base knowledge pertaining to operations within the sport management field.

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

1. Have thought critically about their career and gained perspective on what skills are necessary to succeed in sport management
2. Understand the different options that exist to obtain a career in the sport management field
3. Grow in their knowledge of foundational principles in sport management on which to build through upper level recreation and sport courses
4. Acquire a baseline understanding of the structure and purpose of the sport industry

5. Have the ability to apply sound principles and best practices to the management of sport facilities, events and organizations
6. Be able to discuss the current status and various challenges of sport at the recreational, youth, interscholastic, intercollegiate, and professional levels

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

Student grades will be determined based on their performance in the following:

- 20% Career Assignment
- 5% Sport Management Resource Assignment-Written
- 5% Sport Management Resource Assignment-Verbal (Presentation)
- 10% Event Shadow and Volunteer Work
- 20% Effort
- 20% Midterm Exam
- 20% Final Exam

Exams: Two exams will be given during the course of the semester to measure each student's comprehension of the course material. The exams will consist of 50 mostly multiple choice, true/false, and possibly matching questions. You will have one hour to complete each test. Exams are not open notes. Each exam will cover the chapters and supplementary materials noted in the dates outlined in the syllabus. The instructor may adjust the topics to be covered by each exam based upon progress in coverage in class of the materials to be offered. Ample notice will be given to the students should adjustments in covered exam materials be necessary. The Final Exam is not cumulative, but rather will cover materials studied after the Mid-Term examination.

#### Sport Management Resource Review Assignment Due

This assignment is geared to hone written and verbal reporting skills for the student and make the student aware of available current industry resources that may be helpful in their future careers and current course of study.

Students are required to find and appropriately cite five sources from any medium that they consider useful in learning more about sport management, events, organizations, and industry associations. The student will then select one of the sources and write a report, up to one page in length, using APA guidelines noted in this syllabus. The written report should focus on the value of the source in better understanding the sport management field. The written report will be graded and returned to the student to then be used in preparation of a verbal report to be given before the rest of the class.

The verbal report—no longer than five minutes long—will demonstrate the students' abilities to speak before their peers and demonstrate the value of the source to them.

The resource review assignments (written and verbal) make up 10% of the course grade.

#### Career Planning Portfolio Assignment

This assignment will force students to think critically about their careers and develop a plan to achieve their individual goals. Students will be required to submit a portfolio that should include the following:

What are the four most important priorities in your life, how would you rank them and why? How do you feel your career choice could be affected based on your priorities?

Tell me what career you would choose today if salary and required schooling were not contributing factors in your decision? In other words, what job would you do for free if you could start it tomorrow? What do you think is your ideal career position and how does that career align with the previous question? Why?

Give at least two strategies (macro), including two tactics (micro) for each strategy to obtain your ideal career position. Tactics should be specific and include deadlines.

Provide two generic letters recommending you for employment on company letterhead.

Current resume (no more than 2 pages) with at least three references and a brief cover letter describing what makes you unique.

The entire assignment should be combined into one single PDF document. This file should be uniquely labeled:

Firstname lastname.pdf and submitted to Canvas website prior to class on the date the assignment is due.

This assignment makes up 20% of the course grade.

Sport Event Working Opportunity-Shadow and Volunteer: TBD

After working the event you will be required to share your experience in one page or less. Have your feelings about your career been altered by this experience in any way? What was the best thing you did all day? What was the worst thing? Was this experience meaningful?

This assignment makes up 15% of the course grade.

Effort (Class Participation and Attendance)

Students are responsible for attending class and making positive contributions in all class discussions. At the end of the semester, each student will be responsible for providing the professor a grade, based out of 100 points, that represents their effort compared to others in the class in the areas of class participation and attendance. This self-evaluation will represent 50% of students' class participation grade for the semester, with the other 50% coming from the professor.

Effort makes up 15% of the course grade.

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.):  
0

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

Please give the rationale for additional student fees:

\_\_\_\_\_

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

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

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

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

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?  
0

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

- ☒ Approved: Department Chairperson  
Date 10/20/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 10/29/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 10/20/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

Date: \_\_\_\_\_

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

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

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

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

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

# Syllabus:

## Sport Operations

### COURSE INFORMATION

Course Number and Section: REC 450

Location: SRC

Time: TBD

Credit Hour(s): 3

Instructor: Dr. Rick Hardy

Office Hours: Tuesday 9:00-11:00 a.m. and by appointment

Telephone: (620)235-4281

E-Mail: [rhardy@pittstate.edu](mailto:rhardy@pittstate.edu)

### COURSE DESCRIPTION AND OBJECTIVES

The students will gain an overview of what sport operations is, what it does, and its function within the sport community. The course is intended to demonstrate an understanding of the industry through diversely applying information about sport operations in an unbiased fashion, defining sport operations and guiding the student in obtaining a sense of responsibility to the public, investors and employees when considering all levels of sport. Furthermore, the material should promote an inquisitive interaction between all the students regarding the connection between sports and management. Learners should be able to see sports as part of the management process, not just an athletic event.

#### ***Upon completion of this course, students will:***

1. Have thought critically about their career and gained perspective on what skills are necessary to succeed in sport management
2. Understand the different options that exist to obtain a career in the sport management field
3. Grow in their knowledge of foundational principles in sport management on which to build through upper level recreation and sport courses
4. Acquire a baseline understanding of the structure and purpose of the sport industry
5. Have the ability to apply sound principles and best practices to the management of sport facilities, events and organizations
6. Be able to discuss the current status and various challenges of sport at the recreational, youth, interscholastic, intercollegiate, and professional levels

### REQUIRED COURSE MATERIAL

Mark Nagel, R. S. (2011). *Introduction to Sport Management: Theory and Practice*. Dubuque: Kendall Hunt Publishing Company. ISBN:978-0-7575-7578-5

## ASSIGNMENTS AND EVALUATION

Students will be required to submit assignments via the Canvas website prior to class on the day they are due. Students should also print the assignment and hand in at the beginning of class on the due date.

**Exams:** Two exams will be given during the course of the semester to measure each student's comprehension of the course material. The exams will consist of 50 mostly multiple choice, true/false, and possibly matching questions. You will have one hour to complete each test. Exams are not open notes. Each exam will cover the chapters and supplementary materials noted in the dates outlined in the syllabus. The instructor may adjust the topics to be covered by each exam based upon progress in coverage in class of the materials to be offered. Ample notice will be given to the students should adjustments in covered exam materials be necessary. The Final Exam is not cumulative, but rather will cover materials studied after the Mid-Term examination.

***The exams make up 40% of the course grade: 20% for the Mid Term and 20% for the Final.***

**Grammar:** The ability to speak and write well is one of the biggest; if not the biggest, learned applications students will need in their careers after college. An obvious grammar mistake on a college assignment is unacceptable and subject to deductions. Students are strongly encouraged to utilize the **Writing Center** for assistance with proofreading. Unless otherwise instructed, written assignments should be typed or prepared using APA guidelines (most recent edition) which include 12-point font (Arial or Times New Roman only), one-inch margins, double-spaced lines and page numbers. Where appropriate, be sure to use citations to referenced work, and include a reference or bibliography page at the end of an assignment.

**Other Assignments:** Assignments are given in an effort to go beyond classroom application and help equip students with the tools necessary to succeed in their career. These assignments include:

### **Sport Management Resource Review Assignment Due**

This assignment is geared to hone written and verbal reporting skills for the student and make the student aware of available current industry resources that may be helpful in their future careers and current course of study.

Students are required to find and appropriately cite five sources from any medium that they consider useful in learning more about sport management, events, organizations, and industry associations. The student will then select one of the sources and write a report, up to one page in length, using APA guidelines noted in this syllabus. The written report should focus on the value of the source in better understanding the sport management field. The written report will be graded and returned to the student to then be used in preparation of a verbal report to be given before the rest of the class.

The verbal report—no longer than five minutes long—will demonstrate the students' abilities to speak before their peers and demonstrate the value of the source to them.

The resource review assignments (written and verbal) make up 10% of the course grade.

## **Career Planning Portfolio Assignment**

This assignment will force students to think critically about their careers and develop a plan to achieve their individual goals. Students will be required to submit a portfolio that should include the following:

What are the four most important priorities in your life, how would you rank them and why? How do you feel your career choice could be affected based on your priorities?

Tell me what career you would choose today if salary and required schooling were not contributing factors in your decision? In other words, what job would you do for free if you could start it tomorrow? What do you think is your ideal career position and how does that career align with the previous question? Why?

Give at least two strategies (macro), including two tactics (micro) for each strategy to obtain your ideal career position. Tactics should be specific and include deadlines.

Provide two generic letters recommending you for employment on company letterhead.

**Current resume** (no more than 2 pages) with at least three references and a brief cover letter describing what makes you unique.

The entire assignment should be combined into one single PDF document. This file should be uniquely labeled: Firstname\_lastname.pdf and submitted to Canvas website prior to class on the date the assignment is due.

**This assignment makes up 20% of the course grade.**

### **Sport Event Working Opportunity-Shadow and Volunteer: TBD**

After working the event you will be required to share your experience in one page or less. Have your feelings about your career been altered by this experience in any way? What was the best thing you did all day? What was the worst thing? Was this experience meaningful?

**This assignment makes up 15% of the course grade.**

### **Effort (Class Participation and Attendance)**

Students are responsible for attending class and making positive contributions in all class discussions. At the end of the semester, each student will be responsible for providing the professor a grade, based out of 100 points, that represents their effort compared to others in the class in the areas of class participation and attendance. This self-evaluation will represent 50% of students' class participation grade for the semester, with the other 50% coming from the professor.

**Effort makes up 15% of the course grade.**

Attendance and Make Up Policy: Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:



**GRADING****Grading Scale**

A = 93 – 100%  
 A- = 90 – 92.9%  
 B+ = 87 – 89.9%  
 B = 83 – 86.9%  
 B- = 80 – 82.9%  
 C+ = 77 – 79.9%  
 C = 73 – 76.9%  
 C- = 70 – 72.9%  
 D+ = 67 – 69.9%  
 D = 60 – 66.9%  
 E = 59.9 or lower

**Student grades will be determined based on their performance in the following:**

20%	Career Assignment
5%	Sport Management Resource Assignment-Written
5%	Sport Management Resource Assignment-Verbal (Presentation)
10%	Event Shadow and Volunteer Work
20%	Effort
20%	Midterm Exam
20%	Final Exam

**SCHEDULE**

Date	Chapter
22-Aug	Course Introduction; Syllabus Review Chapter 1: Do You Really Want to Work in the Sport Industry Sport Management Resource Review Assignment Overview-Written/Verbal
27-Aug	Chapter 2: Socio-Cultural Aspects of Sport
29-Aug	Chapter 3: The United States Sports Industry Sport Management Resource Review Assignment Due-Written
3-Sep	Introduction to Sport Tourism in the United States
5-Sep	Chapter 4: Sport in the Global Marketplace Events: Olympic and Pan American Sport Governing Bodies
10-Sep	Events: Youth, Traditional and Nontraditional Sport Organizations
12-Sep	Sport Tourism and Sport Commissions

Date	Chapter
17-Sep	Events: Sport for Persons with Disabilities Career Planning Portfolio Assignment; Sport Management Resource Review Assignment Graded Written Assignment Returned
19-Sep	Chapter 5: Ethics and Ethical Decision Making Chapter 6: Legal Aspects of Sport
24-Sep	Chapter 7: Strategic Management
26-Sep	Sport Management Resource Review Assignment-Presentation Group A Sport Management Resource Review Assignment- Presentation Group B
1-Oct	Sport Management Resource Review Assignment-Presentation Group C
3-Oct	Sport Management Resource Review Assignment-Presentation Group D
8-Oct	MATERIAL REVIEW
10-Oct	MID-TERM EXAM: Chapters 1-7 and Supplementary Material
11-Oct	Chapter 8: Sport Marketing Chapter 8: Sport Marketing
12-Oct	Sport Event Working Opportunity-Shadow and Volunteer: TBA
13-Oct	Sport Event Working Opportunity-Shadow and Volunteer: TBA
15-Oct	Sport Event Working Opportunity-Shadow and Volunteer: TBA
17-Oct	Career Planning Portfolio Due Case Studies Available Online
22-Oct	Chapter 9: Sport-Sales and Revenue Generation Chapter 9: Sport-Sales and Revenue Generation
24-Oct	Chapter 10: Sport Communication Chapter 10: Sport Communication Chapter 10: Sport Communication

Date	Chapter
29-Oct	
31-Oct	Chapter 11: Facility Management
	Chapter 11: Facility Management
	Chapter 11: Facility Management
5-Nov	
7-Nov	Chapter 12: Sport Finance
	Chapter 12: Sport Finance
	Chapter 12: Sport Finance
12-Nov	
	Discussion about Volunteer Experience
	Graded Career Planning Portfolio Returned to Students
14-Nov	
	Managing Events: Using a Planning, Monitoring, and Evaluation Model Based Upon Objectives Discussion: Case Studies
19-Nov	
	Managing a Nonprofit Sports Commission
21-Nov	
	Discussion: Case Studies
26-Nov	
	MATERIAL REVIEW
28-Nov	THANKSGIVING-NO CLASS
3-Dec	
	MATERIAL REVIEW
5-Dec	
	READING DAY-NO CLASSES
10-Dec	
	FINAL EXAM ALTERNATE DATE
12-Dec	
	FINAL EXAM: Chapters 8-12 and Supplementary Material

**Request for New Course**

(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: EducationSubmission Date: 4/21/17Contact Person: Laura Covert☒ 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.*All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.**Proposed Course:**Course Number: REC 455Title of Course: Sport Policy and GovernanceCredit Hours: 3Date first offered: 2019  
(Semester/Year)☐ Fall ☒ Spring ☐ Summer  
(check all that apply)Prerequisite: REC 160 Introduction to Professions in Recreation, Sport and Hospitality. Priority of student enrollment given recreation majors OR special permission by instructor.Course Description (as it will appear in the next catalog): This course is an examination of sport organizations focused on both professional and amateur governance structures and processes. The study of policy in educational, non-profit, professional and international sport venues will also be addressed.Purpose/Justification for Proposed Course: Align with curriculum changes and provide students with knowledge related to sport policies.Objectives/Student Learning Outcomes (as it will appear in the syllabus)

1. Discuss and understand governance issues facing the different levels of sport; including scholastic and intercollegiate athletics, international sport, and professional sport.
2. Understand and discuss sport governing bodies; such as the NCAA and IOC.
3. Understand and discuss ethical theories, and apply them to sport and recreation.
4. Identify and investigate ethical and social issues in sport and recreation.

Assessment Strategies [e.g., exams, projects, university rubric, etc. (as it will appear in the syllabus)]EVALUATIONClass Assignments (4 x 20 pts.) 80 pts.Class Discussion/Participation (4 x 15 pts.) 60 pts.Quizzes (5 x 20 pts.) 100 pts.Governing Body Report 100 pts.

Athletic Administrator Interview 80 pts.

Ethics Essay 80 pts.

TOTAL 500 pts.

### CLASS ASSIGNMENTS

Students are responsible for obtaining all materials presented online and assigned readings. All assignments (discussion questions, class assignments/papers, quizzes) will be posted in eCollege. You are responsible for making sure that all assignments/discussions/quizzes are completed and submitted on time. For each course "Assignment", most questions will come directly from the textbook. Students are to type (Word, 12-pt. font) their response and submit it through the appropriate "Canvas Dropbox" basket (tab at top of course webpage) or the corresponding "Week". Please ATTACH all assignments to your Dropbox submission in Word.doc format. This is the only format I can read. If you do not have Word, please let me know. There is no limit on your response, but you should answer the question completely and to the best of your ability.

### CLASS DISCUSSIONS

Students will be responsible for participating in weekly "online discussions". Although this is an online course, students are still required to interact with each other and this will be accomplished through class discussions. Interpersonal communication serves an important educational purpose. For each course "Discussion" there will be an open-ended question proposed to the class. Each student is responsible for answering the initial question AND posting their own related question and comments to their classmates. For each discussion, you will need to initially respond to the discussion question (using both personal opinion and outside resources) AND post a reply to at least one classmate. Your reply should be more than just "I agree" or "Great point!" It should be like you are having an actual conversation. Both your initial post to the discussion question AND your ability to reply to your classmates' questions will be taken into account when graded. See each "Discussion" for specific instructions. You should post your initial response at least two days before the due date, so that your classmates have a chance to reply.

All class assignments and discussion topics will be posted within their specific week on Canvas.

### QUIZZES

There will be five (5) multiple choice, true-false "style" quizzes throughout the course (one quiz per week). Questions will cover content directly from the lectures and textbook readings. Quizzes are open note, book, Internet, but not open friend. Be sure to save and submit your answers when finished. Each quiz will have a time limit.

### ATHLETIC GOVERNING BODY REPORT

Each student will research two international-level sport governing bodies. You will find basic organizational information for each (e.g. mission statement, organizational structure, responsibilities and duties, constitution, etc.), and then compare and contrast the two organizations. Detailed instructions are posted in "Week 3", and should be submitted to the appropriate "Dropbox". This assignment is due TBA.

### ATHLETIC ADMINISTRATOR INTERVIEW

Each student is to set up, and conduct, an interview with a athletic administrator (either high school or college). Try to set up a face-to-face interview, but if you are unable you may schedule a phone interview. Begin by explaining the purpose of the assignment and why you are interested in their organization. You may ask general questions about their job duties and responsibilities, BUT the majority of the interview should focus on questions related to the different governance and ethical issues that they face in their job/career. Be creative and ask questions that are related to course content, but that are of interest to you. A minimum of twelve questions related to "governance and ethics" should be asked, and the more thorough your interviewee's answer are, the better! Please type your interview in "question/answer" format, rather than essay style (see instructions). Detailed instructions are posted in "Week 2", and should be submitted to the appropriate "Dropbox This assignment is due on TBA.

You must include the name, school/organization, position/title the person holds, and their contact information (phone and email).

\*Because you will need to get in-touch with someone from the industry, I would recommend reading the instructions and getting started as soon as possible.\*

#### ETHICS ESSAY

Students will be given three ethical dilemmas, in which they will respond to by presenting, and defending, their personal viewpoint on the situation. Students should incorporate ethical theories, research and statistics, personal experience, and other creative thinking to argue their viewpoint. The "correctness" of your argument is based on your understanding of the ethical theories, and your ability to apply them correctly and demonstrate your understanding of them to each situation. Arguments which rely too heavily on personal experience will be graded lower; therefore, you will need to do some research on the topic. Detailed instructions are posted in "Week 4", and should be submitted to the appropriate "Dropbox". This assignment is due on TBA.

If you have questions about any of the assignments, please do not hesitate to contact me or come talk to me. The best, most reliable form of contact is email.

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.):  
0

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

Please give the rationale for additional student fees:  
 \_\_\_\_\_

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

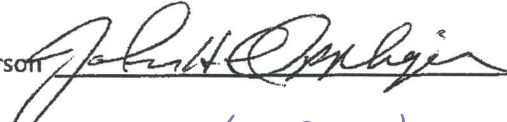

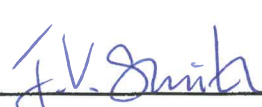

If "yes," please indicate the University's General Education Goals met by this course AND the assessment data that will be collected to measure these goals:  
 \_\_\_\_\_

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

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

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?  
0

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

- ☒ Approved: Department Chairperson  
Date 4/21/17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 5/2/17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 5/2/17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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



## Sport Policy & Governance

~~SPRT 427~~ REC 455

### Department of Health & Human Performance & Recreation

#### **COURSE INFORMATION**

Instructor: Dr. Rick Hardy

Office: SRC 101-Q

Office Hours: By appointment

Office Phone: 620-235-4281

Email: [rhardy@pittstate.edu](mailto:rhardy@pittstate.edu)

#### **COURSE DESCRIPTION**

Various governing agencies in sport, including those at the high school, collegiate, professional, and international levels will be studied, emphasizing investigation of the organizational structure, authority, membership, and influence of these sport governing bodies. The course will also focus on ethical and social problems in the contemporary sport industry and theoretical models available for analyzing these problems.

#### **COURSE MATERIALS**

##### ***Textbook (required)***

Hums, M. A., & MacLean, J. C. (2013). *Governance and Policy in Sport Organizations* (3rd ed.). Scottsdale, AZ: Holcomb Hathaway. ISBN: 978-1-934432-75-4

#### **COURSE OBJECTIVES**

***After completion of this course, the student should be able to:***

1. Discuss and understand governance issues facing the different levels of sport; including scholastic and intercollegiate athletics, international sport, and professional sport.
2. Understand and discuss sport governing bodies; such as the NCAA and IOC.
3. Understand and discuss ethical theories, and apply them to sport and recreation.
4. Identify and investigate ethical and social issues in sport and recreation.

#### **COURSE POLICIES (NO EXEMPTIONS FROM THESE POLICIES):**

1. Late work is not accepted. All assignments are due on the dates and times they are specified through Website unless otherwise specified by the instructor. Assignment turned in late for any reason will be discounted 20% in grade. For planned absences, know that assignments must be sent to the instructor electronically before the published class time on the date the assignment is due.
2. All written work is required to be typed, double-spaced. In general, assignments should follow the APA format.
3. Plagiarized work will receive zero credit and the student will be subject to disciplinary action, if appropriate. Plagiarism may be defined as the presentation by an author of the

work of another author, in such a way as to give one's reader reason to think that the other author's work is one's own.

4. Exams are to be taken during the scheduled time period on the specified date. No make up exams will be given. If an absence from an exam is unavoidable, the student must receive prior approval from the instructor.

## **ACADEMIC HONESTY POLICY and DUE PROCESS**

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit from another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of the academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms. The Code of Student's Rights & Responsibilities is available online:

<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/>

### ***Violations of Academic Honesty***

*Violations of academic honesty include, but are not limited to, the following activities:*

1. *Copying another person's work and claiming it as your own;*
2. *Using the work of a group of students when the assignment requires individual work;*
3. *Looking at or attempting to look at an examination before it is administered;*
4. *Using materials during an examination that are not permitted;*
5. *Allowing another student to take your exam for you;*
6. *Intentionally impeding the academic work of others;*
7. *Using any electronic device to transmit portions of questions or answers on an examination to other students;*
8. *Using any electronic device to improperly store information for an exam;*
9. *Knowingly furnishing false information to the University or its representatives;*
10. *Assisting other students in any of the acts listed above.*

## **STUDENT RECORDING CLASSROOM LECTURES**

As a professional courtesy, students are expected to inform an instructor if they plan to make audio or video recordings of a class. However, students should understand that there are times when the instructor may prohibit this activity (ex., in order to protect patient confidentiality in health-discipline classes, discussions pertaining to protected patient information, etc.).

The redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the instructor and of any students who are recorded. Unauthorized distribution of such materials is a **violation of academic standards** and may violate **copyright laws** and/or **privacy rights**. *Violations may result in disciplinary action.*

## **HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT**

Consistent with its mission, Pittstate seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus at 620-235-4452 also take a look at <http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/> about what happened so they can get the support they need and Pittsburg State can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Pittstate is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website:  
<http://www.pittstate.edu/office/coaa/title-ix/>

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your PSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

## **STUDENTS WITH DISABILITIES**

If any member of this class feels that he/she has a qualified disability and needs special accommodations, he/she should notify the instructor and request verification of eligibility of accommodations from the Center for Student Accommodations. Please advise the instructor of such a disability and the desired accommodations at some point before, during, or immediately after the scheduled class period. The telephone number for the Center for Student Accommodations is 620-235-4309.

## **GRADING SCALE**

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

0% - 59% F

**EVALUATION**

Class Assignments (4 x 20 pts.) 80 pts.

Class Discussion/Participation (4 x 15 pts.) 60 pts.

Quizzes (5 x 20 pts.) 100 pts.

Governing Body Report 100 pts.

Athletic Administrator Interview 80 pts.

Ethics Essay 80 pts.

**TOTAL 500 pts.**

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### **ATHLETIC ADMINISTRATOR INTERVIEW**

Each student is to set up, and conduct, an interview with a athletic administrator (either high school or college). Try to set up a face-to-face interview, but if you are unable you may schedule a phone interview. Begin by explaining the purpose of the assignment and why you are interested in their organization. You may ask general questions about their job duties and responsibilities, BUT the majority of the interview should focus on questions related to the different governance and ethical issues that they face in their job/career. Be creative and ask questions that are related to course content, but that are of interest to you. A minimum of twelve questions related to "governance and ethics" should be asked, and the more thorough your interviewee's answer are, the better! Please type your interview in "question/answer" format, rather than essay style (see instructions). Detailed instructions are posted in "Week 2", and should be submitted to the appropriate "Dropbox". This assignment is due on TBA. You must include the name, school/organization, position/title the person holds, and their contact information (phone and email).

\*Because you will need to get in-touch with someone from the industry, I would recommend reading the instructions and getting started as soon as possible.\*

### **ETHICS ESSAY**

Students will be given three ethical dilemmas, in which they will respond to by presenting, and defending, their personal viewpoint on the situation. Students should incorporate ethical theories, research and statistics, personal experience, and other creative thinking to argue their viewpoint. The "correctness" of your argument is based on your understanding of the ethical theories, and your ability to apply them correctly and demonstrate your understanding of them to each situation. Arguments which rely too heavily on personal experience will be graded lower; therefore, you will need to do some research on the topic. Detailed instructions are posted in "Week 4", and should be submitted to the appropriate "Dropbox". This assignment is due on TBA.

If you have questions about any of the assignments, please do not hesitate to contact me or come talk to me. The best, most reliable form of contact is email.

## COURSE SCHEDULE

Week 1- Introduction to Sport Governance

Week 2-What is Sport Governance? (Hums, ch. 1-2)

Week 3-Foundations of Sport Policy Development (Hums, ch. 3)

Assignment, Discussion, Quiz – Due .....(12:00pm CST)

Week 4 – Educational Institutions and Athletics

Week 5-Amateur and Scholastic Sport (Hums, ch. 5 & 6)

Week 6-Intercollegiate Athletics (Hums, ch. 8)

Assignment, Discussion, Quiz – Due .... by noon (12:00pm CST)

Week 7– Professional and International Sport

Week 8-International Sport and the Olympic Games (Hums, ch. 9-11)

Week 9-Professional Sport in North America and the World (Hums, ch. 12-13)

Assignment, Discussion, Quiz – Due .... (12:00pm CST)

Governing Body Report – .... (12:00pm CST)

Week 10 – Ethics and Sport

Week 11-What are Ethics? Understanding Ethical Theories (Lecture)

Week12-Ethical Decision-Making (Hums, ch. 4)

Week 13-Ethical and Social Issues in Sport (Eitzen)

Assignment, Discussion, Quiz – Due .....(12:00pm CST)

Ethics Essay – Due .....(12:00pm CST)

Athletic Administrator Interview – Due .....(12:00pm CST)

Week 14 – Paralympics and Special Olympics

Week 15 – Professional Referees/Officials

Quiz – Due .... (12:00pm CST)

Week 16 Finals

## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: Education

Submission Date: 10/19/17

Contact Person: Laura Covert ☒ Faculty member ☐ Chair

Revision Effective: Fall 2018 (Semester/Year)

Offered: (check all that apply)

- ☐ Fall  
☒ Spring  
☐ Summer

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

☐ Yes ☒ No

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

All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.

Purpose/Justification for Revision to Course: Name changed to align with curriculum changes.

### Existing Course:

Course Number: REC 470

Title of Course: Administration of Recreation

Credit Hours: 3

Prerequisite: REC 280 Recreation Methods and Leadership and REC 320 Management Strategies and Financing in Recreation

Course Description (**as it appears in the current catalog**): Recent trends in organization of recreation at federal, state, and local levels. Attention is given to legislative provisions, governmental control, financing, budget, personnel, and administrative practices.

### Proposed Course:

Course Number: REC 470

Title of Course: Administration of Recreation, Sport and Hospitality

Credit Hours: 3

Prerequisite: REC 160 Introduction to Recreation and Leisure OR REC 240 Introduction to Therapeutic Recreation.  
Priority of student enrollment given to recreation majors.

Course Description (**as it will appear in the next catalog**): Administration, finance and management as applies to recreation, therapeutic recreation, and wellness services, and sport, event, and hospitality management organizations of at federal, state and local levels. Attention is given to finance, budget, personnel, policy and best practices.



## Additional Questions

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

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

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

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

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

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

0

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

- ☒ Approved: Department Chairperson  
Date 10/20/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 10/20/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 10/20/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

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

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

## Request for Revision to Curriculum

Revision for: ☒ Major ☐ Minor ☐ Emphasis ☐ Certificate

Department: HHPR College: Education

Submission Date: 10/18/17

Revision Effective: Fall, 2018  
(Year)

Contact Person: Laura Covert ☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Recreation

*If proposing a name change to major or minor/emphasis/certificate, indicate Proposed Name Change:*  
Degree Name Change: Recreation Services, Sport and Hospitality Management

Description of Change: Name of the major has been changed; Recreation Administration emphasis name has been changed; Community, Corporate and Hospital Wellness emphasis name has been changed; description of new Recreation Administration emphasis has changed; and choices of minors for each emphasis have been changed.

Rationale for Change (include changes to curriculum objectives): Name of the major has been changed to better meet the needs of the students and to improve recognizing the versatility of the major. This change would reflect the current department name changes across the nation. The PSU recreation program is the only nationally accredited general recreation degree program in Kansas.

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

☐ Yes ☒ No

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

The PSU recreation program is the only nationally accredited general recreation degree program in Kansas with a variety of emphases options. All changes are internal changes to the recreation degree program.

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

☐ Yes ☒ No

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

All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus. Emails and meeting notes are attached.

### Existing Major or Minor/Emphasis/Certificate

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

Core (39 hours)

REC 160: Introduction to Recreation and Leisure 3

REC 240: Introduction to Therapeutic Recreation 3

HHP 260: First Aid and CPR 2

REC 270: Field Study in Recreation Leisure and Fitness 2

or REC 275: Recreation Practicum 2

REC 280: Recreation Methods and Leadership 3

REC 311: Recreation Program Design and Leadership 3

REC 317: Camping and Outdoor Education	3
REC 320: Management Strategies and Financing in Recreation	3
REC 461: Professional Conference	1
REC 462: Pre-Internship Seminar	1
REC 470: Administration of Recreation	3
or REC 770: Administration of Recreation	3
REC 498: Internship in Recreation	12

### Areas of Emphases

An emphasis must be completed in either Recreation Administration, Therapeutic Recreation or Community, Corporate and Hospital Wellness. A select minor relative to the emphasis area is required. \*\*\*

#### Recreation Administration Emphasis

The Recreation Administration emphasis provides students with the skills needed to serve leadership, supervisory, and management roles in city, park and recreation capacities and other leisure service agencies. Upon completion of the program, students are encouraged to take the Certified Park and Recreation Professional (CPRP) Exam offered by the National Recreation and Park Association.

COMM 277: Introduction to Public Relations	3
REC 419: Survey Research Techniques in Recreation	3
REC 430: Commercial Recreation	3
REC 435: Design and Maintenance of Recreation/Leisure Facilities	3
REC 438: Issues in Recreation	3
HRD 706: Personnel Development in Business and Industry	3
or PSYCH 575: Industrial and Organizational Psychology	3

\*\*\*Recreation Administration Emphasis requires a minor in Business Administration, Dance, Marketing, or Natural History (21 hours).

HRD 706 to be taken during senior year.

#### Therapeutic Recreation Emphasis

This emphasis prepares students for supervisory and leadership positions in various private and community-based health care facilities delivering care to individuals with various disabilities. Students completing the Therapeutic Recreation emphasis qualifies them to sit for the National Council on Therapeutic Recreation Certification (NCTRC) Exam.

BIOL 257: Anatomy and Physiology	3
and BIOL 258: Anatomy and Physiology Laboratory	2
PSYCH 263: Developmental Psychology	3
REC 419: Survey Research Techniques in Recreation	3
HHP 462: Adapted Physical Education	2
REC 465: Assessment and Documentation in Therapeutic Recreation	3
REC 469: Intervention in Therapeutic Recreation	3
REC 471: Theory of Therapeutic Recreation Program Service and Development	3
REC 480: Professional Trends and Issues in Therapeutic Recreation Services	3
PSYCH 571: Abnormal Psychology	3

\*\*\*Therapeutic Recreation Emphasis requires a minor in Psychology, Interdisciplinary Gerontology, or Public Health (21 hours).

PSYCH 263 and PSYCH 571 can be counted toward Psychology Minor.

#### Community, Corporate and Hospital Wellness Emphasis

This emphasis prepares students for supervisory and leadership positions in the wellness field in community, corporate (private), and hospital-based settings. Students completing the emphasis will be encouraged to take the Certified Personal Trainer & Group Fitness Exams offered by ACE, NSCA, ACSM or a similar agency.

FCS 203: Nutrition and Health	3
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or FCS 301: Nutrition	3
BIOL 257: Anatomy and Physiology	3
and BIOL 258: Anatomy and Physiology Laboratory	2
HHP 349: Group Fitness Instruction	2
REC 425: Personal Training and Fitness Management	3
REC 430: Commercial Recreation	3
HHP 460: Kinesiology	3
HHP 464: Physiology of Exercise	3

\*\*\*Community, Corporate and Hospital Wellness Emphasis requires a minor in Business Administration, Dance, Marketing, Public Health, or Exercise Science (21 hours).

FCS 203 Nutrition and Health will satisfy a portion of the general education Health and Well-Being area.

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

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

CORE 39 hours

REC 160: Introduction to Professions in Recreation, Sport and Hospitality .....	3
HHP 260: First Aid and CPR.....	2
REC 270: Field Study in Recreation Leisure and Fitness.....	2
or REC 275: Recreation Practicum.....	2 - 6*
REC 280: Methods and Leadership.....	3
REC 311: Program Design and Leadership.....	3
REC 317: Camping and Outdoor Education.....	3
REC 320: Promotion in Recreation, Sport and Hospitality.....	3
REC 419: Research in Recreation.....	3
REC 461: Professional Conference.....	1
REC 462: Pre-Internship Seminar.....	1
REC 470: Administration in Recreation, Sport and Hospitality.....	3
or REC 770: Administration of Recreation.....	3
REC Law of the Professions in Recreation, Sport and Hospitality.....	3
REC 498: Internship in Recreation.....	9

\*Recreation Services, Sport and Hospitality Management majors are to select the TWO hour REC 275. Students ONLY seeking the Hospitality Management Certificate are to select SIX hours for REC 275.

Areas of Emphases

An emphasis must be completed in either Recreation and Sport Management, Therapeutic Recreation, Community and Worksite Wellness or Hospitality Management. A selected minor relative to the emphasis area is required. \*\*\*

### RECREATION AND SPORT MANAGEMENT EMPHASIS

The Recreation and Sport Management emphasis provides students with the skills needed to serve leadership, supervisory, and management roles in city, park and recreation capacities, other leisure service agencies and sport industries. Upon completion of the program, students are encouraged to take one or more of the following exams: the Certified Park and Recreation Professional (CPRP) offered by the National Recreation and Park Association, Certified Sports Event Executive (CSEE), Certified Sports Administrator (CSA) through National Council of Youth Sports and/or Certified Sports Field Manager (CSFM) through Sports Turf Managers Association.

REC 430: Commercial Recreation.....	3
REC 435: Facility Design and Operations.....	3
REC 438: Current Issues in the Professions..	3
REC 325: History of Sport.....	3
REC 450: Sport Operations.....	3
REC 455: Sport Policy and Governance.....	3

Plus one course from the following Sport Electives:

ECON 433: Sports Economics.....	3
SOC 410: Sociology of Sport.....	3
MKTG 420: Services Marketing.....	3
MKTG 460: Social Media Marketing.....	3

\*\*\*Recreation and Sport Management emphasis requires a minor in Coaching, Dance, Exercise Science, Marketing, Natural History, Communication, Leadership, Psychology, Spanish, Youth and Adolescent, Early Childhood Development, Marketing, Safety, Health and Environmental Management, Construction Management, Automotive Technology, Human Resource Development, or Business Administration.

#### THERAPEUTIC RECREATION EMPHASIS

This emphasis prepares students for supervisory and leadership positions in various private and community-based health care facilities delivering care to individuals with various disabilities and ability levels. Students completing the Therapeutic Recreation emphasis qualifies them to sit for the National Council on Therapeutic Recreation Certification (NCTRC) Exam

REC 240: Introduction to Therapeutic Recreation.....	3
PSYCH 263: Developmental Psychology	3
HHP 462: Adapted Physical Education	2
REC 465: Assessment and Documentation in Therapeutic Recreation	3
REC 469: Intervention in Therapeutic Recreation	3
REC 471: Theory of Therapeutic Recreation Program Service and Development	3
REC 480: Professional Trends and Issues in Therapeutic Recreation Services	3
PSYCH 571: Abnormal Psychology	3

\*\*\*Therapeutic Recreation emphasis requires elective: BIOL 257 & 258. A minor is to be completed in Psychology, Interdisciplinary Gerontology, Public Health, Exercise Science, or Substance Abuse Services.

#### COMMUNITY AND WORKSITE WELLNESS EMPHASIS

This emphasis prepares students for supervisory and leadership positions in the wellness field in community, corporate (private), and hospital-based settings. Students completing the emphasis will be encouraged to take the Certified Personal Trainer & Group Fitness Exams offered by ACE, NSCA, ACSM or a similar agency.

REC 350: Promoting Community and Worksite Wellness.....	3
FCS 203: Nutrition and Health	3
or FCS 301: Nutrition	3
HHP 349: Group Fitness Instruction	2
REC 425: Personal Training and Fitness Management	3
REC 430: Commercial Recreation	3
HHP 460: Kinesiology	3
HHP 464: Physiology of Exercise	3

\*\*\* Community and Worksite Wellness emphasis requires elective: BIOL 257 & 258. A minor is to be completed in Dance, Exercise Science, Business Administration, Marketing, Public Health, Gerontology, Spanish, or International Business.

#### HOSPITALITY MANAGEMENT EMPHASIS

The Hospitality Management emphasis provides students with the skills needed to be professionals in the hospitality field. Students completing this emphasis will be able to plan, execute, and evaluate events and meetings as well as begin the management track in casinos, resorts, spas, and other related travel and tourism enterprises. Upon completion of the program, students will be granted either a Hospitality Management Certificate or a degree (major or minor)

indicating that they have met academic requirements making them eligible to practice as a professional in the hospitality field. Students will also be encouraged to take one or more of the following exams: Certified Hotel Administrator (CHA®), Certified Hotel Concierge (CHC), Certification in Hotel Industry Analytics (CHIA), Certified Master Hotel Supplier (CMHS®), and/or Certified Spa Supervisor (CSS).

REC 400: Event Planning and Management.....	3
REC 402: Event Entertainment and Technology.....	3
REC 404: Event Design.....	3
REC 406: Resort, Spa, & Lodging Operations.....	3
REC 408: Casino, Food, and Beverage Operations.....	3
REC 410: Tourism Planning Development.....	3
REC 275: Recreation Practicum** .....	6

\*\* The SIX hours are only to be taken by those who are not Recreation Services, Sport and Hospitality majors

\*\*\*Hospitality Management Emphasis requires a minor in Human Resource Development, Graphic Design, Interior Design, Business Administration, International Business, Geography, History, Natural History, Dance, Physical Education, and Coaching

## Additional Questions

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

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

Please give the rationale for additional student fees:  
\_\_\_\_\_

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

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

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?  
0

## 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? ☐ 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  
Date 10/20/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 10/20/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 10/20/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/3/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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## Request for Revision to Curriculum

Revision for: ☐ Major ☐ Minor ☒ Emphasis ☐ Certificate

Department: HHPR College: Education

Submission Date: 10/16/17

Revision Effective: Fall, 2018  
(Year)

Contact Person: Laura Covert ☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Recreation Administration

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

Description of Change: The title of the emphasis area, names of current courses and new courses have been completed.

Rationale for Change (include changes to curriculum objectives): Such an emphasis has long been requested by students. Sport Management is often housed in Recreation departments and this emphasis aligns well with the recreation management emphasis already established within the department.

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

☐ Yes ☒ No

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

The only changes being completed involve revisions to the established emphasis.

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

☐ Yes ☒ No

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

All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus. See meeting notes attached.

### Existing Major or Minor/Emphasis/Certificate

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

Recreation Administration Emphasis

The Recreation Administration emphasis provides students with the skills needed to serve leadership, supervisory, and management roles in city, park and recreation capacities and other leisure service agencies. Upon completion of the program, students are encouraged to take the Certified Park and Recreation Professional (CPRP) Exam offered by the National Recreation and Park Association.

COMM 277: Introduction to Public Relations 3

REC 419: Survey Research Techniques in Recreation 3

REC 430: Commercial Recreation 3

REC 435: Design and Maintenance of Recreation/Leisure Facilities 3

REC 438: Issues in Recreation 3

HRD 706: Personnel Development in Business and Industry 3

or PSYCH 575: Industrial and Organizational Psychology 3

\*\*\*Recreation Administration Emphasis requires a minor in Business Administration, Dance, Marketing, or Natural History (21 hours).  
HRD 706 to be taken during senior year.

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

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

**RECREATION AND SPORT MANAGEMENT Emphasis**

The Recreation and Sport Management emphasis provides students with the skills needed to serve leadership, supervisory, and management roles in city, park and recreation capacities, other leisure service agencies and sport industries. Upon completion of the program, students are encouraged to take one or more of the following exams: the Certified Park and Recreation Professional (CPRP) offered by the National Recreation and Park Association, Certified Sports Event Executive (CSEE), Certified Sports Administrator (CSA) through National Council of Youth Sports and/or Certified Sports Field Manager (CSFM) through Sports Turf Managers Association.

- REC 325: History of Sport.....3
- REC 430: Commercial Recreation.....3
- REC 435: Facility Design and Operations.....3
- REC 438: Current Issues in the Professions.....3
- REC 450: Sport Operations.....3
- REC 455: Sport Policy and Governance.....3

Plus one course from the following Sport Electives:

- ECON 433: Sports Economics.....3
- SOC 410: Sociology of Sport.....3
- MKTG 420: Services Marketing.....3
- MKTG 460: Social Media Marketing.....3

\*\*\*Recreation and Sport Management emphasis requires a minor in Coaching, Dance, Exercise Science, Marketing, Natural History, Communication, Leadership, Psychology, Spanish, Youth and Adolescent, Early Childhood Development, Marketing, Safety, Health and Environmental Management, Construction Management, Automotive Technology, Human Resource Development, or Business Administration.

## Additional Questions

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

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

Please give the rationale for additional student fees:  
 \_\_\_\_\_

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

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

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?  
0

## 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? ☐ 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  
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Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
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Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

**Request for New Minor/Emphasis/Certificate**Proposal for a New: ☐ Minor ☐ Emphasis ☒ CertificateDepartment: HHPR College: EducationSubmission Date: 10/19/17Effective: Fall, 2018  
(Year)Contact Person: Laura Covert ☒ Faculty member ☐ ChairTitle of Proposed Minor/Emphasis /Certificate: Hospitality Management

Purpose/Justification for Minor/Emphasis/Certificate: Such an emphasis has long been requested by students. Hospitality is often housed in Recreation departments and this emphasis aligns well with the strengths of two faculty members. One has a degree (with prior experience) specializing in Hospitality Management and the other a degree (with prior experience) in Event Planning and Management.

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, there is no other university offering a certificate in hospitality management.

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?

☐ 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.*

All changes are internal changes to the recreation degree program. These changes will not affect any other program on campus.

Please complete the Kansas Board of Regent forms located at [http://www.kansasregents.org/academic\\_affairs/new\\_program\\_approval](http://www.kansasregents.org/academic_affairs/new_program_approval) and list the proposed curriculum for the minor/emphasis/concentration, in section 3 (III) of the forms. Please input the proposed curriculum **as you wish it to appear in the next catalog**. 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.):  
0

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

Please give the rationale for additional student fees:  
\_\_\_\_\_

3. Will this minor/emphasis/certificate have specific General Education courses required?  
☐ Yes ☒ No

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

4. Will this 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.)?  
0

## 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? ☒ 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  
Date 10/20/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 10/20/17 Signature, College Curriculum Committee Chair James Twilore
- ☒ Approved: Dean of College  
Date 10/20/17 Signature, Dean James Twilore
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

Date: \_\_\_\_\_

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

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

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

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

January 4, 2007

**Kansas Board of Regents**  
**APPLICATION FOR APPROVAL**  
**OF CERTIFICATE**

Pittsburg State University  
**(NAME OF INSTITUTION)**

1701 S. Broadway, Pittsburg Kansas 66762  
**(ADDRESS)**

620-235-4665 (HHPR Department)  
**(TELEPHONE)**

**Certificate:**  
Hospitality Management  
**(Title and CIP)**

☒ New  
☐ Derived from Existing Program

\_\_\_\_10/18/17\_\_\_\_  
**(DATE SUBMITTED)**

\_\_\_\_\_  
**(Signature of Vice-President  
/or Provost)**

**PROPOSAL FOR MINOR/CONCENTRATION**  
**Kansas Board of Regents**

**Submitted by Dr. John Oppliger/Dr. Laura Covert**

**College of Education**

**Division of Health, Human Performance and Recreation**

I. Indicate major in which concentration will be located: BS in Recreation Services, Sport and Hospitality Management

II. Give the name and describe the purpose of the proposed concentration:

Name: Hospitality Management

Description of Purpose: The Hospitality Management emphasis provides students with the skills needed to be professionals in the hospitality field. Students completing this emphasis will be able to plan, execute, and evaluate events and meetings as well as begin the management track in casinos, resorts, spas, and other related travel and tourism enterprises. Upon completion of the program, students will be granted either a Hospitality Management Certificate or a degree (major or minor) indicating that they have met academic requirements making them eligible to practice as a professional in the hospitality field.

III. Provide curriculum for the major and indicate courses required for each concentration:

Hospitality Management  
Name of Certificate

Course Name & Number

Credit Hours

Core Courses:

N/A \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Electives:

N/A \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Research:

N/A \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Course Name & Number

Credit Hours

Practica:

Total:	

### Hospitality Management

	Course Name & Number	Credit Hours
Concentration:	REC 400:Event Planning and Management	3
	REC 402:Event Entertainment and Technology	3
	REC 404: Event Design	3
	REC 406: Resort, Spa, & Lodging Operations	3
	REC 408: Casino, Food, and Beverage Operations	3
	REC 410: Tourism Planning Development	3
	REC 275: Recreation Practicum**	6
	**only taken by certificate seeking/nonmajors	
	Total:	24

Note: By Board of Regents definition concentrations are established within existing programs and are:

1. 24 hours or less at the undergraduate level
2. 12 hours or less at the master's level
3. 18 hours or less at the doctoral level

#### IV. Faculty resources:

- A. Number of FTE faculty who teach in the major, including all concentrations:  
# 4
- B. Rank of faculty:  
Instr. \_\_\_\_\_; Asst. Prof. 3; Assoc. Prof. 1; Prof. \_\_\_\_\_;  
GTAs \_\_\_\_\_.
- C. Preparation of faculty;  
Indicate level of degrees: Bach. \_\_\_\_\_; Masters 1; Doctors 3.
- D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): All of the proposed courses have been integrated into each professor's teaching load. This certificate is within the Recreation Services, Sport and Hospitality Management department. It will not increase the teaching burden of the professors.

Zimbra

lcovert@pittstate.edu

---

**emphasis / certificate**

---

**From :** Eric Harris <eharris@pittstate.edu>

Mon, Oct 09, 2017 01:50 PM

**Subject :** emphasis / certificate**To :** Laura Covert <lcovert@pittstate.edu>, Rick Hardy  
<rhardy@pittstate.edu>, Lynn Murray  
<lmurray@pittstate.edu>

Laura / Rick -

Lynn and I just met with Paul. He is fine with your emphasis title "Recreation and Sports Management" (or vice versa). We can show to AACSB that we clearly are targeting two different student populations.

Thanks! That was a good meeting. Thanks for your work.

Eric

Eric G. Harris, Ph.D.  
Professor of Marketing & Esch Family Faculty Fellow  
Kelce College Director of Research & Engagement  
Editor-in-Chief, Journal of Managerial Issues  
Kelce College of Business  
Pittsburg State University  
Pittsburg, KS 66762

---

Zimbra

lcovert@pittstate.edu

---

**Fwd: Checking back ...**

---

**From :** Ricky Hardy <rhardy@pittstate.edu>

Thu, Oct 19, 2017 04:07 PM

**Subject :** Fwd: Checking back ...**To :** Laura Covert <lcovert@pittstate.edu>, Janice Jewett  
<jjewett@pittstate.edu>, Sarah Ball  
<sball@pittstate.edu>**Cc :** joppliger <joppliger@pittstate.edu>, Rick Hardy  
<rhardy@pittstate.edu>

YES!!!!!!!!!!!!!! Kelce just signed off to allow us to have management in the title of the  
Major!!!!!!!!!!!!!!

Recreation Services, Sport and Hospitality Management!

Rick

---

**From:** "Eric Harris" <eharris@pittstate.edu>**To:** "Rick Hardy" <rhardy@pittstate.edu>**Sent:** Thursday, October 19, 2017 3:39:46 PM**Subject:** Re: Checking back ...

Paul said he's OK with it, so I think you can move forward.

Thanks!

Eric

Eric G. Harris, Ph.D.

Professor of Marketing & Esch Family Faculty Fellow

Kelce College Director of Research & Engagement

Editor-in-Chief, Journal of Managerial Issues

Kelce College of Business

Pittsburg State University

Pittsburg, KS 66762

---

**From:** "Rick Hardy" <rhardy@pittstate.edu>**To:** "Eric Harris" <eharris@pittstate.edu>**Sent:** Wednesday, October 18, 2017 11:39:29 AM**Subject:** Re: Checking back ...

Thanks Eric. You were on my call/email list for today.

Rick

---

**From:** Eric Harris <[eharris@pittstate.edu](mailto:eharris@pittstate.edu)>  
**Date:** October 18, 2017 at 11:13:55 CDT  
**To:** Rick Hardy <[rhardy@pittstate.edu](mailto:rhardy@pittstate.edu)>  
**Subject:** Re: Checking back ...

Sorry, Rick. This slipped past me.

I'm checking with Paul and will get back ASAP.  
Eric

Eric G. Harris, Ph.D.  
Professor of Marketing & Esch Family Faculty Fellow  
Kelce College Director of Research & Engagement  
Editor-in-Chief, Journal of Managerial Issues  
Kelce College of Business  
Pittsburg State University  
Pittsburg, KS 66762

---

**From:** "Rick Hardy" <[rhardy@pittstate.edu](mailto:rhardy@pittstate.edu)>  
**To:** "Eric Harris" <[eharris@pittstate.edu](mailto:eharris@pittstate.edu)>  
**Sent:** Monday, October 16, 2017 12:38:49 PM  
**Subject:** Checking back ...

Eric-  
I am checking back with you on the possibility of adding management back into the name of our major. Again, we are coming from the emphasis areas of TR clinical management, sport management from a high school or college athletic director, state park manager, or city parks and rec manager/director angles.

Rick

--

Rick Hardy, Ph.D.  
Assistant Professor  
Health, Human Performance, and Recreation  
Student Recreation Center, RM 101-Q  
Pittsburg State University  
1701 S. Broadway  
Pittsburg, KS 66762  
620-235-4281  
[rhardy@pittstate.edu](mailto:rhardy@pittstate.edu)

"Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world." - Desmond Tutu

Simple. Safe. Smart. You are receiving this email because you are a Pittsburg State University student, employee, or other University community member. If you have questions or concerns regarding the validity of this email, please contact the individual or department that sent this email.

--

Rick Hardy, Ph.D.  
Assistant Professor  
Health, Human Performance, and Recreation  
Student Recreation Center, RM 101-Q  
Pittsburg State University  
1701 S. Broadway  
Pittsburg, KS 66762  
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## Recreation Meeting with Business

9/18/17

Present: Ms. Sarah Ball, Dr. Rick Hardy, Dr. John Oppliger, Dr. Lynn Murray, Dr. Eric Harris, Dr. Paul Grimes & Dr. Laura Covert

Appear to be business program/any issues with those classes

What programs to review- institutional control over those programs?

Biggest hurdle

Can ask for certain programs to exempt from review, but still have the authority to review

Do want to have us have to come into review

HHRD-development-that way can exclude

Keywords – leadership, marketing, management, administration

If we are in 25% of courses – can fall into possible if decide not to exclude

Asking - Use terminology that does not make it fall into accreditation

Recreation and Sport Planning??

Combine the courses to make it work – work together – cross disciplinary work  
Minor/certificate

Can still have emphasis in our area – if take our track

Minor on business end – if go through their track

Can look at what else could we offer ourselves if willing to work together

Work together – meet up to discuss the opportunities

First – rec meet together

Eric – lead on business side

Laura – lead on recreation side

REC 426: Law of Professions – ok

REC 470: Go back to Recreation Admin

REC 325: Sport Management – reword the description

REC 406: change to Operations

REC 408: can keep

REC 320: Management Strategies and Finance in Recreation

Hospitality emphasis – OK! ☺

Sport Management Meeting w/ COB  
10/9/17

Present: Dr. Rick Hardy, Dr. Laura Covert, Dr. Lynn Murray, & Dr. Eric Harris

Dr. Hardy proposed revised Recreation and Sport Management emphasis.

Changed REC 325 to History of Sport

Changed REC 450 to Sport Operations

Included electives to choose from within the COB

MKTG 420

MKTG 460

Included electives: SOC 410 & ECON 433

Approved using Management within the emphasis area

# Request for Deletion of Curriculum

Deletion of: ☐ Major ☐ Minor ☒ Emphasis ☐ Certificate

Department: Psychology and Counseling College: Education

Submission Date: September 5, 2017

Revision Effective: Fall, 2017  
(Year)

Contact Person: David P. Hurford, Chair

☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: B.S. Psychology with an Emphasis in Case Management

Rationale for Deletion: Low number of students enrolled in this emphasis.

Will this deletion affect any other department's/college's/unit's curricula or programs at Pittsburg State University?

☐ Yes ☒ No

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

The Case Management concentration was one of seven different concentration areas within the BS degree in the department. The number of students who have selected this concentration area has been quite small. Although this concentration area requires courses from outside of the department, due to the low number of students in this concentration, elimination of it will have no effect on any other department or program.

Will this deletion involve specific General Education courses? ☐ Yes ☒ No

*If "yes," please realize that it will need to gain approval of the General Education Committee.*

Will this deletion affect any education majors? ☐ Yes ☒ No

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

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

- ☒ Approved: Department Chairperson  
Date 9-5-17 Signature, Department Chairperson David P. Huofad
- ☒ Approved: College Curriculum Committee  
Date 10/3/17 Signature, College Curriculum Committee Chair James T. Love
- ☒ Approved: Dean of College  
Date 10/3/17 Signature, Dean James T. Love
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/3/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

Notification to COCAO/Kansas Board of Regents: \_\_\_\_\_ Date: \_\_\_\_\_

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

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 and a memo on department letterhead, apply the appropriate signatures, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND the MEMO TO THE OFFICE OF THE PROVOST (220 RUSS HALL)

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 informational purposes.

## Request for New Minor/Emphasis/Certificate

Proposal for a New: ☐ Minor ☐ Emphasis ☒ Certificate

Department: TCHLS College: Education

Submission Date: September 6, 2017

Effective: Fall, 2018  
(Year)

Contact Person: Alice C. Sagehorn, PhD

☐ Faculty member ☒ Chair

Title of Proposed Minor/Emphasis /Certificate: Technological Literacy

Purpose/Justification for Minor/Emphasis/Certificate: The purpose of the Technological Literacy Certificate is to provide better prepared Elementary Teachers for students in K-6 schools. The content of the program is designed to teach Elementary Education candidates to integrate STEM concepts across the general education curriculum.

The Department of Teaching and Leadership has a Technological Literacy minor in conjunction with the Technology and Engineering Education program in the College of Technology. Candidates have not been able to complete the minor due to course load and the timing of when some candidates decide to add a minor. Students requested a Technological Literacy Certificate so they can complete the shorter program and earn a certificate.

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.*

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?

☒ Yes ☐ No

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

This is an interdisciplinary certificate with courses offered by both the College of Education and the College of Technology. Tracey Rumpy and Alice Sagehorn worked with Dr. Andy Kelenke and Mr. Byron McKay to create the certificate. Please see Dr. Klenke's letter (attached to these documents) concerning the certificate.

Please complete the Kansas Board of Regent forms located at [http://www.kansasregents.org/academic affairs/new program approval](http://www.kansasregents.org/academic%20affairs/new%20program%20approval) and list the proposed curriculum for the minor/emphasis/concentration, in section 3 (III) of the forms. Please input the proposed curriculum **as you wish it to appear in the next catalog**. 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.):  
\_\_\_\_\_

2. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)?

☐ Yes ☒ No *If "yes," please realize that it will need to gain approval of the President's Council.*

Please give the rationale for additional student fees:

N/A

3. Will this minor/emphasis/certificate have specific General Education courses required?

☐ Yes ☒ No

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

4. Will this 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.)?

None

## 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? ☒ 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.*

## Additional Questions

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

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

Please give the rationale for additional student fees:

N/A

3. Will this minor/emphasis/certificate have specific General Education courses required?

☐ Yes ☒ No

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

4. Will this 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.)?  
None

## 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? ☒ 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  
Date 9/8/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 10/3/17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 10/3/17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☒ Approved: Council for Teacher Education (if applicable)  
Date 10/4/17 Signature, Council for Teacher Education Chair [Signature]
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/3/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

Approval 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.

January 4, 2007

**Kansas Board of Regents****APPLICATION FOR APPROVAL  
OF MINOR/CONCENTRATION**

---

Pittsburg State University**(NAME OF INSTITUTION)**

---

1701 S. Broadway, Pittsburg, Kansas 66762**(ADDRESS)**

---

620-231-7000**(TELEPHONE)****Concentration or Major:**

Technological Literacy Certificate

---

**(Title and CIP)**

☐ New  
☒ Derived from Existing Program

---

**(DATE SUBMITTED)**

---

**(Signature of Vice-President  
/or Provost)**

---

Research:


Course Name &amp; Number

Credit Hours

Practica:


Total:

--

Technological Literacy Certificate

Course Name &amp; Number

Credit Hours

Concentration:

TE 301 STEM Experiences for EI Educ.	1
TE 331 Overview of Tech and Engineering in STEM Education	3
EDUC 345 Topics in STEM Integrations	3
TE 551 Integrated Technology for Educators	3
EDTH 551 Instruction Technology for Educators	3

Total:

13

Note: By Board of Regents definition concentrations are established within existing programs and are:

1. 24 hours or less at the undergraduate level
2. 12 hours or less at the master's level
3. 18 hours or less at the doctoral level

## IV. Faculty resources:

A. Number of FTE faculty who teach in the major, including all concentrations:

# 4

B. Rank of faculty:

Instr. 2; Asst. Prof. 1; Assoc. Prof. 1; Prof. ; GTAs .

C. Preparation of faculty;

Indicate level of degrees: Bach. ; Masters 2 Doctors 2 .

D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors):

1 faculty member teaches graduate online courses for MS in Technology Education.

1 faculty member teaches undergraduate courses in the BS Ed Elementary Ed program

1 faculty member teaches in the graduate and undergraduate programs in Technology and Engineering program.

1 faculty member teaches in the undergraduate program in Technology and Engineering program.

# Pittsburg State University

COLLEGE OF TECHNOLOGY

Department of Technology and Workforce Learning  
1701 S. Broadway • Pittsburg, KS 66762  
620-235-4371 fax: 620-235-4020  
www.pittstate.edu/twl

March 10, 2017

Dr. Alice Sagehorn, Chair, Teaching and Leadership  
Ms. Tracy Rampy, Teaching and Leadership  
Hughes Hall  
Pittsburg State University  
Pittsburg, KS 66762

Dear Dr. Sagehorn and Ms. Rampy,

Based on a discussion with Debbie Greve, Registrar and Janet Hoyer, Degree Checking regarding offering an emphasis in STEM, it was discussed and decided in this morning's meeting, a certificate in STEM would be a better option for the students and for our programs. Here are some bullet points and action items from our discussion to ensure we all have the same goal in mind.

- It would require a minimum of 12 hours. Suggested unique courses below would equate to 13 hours for a certificate.
  - TE301 1HR
  - TE331 3HR
  - TE551 3HR
  - EDUC345 3HR
  - EDTH551 3HR
- Because the coursework is part of the Minor in Technological Literacy, if a student wished to complete the minor, it would only be an additional 8 hours. For those students who may not have met requirements for acceptance into teacher education, this would be a viable option for them.
- Proposed certificate would mirror the current minor. Certificate in Technological Literacy; STEM Emphasis. This would avoid an issue of ownership of Science and Mathematics.
- The certificate would be placed on the official transcript of those who complete the requirements.
- Hard copy certificates will be available, but will need to be processed from the department level and a request sent to Debbie Greve.
- Courses may be taken by graduates at undergraduate costs to earn the certificate.
- Future enhancements may include a summer program for undergraduates working with local school's summer programs. Additionally, the emphasis may be part of a mobile STEM program to larger districts in the KC Metro area. This could be done over two summers utilizing a modified or hybrid on-line course, where part of the course is delivered in the KC Metro area. The course may be paid for by the district or the students could take the courses as part of the MST program.
- The Teaching and Leadership Department will coordinate implementing the certificate though the appropriate curriculum approval process. Develop a cooperative letter for both the College of Education and College of Technology to indicate collaboration between units.

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- The Technology & Engineering Education program will revise/update the flyer for the minor and new certificate program. A proof will be provided for approval by both programs prior to printing.
- Ms. Rampy will coordinate the video process of minor courses after initial contact is made from Dr. Sagehorn to the videographer.
- Undecided who would contact the Kansas City district for a possible recruiting statement for STEM graduates.

Hopefully I did not leave anything out and if I did please let me now so I can revise the letter. This is an exciting opportunity for PSU students and has the potential to reach well beyond the classrooms of PSU. Thank you for participating but actively pursuing this opportunity.

Sincerely,



Andrew M. Klenke, Ed.D  
Associate Professor, Technology & Engineering Education  
Pittsburg State University  
1701 S. Broadway, W105b KTC  
Phone: (W) 620-235-4372 (C) 620-249-8715  
Email: [aklenke@pittstate.edu](mailto:aklenke@pittstate.edu)





# Course Syllabus

## 1. Course Information

Course Number: TE301  
Credit Hours: 1  
Time Schedule: M or W 3:00-4:15  
Lecture: W103 KTC  
Lab: W104 KTC

## 2. Instructor Information

Instructor: Mr. Byron McKay  
Office: W105a KTC  
Email: [bmckay@pittstate.edu](mailto:bmckay@pittstate.edu)  
Phone: (620)235-4379 Office  
(417)425-6926 Cell  
(620)235-4212 Lab  
Office Hours: MW 10-12, 1-2:30 TTh 9:30-11:30  
Other times by appointment

## 3. Course Description

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

## 4. Prerequisite/Co-Requisite

None

## 5. Purpose of the Course

The purpose of this course is to provide future teachers with information and experiences that will support the understanding and delivery of technological literacy and STEM concepts at the elementary level.

## 6. Course Objectives

Upon completion of the course, students should be able to:

1. Understand the concepts of STEM integration
2. Understand the design loop concept
3. Complete a variety of STEM-based projects that can be used in elementary STEM classrooms
4. Demonstrate an awareness of collaborative instruction in STE M education between science, technology and engineering, and mathematics
5. Work with other students to complete STEM projects and activities
6. Demonstrate an ability to follow technical drawings and technical instructions to complete a task
7. Develop a portfolio of ideas and projects to be used to teach STEM concepts in an elementary classroom
8. Demonstrate an ability to plan, organize, and integrate STEM concepts into the elementary classroom





**Pittsburg State University**  
**Technology & Engineering Education**  
**TE301 STEM Experiences for Elem. Ed.**



## Course Syllabus

### 7. REQUIRED TEXT AND MATERIALS

1. No required text, reading provided by instructor as web link or through AXE library
2. Internet access
3. 1" 3 ring binder
4. 1 - mass storage device (disk on key)

NOTE: There will be a \$20.00 lab fee charged for this course.

### 8. INSTRUCTIONAL RESOURCES

1. Selected Internet Websites
2. Instructional Handouts and Supplements
3. Study Guides and Reference Materials
4. STEM-based Projects and Activities
5. Guest Presentations

### 9. TEACHING STRATEGIES

- A. Lectures and Demonstrations
- B. Selected readings from text books or other printed materials
- C. Individual and team projects
- D. Student activity assignments
- E. Research and problem solving activities
- F. Tours (if time permits)

### 10. EVALUATION

#### Overall Evaluation

1. The student is graded on his or her ability to answer questions on objective and essay tests. (PSU-Knowledge Base 11)
2. The student is graded on the completion and quality of assigned work. (PSU-Knowledge Base 11)
3. The student is judged on the basis of his or her participation and cooperation in class activities. (PSU-Knowledge Base 1,2, 6)
4. **ACADEMIC DISHONESTY:** Each student is expected to complete his/her own work as prescribed by each lesson. Academic integrity is important and expected. To review the Academic Dishonesty and Integrity Policy please go the following link.  
<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>
5. **CELL PHONES:** Cell phones are not allowed for any reason during testing. Leave the phone in your backpack. If you are observed, either live or on video, using a cell phone during a quiz or exam, you will be given an "F" for the course.



# Course Syllabus

## Evaluation Criteria

	Undergraduate
1. Lab assignments	40%
2. Written work	20%
3. Quizzes and Exams	15%
3. Class Grade*	10%
4. Final Exam	15%

TOTAL 100%

**\*NOTES:**

Class grade is based on class participation, cooperation, ability to follow instructions, and completion of lab/written assignments. The class grade is a subjective grade as determined by the instructor. Assignments cannot be submitted late. The type of assignment is at the discretion of the instructor.

## 11. GRADING SYSTEM

- A= 90%-100%
- B= 80% - 89.99%
- C= 70% - 79.99%
- D= 60% - 69.99%
- F= 59.99% and lower

Regular attendance is important, expected and required. **More than two absences is considered excessive and will result in a reduction in your final grade. 10% will be deducted from your final grade for each absence over three, no matter what the reason might be. Additionally, tardies are considered unacceptable unless prior arrangements are made for the class, therefor 2 tardies will be considered the same as an absence, be sure to be ready for class at 8:00am.** For example, a student who missed 4 classes, and has earned a 93% would receive a 73% or a "C" for the two absences beyond the three allowed. Any assignments missed **DUE** to an absence are the responsibility of the student to inquire about and turn in on time. (PSU Knowledge Base 1,7)  
If you are going to be late for or miss class, inform the instructor prior to the tardy or absence so you do not impact the learning of others.

## 12. SAFETY

- A. All safety procedures and rules outlined in the Technology Education Laboratory Safety Manual are applicable to all members of this class.
- B. Approved eye protection devices **must** be worn at all times in the fabrication area or while using any tools or machines. **No tinted safety glasses are allowed in the fabrication area.**
- C. No one is allowed to work in the Technology & Engineering Education laboratory unless authorized personnel are present, (instructors, graduate assistants or lab assistants) and under no circumstances are any machines to be used with only one person present.
- D. No one is allowed to operate equipment or tools without prior approval by the instructor.



**Pittsburg State University**  
**Technology & Engineering Education**  
**TE301 STEM Experiences for Elem. Ed.**



## **Course Syllabus**

### **13. STUDENTS WITH SPECIAL NEEDS**

All students have different learning styles. If you have a particular disabling condition that would inhibit your ability to succeed in the Technology & Engineering Education program, please notify the instructor and appropriate accommodations will be made. Students with special needs should contact the Center for Student Accommodations in 218 Russ Hall (620-235-4309) to ensure that your needs are considered and documented at PSU.

### **14. PSU SYLLABUS SUPPLEMENT**

The supplement is updated for each semester and the summer session and includes information for students about campus resources, notifications (including the required, aforementioned Academic Integrity Policy and the approved Dead Week Policy), expectations, grades, etc. To review the supplement please go to the following link:

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



**Pittsburg State University**  
**Technology & Engineering Education**  
**TE331 Overview of Tech/Eng in STEM Ed**



## Course Syllabus

### 1. Course Information

Course Number: TE331  
 Credit Hours: 3  
 Time Schedule: TTh 12:30-2:20  
 Lecture: W103 KTC  
 Lab: W104 KTC

### 2. Instructor Information

Instructor: Mr. Byron McKay  
 Office: W105a KTC  
 Email: [bmckay@pittstate.edu](mailto:bmckay@pittstate.edu)  
 Phone: (620)235-4379 Office  
 (417)425-6926 Cell  
 (620)235-4212 Lab  
 Office Hours: MW 10-12, 1-2:30 TTh 9:30-11:30  
 Other times by appointment

### 3. Course Description

This course is designed to introduce K-12 Education majors to applied STEM education concepts and methodologies. Students will gain valuable experiences through the completion of a variety of STEM projects and activities that are designed to integrate science, technology and engineering, and math concepts. This course is designed to combine instruction from the College of Education (EDUC 345.04) and the College of Technology (TE 331) to support the Technological Literacy Minor for Elementary and Secondary Education Majors.

### 4. Co-Requisite

EDUC 345 - TP: STEM Education

### 5. Purpose of the Course

The purpose of this course is to provide a variety of highly motivational “hands-on” learning experiences for future K-12 STEM teachers. Education majors will be able to understand and implement various STEM concepts through collaborative teaching across the curriculum.

### 6. Course Objectives

Upon completion of the course, students should be able to:

1. Understand the philosophy and rationale for collaborative STEM educational concepts and how to integrate them into the curriculum.
2. Understand the engineering design process and be able to apply it to problem solving situations.
3. Work collaboratively with teachers from other disciplines, including science, technology and engineering and mathematics.
4. Demonstrate the ability to identify specific STEM concepts and apply them to “hands-on” projects and experiences for students.
5. Identify a variety of engineering materials and processes used in STEM projects and activities.
6. Present professional portfolio/journal entries for each STEM project or activity in the course.
7. Use different commercial educational building systems to design and develop interesting and relevant STEM projects and activities.





## Course Syllabus

8. Demonstrate an ability to plan and present professional level STEM instruction to elementary students on a designated work session with area elementary schools

### 7. REQUIRED TEXT AND MATERIALS

- A. No required text, reading provided by instructor as web link or through AXE library
- B. Internet access
- C. 2 - 2" three ring binder
- D. 1 - mass storage device (disk on key)

NOTE: There will be a \$20.00 lab fee charged for this course.

### 8. INSTRUCTIONAL RESOURCES

- A. Multiple reference books
- B. Resource manuals
- C. Testing and laboratory equipment and visual aids
- D. Video presentations and visual aids
- E. Field trips and/or outside resource speakers

### 9. TEACHING STRATEGIES

- A. Lectures and Demonstrations
- B. Selected readings from text books or other printed materials
- C. Individual and team projects
- D. Student activity assignments
- E. Research and problem solving activities
- F. Tours (if time permits)

### 10. EVALUATION

#### Overall Evaluation

1. The student is graded on his or her ability to answer questions on objective and essay tests. (PSU-Knowledge Base 11)
2. The student is graded on the completion and quality of assigned work. (PSU-Knowledge Base 11)
3. The student is judged on the basis of his or her participation and cooperation in class activities. (PSU-Knowledge Base 1, 2, 6)
4. **ACADEMIC DISHONESTY:** Each student is expected to complete his/her own work as prescribed by each lesson. Academic integrity is important and expected. To review the Academic Dishonesty and Integrity Policy please go the following link.  
<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>
5. **CELL PHONES:** Cell phones are not allowed for any reason during testing. Leave the phone in your backpack. If you are observed, either live or on video, using a cell phone



**Pittsburg State University**  
**Technology & Engineering Education**  
**TE331 Overview of Tech/Eng in STEM Ed**



## Course Syllabus

during a quiz or exam, you will be given an "F" for the course.

### Evaluation Criteria

	Undergraduate
1. Lab assignments	40%
2. Written work	20%
3. Quizzes and Exams	15%
3. Class Grade*	10%
4. Final Exam	15%

TOTAL 100%

#### \*NOTES:

Class grade is based on class participation, cooperation, ability to follow instructions, and completion of lab/written assignments. The class grade is a subjective grade as determined by the instructor. Assignments cannot be submitted late. The type of assignment is at the discretion of the instructor.

### 11. GRADING SYSTEM

- A= 90%-100%
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 If you are going to be late for or miss class, inform the instructor prior to the tardy or absence so you do not impact the learning of others.

### 12. SAFETY

- A. All safety procedures and rules outlined in the Technology Education Laboratory Safety Manual are applicable to all members of this class.
- B. Approved eye protection devices **must** be worn at all times in the fabrication area or while using any tools or machines. **No tinted safety glasses are allowed in the fabrication area.**



**Pittsburg State University**  
**Technology & Engineering Education**  
**TE331 Overview of Tech/Eng in STEM Ed**



## **Course Syllabus**

- C. No one is allowed to work in the Technology & Engineering Education laboratory unless authorized personnel are present, (instructors, graduate assistants or lab assistants) and under no circumstances are any machines to be used with only one person present.
- D. No one is allowed to operate equipment or tools without prior approval by the instructor.

### **13. STUDENTS WITH SPECIAL NEEDS**

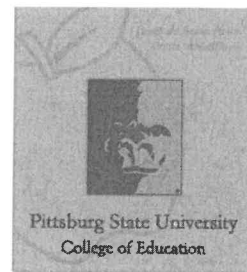
All students have different learning styles. If you have a particular disabling condition that would inhibit your ability to succeed in the Technology & Engineering Education program, please notify the instructor and appropriate accommodations will be made. Students with special needs should contact the Center for Student Accommodations in 218 Russ Hall (620-235-4309) to ensure that your needs are considered and documented at PSU.

### **14. PSU SYLLABUS SUPPLEMENT**

The supplement is updated for each semester and the summer session and includes information for students about campus resources, notifications (including the required, aforementioned Academic Integrity Policy and the approved Dead Week Policy), expectations, grades, etc. To review the supplement please go to the following link:

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

**Department of Teaching & Leadership**  
**College of Education**  
**Pittsburg State University**



**Course Number:** EDUC 345.04  
**Course Title:** TP: STEM EDUCATION  
**Credit Hours:** 3  
**Class Time/Place:** Tu/Th 12:30-2:20; KTC W103  
**Course Delivery Method:** Face-to-Face w/TE 331  
**Semester:** Fall 2017

**Instructor:** Tracy Rampy  
**Office:** Hughes Hall B13  
**Office Hours:** M/W 8:15-11:15; 2:30-3:30;  
 TU/TH 3:00-4:00; Other times by appointment  
**Phone:** Office:620-235-4082; Cell:913-522-4917  
**e-mail:** [trampy@pittstate.edu](mailto:trampy@pittstate.edu)  
*Above email is preferred method of contact*

### 1. COURSE DESCRIPTION

This introductory topics course integrates teaching and learning experiences for a variety of engaging, relevant and hands-on activities supporting cross-curricular STEM (Science, Technology, Engineering, and Math) concepts for the classroom setting. This course is designed to combine instruction from the College of Education (EDUC 345.04) and the College of Technology (TE 331) to support the Technological Literacy Minor. PREREQUISITE: EDTH 330 or Instructor permission.

### 2. PURPOSE

The purpose of this introductory topics course is to provide education majors with hands-on activities discovering, developing and supporting cross-curricular STEM concepts, educational technologies and integrated teaching and learning experiences within an active collaborative learning environment.

### 3. OBJECTIVES

Students will:

- Utilize emerging technologies in various teaching and learning settings.
- Apply STEM concepts to create introductory lesson plans and team teach the lessons within area school districts.
- Collaborate with students, educators, and community members to further innovative teaching practices supporting student learning.
- Exhibit skills that encourages, supports and develops the cross-curricular infusion of STEM (Science, Technology, Engineering, and Math) activities throughout an active collaborative learning environment.

#### **Kansas Elementary Education Standards**

**Standard 3: Mathematics.** The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

**Standard 4: Science.** The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science including--physical, life, and earth and space



sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

#### **Kansas Professional Education Standards**

**Standard 3: Learning Environment.** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation. **3.2.1**

**Standard 5: Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking. **5.3.3**

**Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **7.1.1**

**Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways. **8.1.4, 8.2.2**

**ISTE (International Society for Technology Education Standards for Teachers) Standards for Educator** <http://www.iste.org/standards/standards/for-educators>

**ISTE Standards for Educators, ©2017, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.**

#### **Empowered Professional:**

**Learner.** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

#### **Learning Catalyst:**

**Collaborator.** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

#### **PSU College of Education Professional Knowledge Base**

See Appendix A within Syllabus

## **4. REQUIRED TEXTBOOKS**

No textbook is required for this course. Readings will be assigned by the instructor and can be found as a PDF or a link through the internet or Axe library.

## **5. ADDITIONAL REQUIRED MATERIALS**

#### **Internet Browser**

You will need the latest version of Chrome, Firefox, or Safari for an Internet browser, latest plug-ins for commonly used functions and ability to access the PSU Canvas, PSU student email, PSU Google Drive. Chrome and Firefox are preferred browsers.

### **High Speed Internet Access – Primary and Back-up Connections**

You **MUST** have access to a *high-speed Internet connection*. If your personal device is not working you **MUST** have a back-up plan. Not having access to a device, experiencing any technical issues/failures or not having access to the Internet is **NOT** an excuse for missing deadlines for your course work.

**Gorilla Geeks Help Desk (620-235-4600)** <https://www.pittstate.edu/office/gorilla-geeks/>

Additional Hardware and Software

Data storage (Cloud storage)

Access to, including but not limited to, the following:

1. Device (laptop, Chromebook, tablet) **MUST** have access to a device and internet. If your device is not working or has limited capabilities, you **MUST** have a device back-up plan. There will be access to device carts available during class.
2. Canvas
3. Google Drive via student email: [UN@gus.pittstate.edu](mailto:UN@gus.pittstate.edu)
4. Microsoft Office (Can obtain Microsoft Office 365 free via GUS portal)
5. Various Web Applications
6. Creating online accounts to various free online resources that will be required throughout the semester.
7. YouTube Account
8. Social Media account (Twitter)

## **6. TECHNICAL PREREQUISITES**

1. Basic computer skills, including navigating the Internet, using education applications, and viewing multimedia objects.
2. Canvas navigation skills

## **7. ATTENDANCE, COMMUNICATION, PARTICIPATION, AND EVALUATION**

### **Class Attendance**

**Attending class is an expectation; attendance will be taken each class session. Communicate all absences (excused or unexcused) to instructor via Canvas. Initiation of any discussion about missed work due to an absence (excused or unexcused) is the responsibility of the student. Refrain from asking, “can you tell me what I missed in class” or “did we do anything important.”**

Much of our work is hands-on and/or team projects that require attendance. Three absences (excused or unexcused) will require meeting with instructor to discuss dropping the course. **Withdrawing or dropping this course for whatever reason is the responsibility of the student.**

### **Communication - Effective communication is essential for success in the course.**

Please note my contact information. Do not hesitate to contact me with any questions or concerns throughout the semester. Preferred method of communication is email via Canvas. My phone contacts are also listed if needed.

### **Active Participation**

Active participation is a vital part of your learning experience during this course. Students are expected to actively participate and contribute during class discussions, team projects, and discussion posts within Canvas; access course materials via Canvas; complete assignments per due dates; and be positive and “present” during class.

### **Weekly Assignments**

Each week, you will be required to complete specific assignments; quizzes; actively participate in class discussions, discussion posts within Canvas and individual and/or group projects; and evaluations/reflections. Dates of assignments to be determined by instructor.

### **Withdrawing or Dropping Course**

**Withdrawing or dropping this course for any reason is the responsibility of the student.** Check the Fall 2017 Syllabus Supplement for drop and withdraw dates.

**Expectation of Positive Teamwork:** There will be opportunities for collaboration and small team projects. In this class, students will be asked on a regular basis to participate in activities, such as engaging in teamwork/projects, presenting to the class, moving around the classroom without personal properties in close proximity, and performing short skits or role-playing scenarios. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students are encouraged to read the online weapons policy (<http://pittstate.edu/dotAsset/ca5f2c95-67c7-426d-8da9-b42f5d00a936.pdf>) to ensure they understand the requirements related to concealed carry.

**Cell/Smartphones** are allowed for academic purposes only. Personal/pleasure texting during class is not an academic purpose.

**Bringing** relatives, pets (exception of service animals), or friends to class will not be permitted.

### **Score Posting and Grades**

Assignment comments are returned to individual students via CANVAS and grades will be posted to the online gradebook via CANVAS. It is the student's responsibility to check their grades and contact the instructor in a timely manner with any questions.

Assignments will normally be graded 2 weeks after the assigned due date. The instructor holds the right to grade assignments earlier or later than this time frame depending on extenuating circumstances.

**Course final is mandatory.**

Class grade is a subjective grade as determined by the instructor.

### **Grading Scale**

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

### **Late Assignments Policy**

**No late work will be accepted without PRIOR approval from the instructor.** Assignments must be submitted on or before the date due. The initiation of discussions concerning assignment deadlines is the responsibility of the student **prior** to all due dates.

### **Written Communication Skills**

Any and all written work submitted should represent the student's best writing skills. Spelling, punctuation, grammar, and sentence structure will be evaluated in each assignment and graded

accordingly. All email correspondence and discussion board posts should be done in a professional manner. Avoid slang or text message abbreviations and symbols. Work submitted without proper netiquette will result in a reduction in grade.

#### **Academic Honesty and Integrity**

Each student is expected to do **their own work**. Penalties for academic misconduct or dishonesty include, but are not limited to, a score of zero for the assignment in question, a final grade below the letter grade earned, or an F for the course. Please refer to the Pittsburg State University policy on violations of the academic honesty and integrity policy which will be followed in the coursework unless otherwise noted by the instructor.

#### **Additional University Policies, Information and Resources**

Up-to-date information about campus resources, notifications, expectations and grades can be found in the Fall 2017 Syllabus Supplement.

### **8. ACCESSIBILITY AND ACCOMMODATIONS**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need reasonable accommodations should discuss options with the Center for Student Accommodations (620.235.4309) during the first two weeks of class. The CSA will contact instructors with suggested classroom needs and accommodations. Approved documentation needs to be on file in the CSA prior to the start of the semester. Students need to maintain open communication with the instructor throughout the semester.

### **PROFESSIONAL REPUTATION**

You are preparing for an exciting career in a profession that esteems a high standard of personal integrity. As a teacher candidate progresses through a program of study, he or she is developing a professional reputation. Upon completion, a candidate often requests that a reference be provided to a school system for employment or for admission to an advance degree program. Often times the reference asks the recommender about a candidate's attendance, dependability, and professional judgment. A candidate is wise to work toward developing an exemplary reputation and model the disposition of a professional educator. Teacher Education Handbook.

**APPENDIX A**  
**PITTSBURG STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**PROFESSIONAL KNOWLEDGE BASE**

**THE LEARNER AND LEARNING**

Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.

1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.
2. The candidate understands that cognitive, linguistic, social, emotional and physical development influences learning.
3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.
4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.
5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures and community resources into practice.
6. The candidate understands how to manage the learning environment by organizing, allocating and coordinating the resources of time and space.
7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

**CONTENT**

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues.

9. The candidate understands that learners should question, analyze and understand concepts from diverse perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.

12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.
13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions and debates that are central to the discipline.

### **INSTRUCTIONAL PRACTICE**

**Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.**

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.
17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.
18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).
19. The candidate understands the process for aligning instruction and assessment with learning targets.
20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.
21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.
22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).
23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.
24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback.

### **PROFESSIONAL RESPONSIBILITY**

**Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.**

25. The candidate knows how to use information and technology ethically, legally and safely.
26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).
28. The candidate understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.
29. The candidate knows how to contribute to a common culture that supports high expectations for student learning.
30. The candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
31. The candidate knows how to communicate effectively with all members of the learning community.



## Course Syllabus

### 1. Course Information

Course Number: TE551  
 Credit Hours: 3  
 Time Schedule: T Th 9:30-11:20  
 Lecture: W103 KTC  
 Lab: W104 KTC

### 2. Instructor Information

Instructor: Mr. Byron McKay  
 Office: W105a KTC  
 Email: [bmckay@pittstate.edu](mailto:bmckay@pittstate.edu)  
 Phone: (620)235-4379 Office  
 (417)425-6926 Cell  
 (620)235-4212 Lab  
 Office Hours: MW 10-12, 1-2:30 TTh 9:30-11:30  
 Other times by appointment

### 3. Course Description

Reflects Standards for Technological Literacy: Content for the Study of Technology, essential core of technological knowledge and skills that K-12 students should acquire. Content addresses today's technological systems in communication, transportation, production and bio-related technologies. Provides instructional strategies for enhancing technological literacy-critical thinking, design and problem solving. Laboratory activities, integration of academics, and development of thematic units and teaching tools are primary means for learning.

### 4. Prerequisite/Co-Requisite

None

### 5. Purpose of the Course

The purpose of this course is to provide STEM teachers with information and experiences that will support the understanding and delivery of technological literacy concepts at the elementary, middle, and secondary levels through the use of hands-on projects and innovative instructional methods. Thematic and Immersion Learning concepts will be integrated throughout the course and future teachers will leave with a portfolio of ideas, projects, and activities that enhance the learning of STEM concepts at all levels.

### 6. Course Objectives

Upon completion of the course, students should be able to:

1. Describe and practice basic design and problem solving techniques
2. Identify current and emerging educational tools and devices and effectively incorporate these into creative and innovative curriculum models.
3. Understand basic engineering principles
4. Understand the application of physics to practical scenarios and projects
5. Apply basic math concepts to applied learning scenarios and demonstrate the ability to formulate problems using the tools of mathematics.
6. Select a variety of lesson plans and activities that incorporate basic design and engineering principles





## **Course Syllabus**

7. Identify a problem and using appropriate sources, develop a logical and reasonable response to the problem.
8. Apply generalizations, principles, theories, or rules to new situations and/or the real world.
9. Apply the principles of effective writing.
10. Design and develop appropriate projects, activities, and challenges that reinforce cognitive information.
11. Recognize the value of diverse cultural, national, and ethnic backgrounds.
12. Demonstrate the ability to communicate ideas and facts using equations, graphs, and symbolic tools.
13. Identify the interdisciplinary elements of the arts in a thematic format.

### **7. REQUIRED TEXT AND MATERIALS**

1. 1 1/2" 3 ring binder
2. 1 - mass storage device (disk on key)

NOTE: There will be a \$20.00 lab fee charged for this course.

### **8. INSTRUCTIONAL RESOURCES**

- A. Selected reference books
- B. Resource manuals
- C. Testing and laboratory equipment
- D. Video presentations and visual aids
- E. Field trips and/or outside resource speakers

### **9. TEACHING STRATEGIES**

- A. Lectures and Demonstrations
- B. Selected readings from text books or other printed materials
- C. Individual and team projects
- D. Student activity assignments
- E. Research and problem solving activities
- F. Tours

### **10. EVALUATION**

#### **Overall Evaluation**

1. The student is graded on his or her ability to answer questions on objective and essay tests. (PSU-Knowledge Base 11)
2. The student is graded on the completion and quality of assigned work. (PSU-Knowledge Base 11)
3. The student is judged on the basis of his or her participation and cooperation in class activities. (PSU-Knowledge Base 1, 2, 6)
4. **ACADEMIC DISHONESTY:** Each student is expected to complete his/her own work as prescribed by each lesson. Academic integrity is important and expected. To review the Academic Dishonesty and Integrity Policy please go the following link.



## Course Syllabus

<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

5. **CELL PHONES:** Cell phones are not allowed for any reason during testing. Leave the phone in your backpack. If you are observed, either live or on video, using a cell phone during a quiz or exam, you will be given an "F" for the course.

### Evaluation Criteria

	Undergrad	Grad
1. Lab assignments	40%	25%
2. Written work*	15%	15%
3. Exams and Quizzes	20%	15%
4. Class Grade*	10%	10%
5. Final Exam	15%	15%
6. Graduate Assignment	_____	<u>20%</u>
TOTAL	100%	100%

### \*NOTES:

Class grade is based on class participation, cooperation, ability to follow instructions, and completion of lab/written assignments. The class grade is a subjective grade as determined by the instructor. Assignments cannot be submitted late. The type of assignment is at the discretion of the instructor.

## 11. GRADING SYSTEM

A= 90%-100%  
 B= 80% - 89.99%  
 C= 70% - 79.99%  
 D= 60% - 69.99%  
 F= 59.99% and lower

Regular attendance is important, expected and required. **More than two absences is considered excessive and will result in a reduction in your final grade. 10% will be deducted from your final grade for each absence over three, no matter what the reason might be. Additionally, tardies are considered unacceptable unless prior arrangements are made for the class, therefor 2 tardies will be considered the same as an absence, be sure to be ready for class at 8:00am.** For example, a student who missed 4 classes, and has earned a 93% would receive a 73% or a "C" for the two absences beyond the three allowed. Any assignments missed **DUE** to an absence are the responsibility of the student to inquire about and turn in on time. (PSU Knowledge Base 1,7)  
 If you are going to be late for or miss class, inform the instructor prior to the tardy or absence so you do not impact the learning of others.

## 12. SAFETY



## **Course Syllabus**

- A. All safety procedures and rules outlined in the Technology Education Laboratory Safety Manual are applicable to all members of this class.
- B. Approved eye protection devices **must** be worn at all times in the fabrication area or while using any tools or machines. **No tinted safety glasses are allowed in the fabrication area.**
- C. No one is allowed to work in the Technology & Engineering Education laboratory unless authorized personnel are present, (instructors, graduate assistants or lab assistants) and under no circumstances are any machines to be used with only one person present.
- D. No one is allowed to operate equipment or tools without prior approval by the instructor.

### **13. STUDENTS WITH SPECIAL NEEDS**

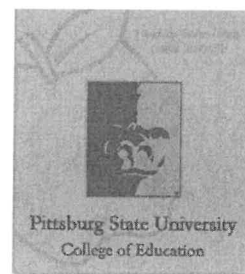
All students have different learning styles. If you have a particular disabling condition that would inhibit your ability to succeed in the Technology & Engineering Education program, please notify the instructor and appropriate accommodations will be made. Students with special needs should contact the Center for Student Accommodations in 218 Russ Hall (620-235-4309) to ensure that your needs are considered and documented at PSU.

### **14. PSU SYLLABUS SUPPLEMENT**

The supplement is updated for each semester and the summer session and includes information for students about campus resources, notifications (including the required, aforementioned Academic Integrity Policy and the approved Dead Week Policy), expectations, grades, etc. To review the supplement please go to the following link:

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

**Department of Teaching & Leadership**  
**College of Education**  
**Pittsburg State University**



**Course Number:** EDTH 551.01  
**Course Title:** Instructional Technology for Educators  
**Credit Hours:** 3  
**Class Time/Place:** KTC W103/W104  
**Course Delivery Method:** Face-to-Face; Teamed w/TE 551  
**Semester:** Spring 2018

**Instructor:** Tracy Rampy  
**Office:** Hughes Hall B13  
**Office Hours:**  
**Phone:** Office:620-235-4082;Cell:913-522-4917  
**e-mail:** [trampy@pittstate.edu](mailto:trampy@pittstate.edu)  
*Email via Canvas is preferred contact*

### 1. COURSE DESCRIPTION

This course is designed to provide a broad approach to designing hands-on activities supporting STEM (Science, Technology, Engineering, and Math) concepts and problem solving skills; integrating educational technologies; and implementing team teaching concepts into real world teaching practices and experiences. The course will focus on educational technology concepts and devices which will reinforce selected curricular projects coordinated with area school districts and educators. This course combines instruction, courses, and instructors from the College of Education (EDTH 551.01) and the College of Technology (TE 551.01). **PREREQUISITE:** EDTH 330 or Instructor Permission.

### 2. PURPOSE

The purpose of this course is to provide students with hands-on, classroom experiences that encourages, supports and develops the cross-curricular infusion of educational technology within a collaborative learning environment. Students will build on information and skills learned in EDTH 330-Technology for the Classroom for creating lessons that they will present to educators and students in area school districts.

### 3. OBJECTIVES

Students will:

- Explore, discuss and research educational and emerging technologies in various teaching and learning settings.
- Plan, design, create and demonstrate appropriate teaching materials for various learning experiences.
- Exhibit leadership skills that encourages, supports and develops the cross-curricular infusion of STEM (Science, Technology, Engineering, and Math) concepts and activities throughout a collaborative learning environment.
- Collaborate with students, peers, educators, and community members to support student success and innovation.
- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

- Utilize best practices of information literacy in locating, analyzing, and evaluating authentic resources on the Internet.

### **Kansas Elementary Education Standards**

**Standard 3: Mathematics.** The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

**Standard 4: Science.** The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science including--physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

### **Kansas Professional Education Standards**

**Standard 3: Learning Environment.** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation. **3.2.1**

**Standard 5: Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking. **5.3.3**

**Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learnings and the community context. **7.1.1**

**Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways. **8.1.4, 8.2.2**

**ISTE (International Society for Technology Education Standards for Teachers) Standards for Educator** <http://www.iste.org/standards/standards/for-educators>

ISTE Standards for Educators, ©2017, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

#### **Empowered Professional:**

**Learner.** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

#### **Learning Catalyst:**

**Collaborator.** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

**The instructor retains the right to change the syllabus, schedule and assignments at any time.**



## PSU College of Education Professional Knowledge Base

See Appendix A within Syllabus

### 4. REQUIRED TEXTBOOKS

No textbook is required for this course. Readings will be assigned by the instructor and can be found as a PDF or a link through the Internet or Axe library.

### 5. ADDITIONAL REQUIRED MATERIALS

#### Internet Browser

You will need the latest version of Chrome, Firefox, or Safari for an Internet browser, latest plug-ins for commonly used functions and ability to access the PSU Canvas, PSU student email, PSU Google Drive. Chrome and Firefox are preferred browsers.

#### High Speed Internet Access – Primary and Back-up Connections

You **MUST** have access to a *high-speed Internet connection*. If your personal device is not working you **MUST** have a back-up plan. Not having access to a device, experiencing any technical issues/failures or not having access to the Internet is **NOT** an excuse for missing deadlines for your course work.

Gorilla Geeks Help Desk (620-235-4600) <https://www.pittstate.edu/office/gorilla-geeks/>

#### Additional Hardware and Software

Data storage (Cloud storage)

Access to, including but not limited to, the following:

1. Device (laptop, Chromebook, tablet) **MUST** have access to a device and internet. If your device is not working or has limited capabilities, you **MUST** have a device back-up plan. There will be access to device carts available during class.
2. Canvas
3. Google Drive via student email: [UN@gus.pittstate.edu](mailto:UN@gus.pittstate.edu)
4. Microsoft Office (Can obtain Microsoft Office 365 free via GUS portal)
5. Various Web Applications
6. Creating online accounts to various free online resources that will be required throughout the semester.
7. YouTube Account
8. Social Media account (Twitter)

### 6. TECHNICAL PREREQUISITES

1. Basic computer skills, including navigating the Internet, using education applications, and viewing multimedia objects.
2. Canvas navigation skills

### 7. ATTENDANCE, COMMUNICATION, PARTICIPATION, AND EVALUATION

#### Class Attendance

Attending class is an expectation; attendance will be taken each class session. Communicate all absences (excused or unexcused) to instructor via Canvas. Initiation of any discussion about missed work due to an absence (excused or unexcused) is the responsibility of the student. Refrain from asking, “can you tell me what I missed in class” or “did we do anything important.”

The instructor retains the right to change the syllabus, schedule and assignments at any time.

Much of our work is hands-on and/or team projects that require attendance. Three absences (excused or unexcused) will require meeting with instructor to discuss dropping the course. **Withdrawing or dropping this course for whatever reason is the responsibility of the student.**

**Communication - Effective communication is essential for success in the course.**

Please note my contact information. Do not hesitate to contact me with any questions or concerns throughout the semester. Preferred method of communication is email via Canvas. My phone contacts are also listed if needed.

**Active Participation**

Active participation is a vital part of your learning experience during this course. Students are expected to actively participate and contribute during class discussions, team projects, and discussion posts within Canvas; access course materials via Canvas; complete assignments per due dates; and be positive and “present” during class.

**Weekly Assignments**

Each week, you will be required to complete specific assignments; quizzes; actively participate in class discussions, discussion posts within Canvas and individual and/or group projects; and evaluations/reflections. Dates of assignments to be determined by instructor.

**Withdrawing or Dropping Course**

**Withdrawing or dropping this course for any reason is the responsibility of the student.** Check the Fall 2017 Syllabus Supplement (insert current semester/year) for drop and withdraw dates.

**Expectation of Positive Teamwork:** There will be opportunities for collaboration and small team projects. In this class, students will be asked on a regular basis to participate in activities, such as engaging in teamwork/projects, presenting to the class, moving around the classroom without personal properties in close proximity, and performing short skits or role-playing scenarios. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students are encouraged to read the online weapons policy (<http://pittstate.edu/dotAsset/ca5f2c95-67c7-426d-8da9-b42f5d00a936.pdf>) to ensure they understand the requirements related to concealed carry.

**Cell/Smartphones** are allowed for academic purposes only. Personal/pleasure texting during class is not an academic purpose.

**Bringing** relatives, pets (exception of service animals), or friends to class will not be permitted.

**Score Posting and Grades**

Assignment comments are returned to individual students via CANVAS and grades will be posted to the online gradebook via CANVAS. It is the student’s responsibility to check their grades and contact the instructor in a timely manner with any questions.

Assignments will normally be graded 2 weeks after the assigned due date. The instructor holds the right to grade assignments earlier or later than this time frame depending on extenuating circumstances.

**Course final is mandatory.**

**The instructor retains the right to change the syllabus, schedule and assignments at any time.**

Class grade is a subjective grade as determined by the instructor.

#### **Grading Scale**

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

#### **Late Assignments Policy**

No late work will be accepted without **PRIOR** approval from the instructor. Assignments must be submitted on or before the date due. The initiation of discussions concerning assignment deadlines is the responsibility of the student **prior** to all due dates.

#### **Written Communication Skills**

Any and all written work submitted should represent the student's best writing skills. Spelling, punctuation, grammar, and sentence structure will be evaluated in each assignment and graded accordingly. All email correspondence and discussion board posts should be done in a professional manner. Avoid slang or text message abbreviations and symbols. Work submitted without proper netiquette will result in a reduction in grade.

#### **Academic Honesty and Integrity**

Each student is expected to do **their own work**. Penalties for academic misconduct or dishonesty include, but are not limited to, a score of zero for the assignment in question, a final grade below the letter grade earned, or an F for the course. Please refer to the Pittsburg State University policy on violations of the academic honesty and integrity policy which will be followed in the coursework unless otherwise noted by the instructor.

#### **Additional University Policies, Information and Resources**

Up-to-date information about campus resources, notifications, expectations and grades can be found in the Fall 2017 Syllabus Supplement (insert current semester/year).

### **8. ACCESSIBILITY AND ACCOMMODATIONS**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need reasonable accommodations should discuss options with the Center for Student Accommodations (620.235.4309) during the first two weeks of class. The CSA will contact instructors with suggested classroom needs and accommodations. Approved documentation needs to be on file in the CSA prior to the start of the semester. Students need to maintain open communication with the instructor throughout the semester.

### **PROFESSIONAL REPUTATION**

You are preparing for an exciting career in a profession that esteems a high standard of personal integrity. As a teacher candidate progresses through a program of study, he or she is developing a professional reputation. Upon completion, a candidate often requests that a reference be provided to a school system for employment or for admission to an advance degree program. Often times the reference asks the recommender about a candidate's

The instructor retains the right to change the syllabus, schedule and assignments at any time.



attendance, dependability, and professional judgment. A candidate is wise to work toward developing an exemplary reputation and model the disposition of a professional educator. Teacher Education Handbook.

The instructor retains the right to change the syllabus, schedule and assignments at any time.

## APPENDIX A

**PITTSBURG STATE UNIVERSITY  
COLLEGE OF EDUCATION  
PROFESSIONAL KNOWLEDGE BASE**

**THE LEARNER AND LEARNING**

**Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.**

1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.
2. The candidate understands that cognitive, linguistic, social, emotional and physical development influences learning.
3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.
4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.
5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures and community resources into practice.
6. The candidate understands how to manage the learning environment by organizing, allocating and coordinating the resources of time and space.
7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

**CONTENT**

**Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues.**

9. The candidate understands that learners should question, analyze and understand concepts from diverse perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.

12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.
13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions and debates that are central to the discipline.

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**Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.**

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.
17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.
18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).
19. The candidate understands the process for aligning instruction and assessment with learning targets.
20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.
21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.
22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).
23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.
24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback.

### **PROFESSIONAL RESPONSIBILITY**

**Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.**

25. The candidate knows how to use information and technology ethically, legally and safely.
26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).
28. The candidate understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.
29. The candidate knows how to contribute to a common culture that supports high expectations for student learning.
30. The candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
31. The candidate knows how to communicate effectively with all members of the learning community.

## Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: ETECH      College: Technology

Submission Date: 5/11/17

Contact Person: Brock Skaggs

☒ 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.*

Due to the nature of the course, similarities will exist with other courses taught in the area of computer information systems. The new course will be different and not conflicting with existing courses due to its focus on applications in the engineering technology discipline. This shall involve using Visual Basic for Applications (VBA) code in Microsoft Excel to perform technical calculations relevant to engineering technology students in addition to interfacing with common Computer Aided Design (CAD) software packages. Email correspondence is attached.

### Proposed Course:

Course Number: MECET 314

Title of Course: Engineering Technology Programming Applications

Credit Hours: 3

Date first offered: SP/2018

(Semester/Year)

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

Prerequisite: PHYS 100 College Physics I or PHYS 104 Engineering Physics I, CIS 230 Visual Basic Programming, and MECET 121 Engineering Graphics I

Course Description (**as it will appear in the next catalog**): Introduction to object-oriented programming with emphasis in solving problems within the engineering technology discipline. Utilization of programming techniques to interface with existing applications such as Microsoft Excel and other CAD software packages.

Purpose/Justification for Proposed Course: The focus of this course will be to enhance the programming abilities of students within the engineering technology major. The proposal for such a course was discussed during the SP17 Mechanical Industrial Advisory Board meetings where the board members were in favor of the creation of such a course as an elective for current students.

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

See attached syllabus.

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.):  
Minimal resources will be required for the proposed course. The course is intended to be taught in existing computer labs within the Kansas Technology Center and software already in use by the Engineering Technology Department.

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

Please give the rationale for additional student fees:  
 \_\_\_\_\_

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

If "yes," please indicate the University's General Education Goals met by this course AND the assessment data that will be collected to measure these goals:  
 \_\_\_\_\_

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

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

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?  
This course should not require any additional costs as it will be utilizing existing staff, equipment and software.

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

- ☒ Approved: Department Chairperson  
Date 9/15/17 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee  
Date 9.29.17 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College  
Date 9.29.17 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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**Pittsburg State University**  
**Department of Engineering Technology**  
**Mechanical Engineering Technology Program**  
 (Prepared by: Brock Skaggs, 5/10/17)



**Zimbra****fskaggs@pittstate.edu**

---

**ETECH New Course**

---

**From :** Brock Skaggs <fskaggs@pittstate.edu>

Sat, Apr 29, 2017 05:42 PM

**Subject :** ETECH New Course**To :** Pete Rosen <prosen@pittstate.edu>

Dr. Pete Rosen:

My name is Brock Skaggs and I am an instructor within the Engineering Technology department. This semester I have been teaching ETECH 401.05 Applications Programming. The course has focused on extending the programming abilities of our students who currently are required to take a single programming class for their degree. Specifically the course has covered programming in the VBA language primarily within MS Excel. In the second half of the semester we have also touched on interfacing with the common CAD packages of AutoCAD and SolidWorks. To my knowledge, this is the first time that such a course has been offered in our department. In hearing positive feedback from our industrial advisory committee, I am thinking about starting the process of officially creating a new course. Since this course would be tangent to the work of your department, do you foresee any conflicts from your area with this potentially new course?

Thanks,  
Brock Skaggs

---

Zimbra

fskaggs@pittstate.edu

---

**Fwd: MECET 314 Proposal Documents 2**

---

**From :** David Miller <djmiller@pittstate.edu>  
**Subject :** Fwd: MECET 314 Proposal Documents 2  
**To :** Brock Skaggs <fskaggs@pittstate.edu>

Fri, May 12, 2017 08:41 AM

See Jacob's comment below.

---

**From:** "Jacob Lehman" <jlehman@pittstate.edu>  
**To:** "djmiller" <djmiller@pittstate.edu>  
**Cc:** "Clark Shaver" <cdshaver@pittstate.edu>, "Greg Murray" <gmurray@pittstate.edu>, "Ronny Galloway" <rgalloway@pittstate.edu>, "Bob Susnik" <rsusnik@pittstate.edu>  
**Sent:** Friday, May 12, 2017 8:41:04 AM  
**Subject:** Re: MECET 314 Proposal Documents 2

I have no problems, and I think that for electromechanical emphasis students this would be a very useful course. I did notice that there weren't any CAD prerequisites, it seems to me that they would want to at least have engineering graphics if they are going to be interfacing programming within CAD packages.

Jacob

---

**From:** "David Miller" <djmiller@pittstate.edu>  
**To:** "cdshaver" <cdshaver@pittstate.edu>, "Greg Murray" <gmurray@pittstate.edu>, jlehman@pittstate.edu, "rgalloway" <rgalloway@pittstate.edu>, "rsusnik" <rsusnik@pittstate.edu>  
**Sent:** Friday, May 12, 2017 8:32:16 AM  
**Subject:** Fwd: MECET 314 Proposal Documents 2

All--

Brock taught a new course this semester as an ETECH 401, and he would like to start the legislation process to get it on the schedule permanently. In an effort to get it legislated in time to be listed for Spring '18, can we approve it at our level now so that it can move up to the College Curriculum Committee first thing next semester? His application documents are attached.

--DM

---

**From:** "Brock Skaggs" <fskaggs@pittstate.edu>  
**To:** "djmiller" <djmiller@pittstate.edu>  
**Sent:** Thursday, May 11, 2017 9:24:10 AM  
**Subject:** MECET 314 Proposal Documents 2

7/31/2017

Zimbra

Attached are the changed documents. These should match the hard copies provided this morning.

Thanks,  
Brock Skaggs

---

## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: \_\_\_\_\_

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Fall 2017 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☒ Summer

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

☒ Yes ☐ No

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

Concentration in BS in Psychology

Purpose/Justification for Revision to Course: Change of prefix to better align with correct discipline.

### Existing Course:

Course Number: TM 555

Title of Course: Diversity in Technology Management

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): An analysis of how educational, social, cultural, political, and psychological events have and will continue to impact the manufacturing and technology-based workforce and the human resource department. The relationship of workforce diversity to employee recruitment, development, and utilization will be emphasized.

### Proposed Course:

Course Number: HRD 555

Title of Course: Diversity in Technology Management

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): An analysis of how educational, social, cultural, political, and psychological events have and will continue to impact the manufacturing and technology-based workforce and the

human resource department. The relationship of workforce diversity to employee recruitment, development, and utilization will be emphasized.

**Additional Questions**

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

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

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





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

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

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

None

PITTSBURG STATE UNIVERSITY  
LEGISLATIVE PROCESS  
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- ☒ Approved: Department Chairperson  
Date 9.5.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 9.29.17 Signature, College Curriculum Committee Chair 
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Date 9.29.17 Signature, Dean 
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Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: \_\_\_\_\_

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Fall 2017 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☒ Summer

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

☒ Yes ☐ No

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

Concentration in BS in Psychology , emphasis in BS Technology Environmental and Safety Management

Purpose/Justification for Revision to Course: Change of prefix to better align with correct discipline.

### Existing Course:

Course Number: TM 653

Title of Course: Workforce Preparation

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): Familiarizes students with modern innovative methods for developing and preparing employees. The course provides examples of employee empowerment and problem-solving techniques used in preparing the workforce.

### Proposed Course:

Course Number: HRD 653

Title of Course: Workforce Preparation

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): Familiarizes students with modern innovative methods for developing and preparing employees. The course provides examples of employee empowerment and problem-solving techniques used in preparing the workforce.





**Additional Questions**

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

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

\_\_\_\_\_

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





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

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

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

None

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

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Date 9.5.17 Signature, Department Chairperson 
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Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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# Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: Technology & Workforce Learning College: Technology  
 Submission Date: 08/17/17

Contact Person: Greg Belcher ☒ Faculty member ☐ Chair

Revision Effective: 18/SP (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☒ Summer

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

☐ Yes ☒ No

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

The course change from 2 credit hours to three credit hours only impacts the BS in CTE and MS in CTE programs, which are both housed in the TWL department.

Purpose/Justification for Revision to Course: Due to expanding technologies in education, additional classroom time is needed to cover all necessary topics for this course. In increasing classroom time, credit hours should be increased as well.

## Existing Course:

Course Number: TTED 695

Title of Course: Using Technology as an Instructional Tool

Credit Hours: 2

Prerequisite: None

Course Description (**as it appears in the current catalog**): An applied course as to how technical teachers can use technology to enhance instruction in the classroom and laboratory. Includes how to use computers, presentations softwares, scanners, HTML, projectors and other emerging technology as an instructional tool.

## Proposed Course:

Course Number: TTED 695

Title of Course: Using Technology as an Instructional Tool

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): An applied course as to how technical teachers can use technology to enhance instruction in the classroom and laboratory. Includes how to use computers, presentations softwares, scanners, HTML, projectors and other emerging technology as an instructional tool.

**Additional Questions**

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

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

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



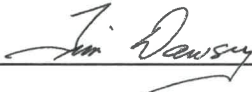

2. Will this course be required of any education majors? ☐ Yes ☒ No

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

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

None

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
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# Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This course change **ONLY** affects AAS, BST, BAST degrees and Minor associated with the Architectural Manufacturing Management and Technology program, and course is not part of any other degree program on campus. Content of course is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

## Existing Course:

Course Number: WT 103

Title of Course: Experiences in Wood Technology ( ) (1-3 hours)

Credit Hours: 1-3

Prerequisite: None

Course Description (**as it appears in the current catalog**): Competency-based learning experiences in wood technology. May be repeated if subject matter is different for a maximum of six hours. Permission of instructor.

## Proposed Course:

Course Number: AMMT 103

Title of Course: Experiences in Architectural Manufacturing Technology ( ) (1-3 hours)

Credit Hours: 1-3

Prerequisite: None



Course Description (**as it will appear in the next catalog**): Competency-based learning experiences in architectural or wood product manufacturing. May be repeated if subject matter is different for a maximum of six hours. Permission of instructor.

### Additional Questions

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

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





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

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

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

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

PITTSBURG STATE UNIVERSITY  
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Date 11.9.17 Signature, College Curriculum Committee Chair 
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- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This course change **ONLY** affects AAS, BST, BAST degrees and Minor associated with the Architectural Manufacturing Management and Technology program, and course is not part of any other degree program on campus. Content of course is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 181

Title of Course: Introduction to Woodwork (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): Basic hand and machine tool operations associated with fine woodworking. Emphasis on individual craftsmanship. Class appropriate for any individual interested in learning basic woodworking.

### Proposed Course:

Course Number: AMMT 181

Title of Course: Introduction to Woodwork (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (as it will appear in the next catalog): Basic hand and machine tool operations associated with fine woodworking. Emphasis on individual craftsmanship. Class appropriate for any individual interested in learning basic woodworking.

### Additional Questions

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

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

\_\_\_\_\_

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

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

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

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

PITTSBURG STATE UNIVERSITY  
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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☐ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This course change ONLY affects AAS, BST, BAST degrees and Minor associated with the Architectural Manufacturing Management and Technology program, and course is not part of any other degree program on campus. Content of course is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 182

Title of Course: Wood Science (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (as it appears in the current catalog): Basic structure of wood, its anatomy, and the identification of the various commercial woods used in the United States. Wood moisture relationships.

### Proposed Course:

Course Number: AMMT 182-

Title of Course: Wood Science (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): Basic structure of wood, its anatomy, and the identification of the various commercial woods used in the United States. Wood moisture relationships.

**Additional Questions**

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

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

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

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





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

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

None



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Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☐ Spring  
☐ Summer

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

☐ Yes ☒ No

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

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 185

Title of Course: Fundamentals of Wood Technology (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): Wood technology fundamentals including wood as a manufacturing material, basic machine processes, assembly and finishing practices, and computer applications in secondary wood manufacturing. Also provides wood technology majors an orientation to overall wood program, laboratories, safety, and operating procedures.

### Proposed Course:

Course Number: AMMT 185-

Title of Course: Fundamentals of Architectural Manufacturing (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): Architectural manufacturing technology fundamentals including wood as a manufacturing material, basic machine processing, assembly and finishing practices, and computer applications in architectural manufacturing. Also provides architectural manufacturing management and technology majors an orientation to overall program, laboratories, safety, and operating procedures.

### Additional Questions

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

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

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





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

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

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

None

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 226

Title of Course: CAD for Wood Product Development (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (as it appears in the current catalog): Introduction to drafting/design and use of CAD software (e.g., AutoCAD) in wood product design and development

### Proposed Course:

Course Number: AMMT 226

Title of Course: CAD for Architectural Product Development (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): Introduction to drafting/design and use of CAD software (e.g., AutoCAD) in architectural product design and development

**Additional Questions**

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

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

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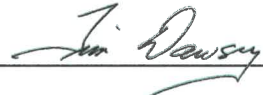

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 282

Title of Course: Machine Woodworking (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): Use and care of major stationary and portable woodworking equipment. Introduction to mass production concepts of product design and fixtures. Prerequisite or corequisite: WT 185 Fundamentals of Wood Technology or permission of instructor.

### Proposed Course:

Course Number: AMMT 282

Title of Course: Machine Processes in Architectural Manufacturing (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): Use and care of major stationary and portable woodworking equipment used in architectural manufacturing. Introduction to mass production concepts of product design and fixtures. Prerequisite AMMT 185 Fundamentals of Architectural Manufacturing or permission of instructor.

### Additional Questions

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

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

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

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 286

Title of Course: Primary Wood Processing (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): The study of primary wood processing techniques including: harvesting, log grading and scaling, lumber yield, and wood seasoning practices. Applications, properties, grades and purchasing of composite materials.

### Proposed Course:

Course Number: AMMT 286

Title of Course: Primary Wood Processing (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): The study of primary wood processing techniques including: harvesting, log grading and scaling, lumber yield, and wood seasoning practices. Applications, properties, grades and purchasing of composite materials.

### Additional Questions

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

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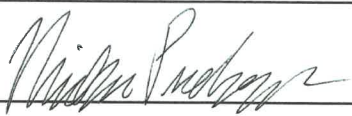
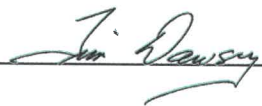

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None

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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 300

Title of Course: Wood Internship ( ) (3-6 hours)

Credit Hours: 3-6

Prerequisite: Permission of instructor.

Course Description (**as it appears in the current catalog**): A planned work experience in a wood industry or business. The student will be employed by a wood industry or business, and both parties will submit reports and evaluations of experiences to the department coordinator. May be repeated for up to six credit hours. Offered on a Pass/Fail basis only. Prerequisite: Permission of instructor.

### Proposed Course:

Course Number: AMMT 300

Title of Course: Architectural Manufacturing Internship ( ) (3-6 hours)

Credit Hours: 3-6

Prerequisite: Permission of instructor.

Course Description (**as it will appear in the next catalog**): A planned work experience in an architectural manufacturing industry or business. The student will be employed by an industry or business, and both parties will submit reports and evaluations of experiences to the department coordinator. May be repeated for up to six credit hours. Offered on a Pass/Fail basis only. Prerequisite: Permission of instructor.

### Additional Questions

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

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

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





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

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 301

Title of Course: Finishing (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): Use, application, and rubbing of all kinds of transparent and opaque finishes that are applied by brush, spray, and the wipe-on methods for wood. Special attention is given modern techniques and finishing procedures.

### Proposed Course:

Course Number: AMMT 301

Title of Course: Finishing (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (as it will appear in the next catalog): Selection, use, and application—wipe-on, brush, spray of transparent and opaque finishes associated with architectural manufacturing. Special attention is given modern techniques and finishing procedures.

### Additional Questions

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

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

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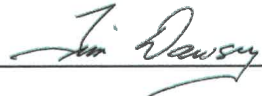

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 326

Title of Course: CAD for Wood Product Development II (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): A continuation of WT 226 CAD for Wood Product Development, advancing the user level of AutoCAD. Exposure to 3-D modeling and other engineering software.

Prerequisite: WT 226 CAD for Wood Product Development or GT 360 Computer Aided Drafting.

### Proposed Course:

Course Number: AMMT 326

Title of Course: CAD for Architectural Product Development II (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): Advanced user level of AutoCAD. Exposure to 3-D modeling and other engineering software associated with architectural product design and development. Prerequisite: AMMT 226 CAD for Wood Product Development

### Additional Questions

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

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

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

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

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

None

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☐ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This course change **ONLY** affects AAS, BST, BAST degrees and Minor associated with the Architectural Manufacturing Management and Technology program, and course is not part of any other degree program on campus. Content of course is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 333

Title of Course: Tool Technology (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): Basic machine maintenance, setup and adjustment, including electrical, lubrication, cleaning and precision measurement. Tooling materials and tooling for specific machines. Tool design and tooling variances related to wood species, chip load, quality of cut and manufacturing method

### Proposed Course:

Course Number: AMMT 333

Title of Course: Tool Technology (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): Basic machine maintenance, setup and adjustment, including electrical, lubrication, cleaning and precision measurement. Tooling materials and tooling for specific machines. Tool



design and tooling variances related to wood species and other engineered materials, including chip load, quality of cut and manufacturing method.

### Additional Questions

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

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

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





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

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

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

None

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
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- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
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- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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## Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Will this deletion 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.*

N/A - Course was for Wood Tech Majors only and not offered for 5+ years

Purpose/Justification for Course Deletion: Course was part of Wood Technology--Residential Construction Emphasis, which is no longer going to be offered and being deleted as of January 2017, so course is no longer necessary. Course has not been offered for 5+ years because of low enrollments in emphasis. School of Construction now has a residential construction emphasis, so a similar emphasis in Wood Technology is redundant and unnecessary.

### Course to be Deleted:

Course Number: WT 382

Title of Course: Construction Methods and Materials

Credit Hours: 3

Deletion Effective: Spring 2018 (Semester/Year)

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

Was this course a part of the General Education package? ☐ Yes ☒ No





Is there a departmental course that will be proposed as a substitute? ☐ Yes ☒ No

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

Was this course required of any education majors? ☐ Yes ☒ No

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

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

- ☒ Approved: Department Chairperson  
Date 9.5.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 9.29.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 9.29.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☐ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This course change **ONLY** affects AAS, BST, BAST degrees and Minor associated with the Architectural Manufacturing Management and Technology program, and course is not part of any other degree program on campus. Content of course is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 383

Title of Course: Computer-Aided Manufacturing in Wood Technology (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): Focus on CAM software to develop CNC programs for the wood industry. Emphasis on manual programming, tooling considerations, speed and feed rates, post-processors and transferring data from CAD, CAM and CNC.

### Proposed Course:

Course Number: AMMT 383

Title of Course: Computer-Aided Manufacturing (CAM) in Architectural Manufacturing Technology (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it will appear in the next catalog**): Focus on CAM software to develop CNC programs for the architectural manufacturing industry. Emphasis on manual programming, tooling considerations, speed and feed rates, post-processors and transferring data from CAD, CAM and CNC.

### Additional Questions

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

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



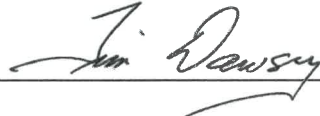

\_\_\_\_\_ *Please realize that it will need to gain approval of the General Education Committee.*

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

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

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

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☐ Spring  
☐ Summer

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

☐ Yes ☒ No

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

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 399

Title of Course: Wood Technology Professional Development (2 hours)

Credit Hours: 2

Prerequisite: Permission of instructor

Course Description (**as it appears in the current catalog**): Preparation of students for employment in wood technology internships and full-time positions. Emphasis is placed on academic planning, certification opportunities and procedures, resume content, job search skills, job interview, business etiquette, time management and goal setting. Prerequisite: Permission of instructor.

### Proposed Course:

Course Number: AMMT 399

Title of Course: Architectural Manufacturing Technology Professional Development (2 hours)

Credit Hours: 2

Prerequisite: Permission of instructor



Course Description (**as it will appear in the next catalog**): Preparation of students for employment in architectural manufacturing technology internships and full-time positions. Emphasis is placed on academic planning, certification opportunities and procedures, resume content, job search skills, job interview, business etiquette, time management and goal setting. Prerequisite: Permission of instructor.

## Additional Questions

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

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





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

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

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

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

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
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- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☒ Summer

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 400

Title of Course: Wood Internship ( ) (3-6 hours)

Credit Hours: 3-6

Prerequisite: Permission of instructor.

Course Description (**as it appears in the current catalog**): A planned work experience in a wood industry or business. The student will be employed by a wood industry or business, and both parties will submit reports and evaluations of experiences to the department coordinator. May be repeated for up to six credit hours. Offered on a Pass/Fail basis only. Prerequisite: Permission of instructor.

### Proposed Course:

Course Number: AMMT 400

Title of Course: Architectural Manufacturing Internship ( ) (3-6 hours)

Credit Hours: 3-6

Prerequisite: Permission of instructor.

Course Description (**as it will appear in the next catalog**): A planned work experience in an architectural manufacturing industry or business. The student will be employed by an industry or business, and both parties will submit reports and evaluations of experiences to the department coordinator. May be repeated for up to six credit hours. Offered on a Pass/Fail basis only. Prerequisite: Permission of instructor.

### Additional Questions

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

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





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

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

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

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

PITTSBURG STATE UNIVERSITY  
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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

☒ Fall

☒ Spring

☒ Summer

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 403

Title of Course: Current Topics in Wood Technology ( ) (1-3 hour)

Credit Hours: 1-3

Prerequisite: Permission of instructor

Course Description (**as it appears in the current catalog**): Current technical and managerial topics related to wood business and industry are presented. Guest lecturers and presenters from industry may be utilized. May be repeated if subject matter is different for a maximum of nine credit hours. Prerequisite: Permission of instructor.

### Proposed Course:

Course Number: AMMT 403

Title of Course: Current Topics in Architectural Manufacturing Technology ( ) (1-3 hour)

Credit Hours: 1-3

Prerequisite: Permission of instructor

Course Description (**as it will appear in the next catalog**): Current technical and managerial topics related to architectural manufacturing business and industry are presented. Guest lecturers and presenters from industry may be utilized. May be repeated if subject matter is different for a maximum of nine credit hours. Prerequisite: Permission of instructor

### Additional Questions

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

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

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





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

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

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

None

PITTSBURG STATE UNIVERSITY  
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AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

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Date 11.9.17 Signature, Department Chairperson 
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Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☐ Fall  
☒ Spring  
☐ Summer

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

☐ Yes ☒ No

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

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 412

Title of Course: Overlay and Laminate Materials (3 hours)

Credit Hours: 3

Prerequisite: WT 282 Machine Woodworking or permission of instructor.

Course Description (**as it appears in the current catalog**): Characteristics, processes, applications of decorative laminates and other overlay materials utilized in wood industries. Emphasis on overlays, adhesives, substrates, and fabrication techniques. Industrial applications and trade standards for materials and products manufactured. Prerequisite: WT 282 Machine Woodworking or permission of instructor.

### Proposed Course:

Course Number: AMMT 412

Title of Course: Overlay and Laminate Materials (3 hours)

Credit Hours: 3

Prerequisite: AMMT 282 Machine Processes in Architectural Manufacturing or permission of instructor

Course Description (**as it will appear in the next catalog**): Characteristics, processes, applications of decorative laminates and other overlay materials utilized in architectural manufacturing industries. Emphasis on overlays, adhesives, substrates, and fabrication techniques. Industrial applications and trade standards for materials and products manufactured. Prerequisite: AMMT 282 Machine Processes in Architectural Manufacturing or permission of instructor.

### Additional Questions

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

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

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



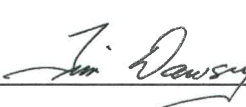

2. Will this course be required of any education majors? ☐ Yes ☒ No

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

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

None

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
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Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☐ Fall  
☒ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This course change **ONLY** affects AAS, BST, BAST degrees and Minor associated with the Architectural Manufacturing Management and Technology program, and course is not part of any other degree program on campus. Content of course is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 426

Title of Course: Millwork and Casework (3 hours)

Credit Hours: 3

Prerequisite: WT 282 Machine Woodworking and WT 301 Finishing

Course Description (**as it appears in the current catalog**): Architectural woodwork quality standards, blueprint reading, woodworking plant layout, selection and justification of equipment and flow of materials. Prerequisites: WT 282 Machine Woodworking and WT 301 Finishing.

### Proposed Course:

Course Number: AMMT 426

Title of Course: Architectural Millwork and Casework (3 hours)

Credit Hours: 3

Prerequisite: AMMT 282 Machine Processes in Architectural Manufacturing and AMMT 301 Finishing or permission of instructor

Course Description (**as it will appear in the next catalog**): Architectural woodwork quality standards, blueprint reading, plant layout, selection and justification of equipment and flow of materials. Prerequisites: AMMT 282 Machine Processes in Architectural Manufacturing and AMMT 301 Finishing

### Additional Questions

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

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

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

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

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

None

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Department: TWL College: COT

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☒ Spring  
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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 454

Title of Course: CNC Application for Wood Industry (3 hours)

Credit Hours: 3

Prerequisite: WT 383 Computer-Aided Manufacturing in Wood Technology

Course Description (**as it appears in the current catalog**): Learn the use of CNC routers emphasizing manufacturing methods found in the wood industry. Use of 3 axis and 5 axis routers to construct projects. Prerequisite: WT 383 Computer-Aided Manufacturing in Wood Technology.

### Proposed Course:

Course Number: AMMT 454

Title of Course: CNC Applications for Architectural Manufacturing Industry (3 hours)

Credit Hours: 3

Prerequisite: AMMT 383 Computer-Aided Manufacturing in Architectural Manufacturing Technology

Course Description (**as it will appear in the next catalog**): Learn the use of CNC routers emphasizing manufacturing methods found in the architectural manufacturing industry. Use of 3 axis and 5 axis routers to construct projects.  
 Prerequisite: AMMT 383 Computer-Aided Manufacturing in Architectural Manufacturing Technology.

### Additional Questions

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

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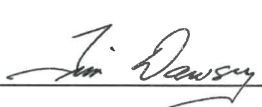

2. Will this course be required of any education majors? ☐ Yes ☒ No

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



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(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☐ Spring  
☐ Summer

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☐ Yes ☒ No

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 511

Title of Course: Production Techniques in Woods (3 hours)

Credit Hours: 3

Prerequisite: WT 454 CNC Application for Wood Industry and WT 426 Millwork and Casework

Course Description (**as it appears in the current catalog**): Explorations of various techniques used in mass production. Analyze plant layouts, selection and justification of equipment and evaluate production processes, through group production project. Prerequisites: WT 454 CNC Application for Wood Industry and WT 426 Millwork and Casework.

### Proposed Course:

Course Number: AMMT 511

Title of Course: CNC Application for Architectural Manufacturing Industry (3 hours)

Credit Hours: 3

Prerequisite: AMMT 454 CNC Application for Architectural Manufacturing Industry and AMMT 426 Millwork and Casework.

Course Description (**as it will appear in the next catalog**): Explorations of various techniques used in mass production. Analyze plant layouts, selection and justification of equipment and evaluate production processes, through group production project. Prerequisites: AMMT 454 CNC Application for Architectural Manufacturing Industry and AMMT 426 Millwork and Casework.

### Additional Questions

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

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

\_\_\_\_\_





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

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

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

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

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Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

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☐ Spring  
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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 523

Title of Course: Computer Applications in Cabinetmaking (3 hours)

Credit Hours: 3

Prerequisite: Co-requisite: WT 525 Cabinets and Fixtures

Course Description (**as it appears in the current catalog**): Applications of computer software in the cabinetmaking industry. Setup and use of popular computer software used in the manufacture of kitchen cabinets. Applications of such software as applied to custom furniture design and CNC applications. Corequisite: WT 525 Cabinets and Fixtures.

### Proposed Course:

Course Number: AMMT 523

Title of Course: Computer Applications in Cabinetmaking (3 hours)

Credit Hours: 3

Prerequisite: Co-requisite: AMMT 525 Cabinets and Fixtures

Course Description (**as it will appear in the next catalog**): Applications of computer software in the cabinetmaking industry. Setup and use of industry-standard software used in the manufacture of kitchen cabinets. Applications of such software as applied to custom furniture design and CNC applications. Corequisite: AMMT 525 Cabinets and Fixtures.

### Additional Questions

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

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




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

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

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program . Hours reduced from 3-5 to 3, because no one has taken it for 5 hours in 20+ years.

### Existing Course:

Course Number: WT 525

Title of Course: Cabinets and Fixtures (3-5 hours)

Credit Hours: 3-5

Prerequisite: WT 282 Machine Woodworking and WT 301 Finishing

Course Description (**as it appears in the current catalog**): Practical production problems involving contemporary materials and production techniques used in cabinet fixtures. Planning, layout and design, terminology, estimating, production sequence, types of construction, surface decorations, plastic laminates and installations. Prerequisites: WT 282 Machine Woodworking and WT 301 Finishing.

### Proposed Course:

Course Number: AMMT 525

Title of Course: Cabinets and Fixtures (3 hours)

Credit Hours: 3

Prerequisite: AMMT 282 Machine Processes in Architectural Manufacturing and AMMT 301 Finishing.



Course Description (**as it will appear in the next catalog**): Practical production problems involving contemporary materials and production techniques used in cabinet fixtures. Planning, layout and design, terminology, estimating, production sequence, types of construction, surface decorations, plastic laminates and installations. Prerequisites: AMMT 282 Machine Processes in Architectural Manufacturing and AMMT 301 Finishing.

### Additional Questions

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

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

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

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None

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☐ Yes ☒ No

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 585

Title of Course: Wood Production Estimating (3 hours)

Credit Hours: 3

Prerequisite: WT 380 Production Techniques in Woods

Course Description (**as it appears in the current catalog**): Survey of the estimating techniques commonly used by secondary wood product manufacturers with emphasis on computer applications. Prerequisite: WT 380 Production Techniques in Woods.

### Proposed Course:

Course Number: AMMT 585

Title of Course: Architectural Product Production Estimating (3 hours)

Credit Hours: 3

Prerequisite: AMMT 511 Production Techniques in Architectural Product Manufacturing

Course Description (**as it will appear in the next catalog**): Survey of the estimating techniques commonly used by architectural product manufacturers with emphasis on computer applications. Prerequisite: AMMT 511 Production Techniques in Architectural Product Manufacturing.

### Additional Questions

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

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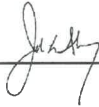

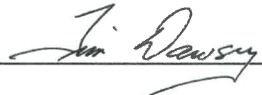

2. Will this course be required of any education majors? ☐ Yes ☒ No

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None

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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☐ Fall  
☒ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This course change **ONLY** affects AAS, BST, BAST degrees and Minor associated with the Architectural Manufacturing Management and Technology program, and course is not part of any other degree program on campus. Content of course is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 602

Title of Course: Manufacturing Facility Maintenance and Management (3 hours)

Credit Hours: 3

Prerequisite: WT 333 Tool Technology

Course Description (**as it appears in the current catalog**): A study of manufacturing facility systems. Management of maintenance programs and personnel. Design, inspection, and maintenance of electrical, pneumatic, hydraulic, and environmental systems. The wood manufacturing industry is the primary focus of this course. Prerequisite: WT 333 Tool Technology.

### Proposed Course:

Course Number: AMMT 602

Title of Course: Manufacturing Facility Maintenance and Management (3 hours)

Credit Hours: 3

Prerequisite: AMMT 333 Tool Technology

Course Description (**as it will appear in the next catalog**): A study of manufacturing facility systems. Management of maintenance programs and personnel. Design, inspection, and maintenance of electrical, pneumatic, hydraulic, and environmental systems. The architectural wood manufacturing industry is the primary focus of this course. Prerequisite: AMMT 333 Tool Technology.

### Additional Questions

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

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

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

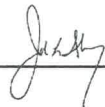


2. Will this course be required of any education majors? ☐ Yes ☒ No

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

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

None

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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## Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Will this deletion 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.*

N/A - Course was for Wood Tech Majors only and not offered for 5+ years

Purpose/Justification for Course Deletion: Course was part of Wood Technology--Residential Construction Emphasis, which is no longer going to be offered and being deleted as of January 2017, so course is no longer necessary. Course has not been offered for 5+ years because of low enrollments in emphasis. School of Construction now has a residential construction emphasis, so a similar emphasis in Wood Technology is redundant and unnecessary.

### Course to be Deleted:

Course Number: WT 682

Title of Course: Residential Construction Software: Planning and Management

Credit Hours: 3

Deletion Effective: Spring 2018 (Semester/Year)

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

Was this course a part of the General Education package? ☐ Yes ☒ No



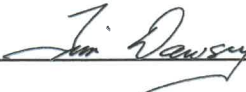

Is there a departmental course that will be proposed as a substitute? ☐ Yes ☒ No

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

Was this course required of any education majors? ☐ Yes ☒ No

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

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

- ☒ Approved: Department Chairperson  
Date 9.5.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 9.29.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 9.29.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☐ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This course change **ONLY** affects AAS, BST, BAST degrees and Minor associated with the Architectural Manufacturing Management and Technology program, and course is not part of any other degree program on campus. Content of course is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program .

### Existing Course:

Course Number: WT 691

Title of Course: Furniture Design and Development (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (**as it appears in the current catalog**): (2 hours lecture, 2 hours laboratory). Study of the design phase (both historical and futuristic) of furniture design. Design prototypes, create conceptual drawings of furniture, develop and interpret sets of production drawings.

### Proposed Course:

Course Number: AMMT 691

Title of Course: Architectural Product Design and Development (3 hours)

Credit Hours: 3

Prerequisite: None

Course Description (as it will appear in the next catalog): (2 hours lecture, 2 hours laboratory). Study of the design phase (both historical and futuristic) of architectural products and furniture design, and styles of architectural environments. Design prototypes, create conceptual drawings of furniture or architectural products for a specific environment, develop and interpret sets of production drawings.

### Additional Questions

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

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





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

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

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

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

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Date 11.9.17 Signature, Department Chairperson 
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☐ Yes ☒ No

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Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program . Hours reduced from 3-5 to 3, because no one has taken it for 5 hours in 20+ years.

### Existing Course:

Course Number: WT 692

Title of Course: Furniture Manufacturing (3-5 hours)

Credit Hours: 3-5

Prerequisite: WT 691 Furniture Design and Development and WT 511 Production Techniques in Woods

Course Description (**as it appears in the current catalog**): Development, fabrication and finish a prototype piece of furniture. Prerequisites: WT 691 Furniture Design and Development and WT 511 Production Techniques in Woods.

### Proposed Course:

Course Number: AMMT 692

Title of Course: Architectural Manufacturing Capstone Project (3 hours)

Credit Hours: 3

Prerequisite: AMMT 691 Architectural Product Design and Development, and AMMT 511 Production Techniques in Architectural Manufacturing

Course Description (**as it will appear in the next catalog**): Engineer, fabricate, and finish a prototype architectural product. Prerequisites: AMMT 691 Architectural Product Design and Development, and AMMT 511 Production Techniques in Architectural Manufacturing.

### Additional Questions

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

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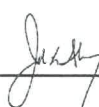



2. Will this course be required of any education majors? ☐ Yes ☒ No

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

None

PITTSBURG STATE UNIVERSITY  
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(Undergraduate Course Numbers through Course Number 699)

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☐ Fall  
☒ Spring  
☐ Summer

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

☐ Yes ☒ No

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

This course change **ONLY** affects AAS, BST, BAST degrees and Minor associated with the Architectural Manufacturing Management and Technology program, and course is not part of any other degree program on campus. Content of course is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

Purpose/Justification for Revision to Course: Change of prefix and description to better align with program change from old Wood Technology program to new Architectural Manufacturing Management and Technology program.

### Existing Course:

Course Number: WT 699

Title of Course: Wood Technology Senior Seminar (1 hour)

Credit Hours: 1

Prerequisite: Senior or second semester junior standing

Course Description (**as it appears in the current catalog**): A capstone wood course simulating situations students encounter in employment and assessment of personal, professional, and technological competencies. Authentic assessments such as portfolios will be used. Prerequisite: Senior or second semester junior standing.

### Proposed Course:

Course Number: AMMT 699

Title of Course: Architectural Manufacturing Senior Seminar (1 hour)

Credit Hours: 1

Prerequisite: Senior or second semester junior standing

Course Description (**as it will appear in the next catalog**): A capstone architectural manufacturing management and technology course simulating situations students encounter in employment; and assessment of personal, professional, and technological competencies. Authentic assessments such as portfolios will be used. Prerequisite: Senior or second semester junior standing.

### Additional Questions

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

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

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

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

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

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

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## Request for Revision to Program

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☒ Summer

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

☐ Yes ☒ No

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

Program changes **ONLY** affects AAS with the major in Architectural Manufacturing Technology program, and does not affect any other degree program on campus. Program is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

### Existing Program and Program Name:

**Associate of Applied Science Degree with a Major in Wood Technology**

### Proposed Program and Program Name:

**Associate of Applied Science Degree with a Major in Architectural Manufacturing Technology**

**[Comparison of Existing Program and Proposed Program are Shown by Table on Next Page]**

### Purpose/Justification for Revision to Program/Rationale:

The purpose of this change is to rebrand the Wood Technology program. The proposed new name is *Architectural Manufacturing Management and Technology*. The above recommendation is based on the efforts of the *PSU Wood Technology Advisory Board*, a national council of leaders from architectural manufacturing industries and constituents. Rebranding is done for the following reasons:

1. Rebranded name better reflects of today's architectural manufacturing industries—architectural millwork, store fixture, cabinet and manufacturing industries.
2. New name better describes the program and its curriculum. Several courses utilize *Architectural Woodworking Institute (AWI) Standards* as a required text for the course.
3. Wood Technology (old name) is perceived by constituents as being detrimental to recruitment efforts and marketing of the program and its graduates. It is very challenging to explain the Wood Technology program to students, parents, and industry constituents. It is routinely described in terms of architectural product manufacturing and professional positions—managers, product engineers, etc. associated with it. The words "wood" and "woodworking" are perceived as primary offenders for turning parents away from the program and consequently potential students.
4. Results of recruitments efforts should be better with the rebranded name. Successful recruitment for this program is critical because the demand for graduates dwarfs the supply.
5. Marketing the program and its graduates to other companies, that previously did not recruit at PSU, should improve.
6. Rebranded name is a product of *PSU Wood Technology Advisory Board's* research efforts and initiative.

The Residential Construction emphasis was also deleted, because similar emphasis is offered by School of Construction..

## Existing Program and Proposed Program:

Current Program: AAS in Wood Technology	Proposed Program: AAS in Architectural Manufacturing Technology
<b>GENERAL EDUCATION REQUIREMENTS</b> <b>Basic Skills (12 hours)</b> COMM 207 Speech Communication.....3 ENGL 101 English Composition.....3 MATH 113 College Algebra or approved substitute.....3 CSIS Computer Information Systems or demonstrated computer proficiency.....3 <b>Core Course (3 hours)</b> PSYCH 155 General Psychology.....3 <b>Approved electives (3-4 hours)</b> MATH 122 Plane Trigonometry or ACCT 201 Financial Accounting or CHEM 105 and 106 Introductory Chemistry and Lab or Electives approved by advisor.....3-4 <b>Total .....18-19</b> <b>Technical Courses (33 hours)</b> <b>Wood Technology Area</b> WT-182: Wood Science.....3 WT-185: Fundamentals of Wood Technology.....3 WT-282: Machine Woodworking.....3 WT-286: Primary Wood Processing.....3 WT-300: Wood Internship (____).....3-6 WT-301: Finishing.....3 WT-333: Tool Technology.....3 WT-383: Computer-Aided Manufacturing in Wood Technology.....3 WT-412: Overlay and Laminate Materials.....3 WT-511: Production Techniques in Woods.....3 WT-525: Cabinets and Fixtures.....3-5 <b>At Least One of the Following Emphasis Areas Must Be Completed</b> <b>Emphasis Area One: Wood Product Manufacturing (15 hours)</b> WT-326: CAD for Wood Product Development II.....3 WT-454: CNC Application for Wood Industry.....3 WT-585: Wood Production Estimating.....3 WT-691: Furniture Design and Development.....3 WT-692: Furniture Manufacturing.....3-5 <b>Emphasis Area Two: Residential Construction (15 hours)</b> CMCE 133: Construction Graphics.....3 WT-382: Construction Methods and Materials.....3 CMCE-631: Construction Estimating I.....3 WT-682: Residential Construction Software: Planning and Management.....3 Approved technology elective (construction, wood or safety).....3 <b>Total .....15</b> Total hours for Associate of Applied Science Degree with a Major in Wood Technology (66-67 hours).	<b>GENERAL EDUCATION REQUIREMENTS</b> <b>Basic Skills (12 hours)</b> COMM 207 Speech Communication.....3 ENGL 101 English Composition.....3 MATH 113 College Algebra or approved substitute.....3 CSIS Computer Information Systems or demonstrated computer proficiency.....3 <b>Core Course (3 hours)</b> PSYCH 155 General Psychology.....3 <b>Approved electives (3-4 hours)</b> MATH 122 Plane Trigonometry or ACCT 201 Financial Accounting or CHEM 105 and 106 Introductory Chemistry and Lab or Electives approved by advisor.....3-4 <b>Total .....18-19</b> <b>Technical Courses (33 hours)</b> <b>Wood Technology Area</b> AMMT-182: Wood Science.....3 AMMT-185: Fundamentals of Architectural Manufacturing Technology.....3 AMMT-226: CAD for Architectural Product Development.....3 AMMT-282: Machine Processes in Architectural Manufacturing.....3 AMMT-300: Architectural Manufacturing Internship (____).....3-6 AMMT-301: Finishing.....3 AMMT-333: Tool Technology.....3 AMMT-383: Computer-Aided Manufacturing in Architectural Manufacturing.....3 AMMT-412: Overlay and Laminate Materials.....3 AMMT-511: Production Techniques in Architectural Product Manufacturing.....3 AMMT-525: Cabinets and Fixtures.....3 <b>Emphasis Area: Wood Product Manufacturing (15 hours)</b> AMMT-326: CAD for Architectural Product Development II.....3 AMMT-454: CNC Applications for Architectural Manufacturing Industry.....3 AMMT-585: Architectural Product Production Estimating.....3 AMMT-691: Architectural Product Design and Development.....3 AMMT-692: Architectural Manufacturing Capstone Product.....3 <b>Total .....15</b> Total hours for Associate of Applied Science Degree with a Major in Wood Technology (66-67 hours).

## Additional Questions

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

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

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



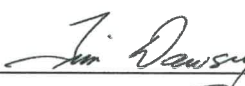

2. Will this program be required of any education majors? ☐ Yes ☒ No

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

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

None

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Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

## Request for Revision to Program

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☒ Summer

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

☐ Yes ☒ No

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

Program changes **ONLY** affects BST with the major in Architectural Manufacturing Management and Technology program, and does not affect any other degree program on campus. Program is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

### Existing Program and Program Name:

**Bachelor of Science in Technology with a Major in Wood Technology**

### Proposed Program and Program Name:

**Bachelor of Science in Technology with a Major in Architectural Manufacturing Management and Technology**

**[Comparison of Existing Program and Proposed Program are Shown by Table on Next Page]**

### Purpose/Justification for Revision to Program/Rationale:

The purpose of this change is to rebrand the Wood Technology program. The proposed new name is *Architectural Manufacturing Management and Technology*. The above recommendation is based on the efforts of the *PSU Wood Technology Advisory Board*, a national council of leaders from architectural manufacturing industries and constituents. Rebranding is done for the following reasons:

1. Rebranded name better reflects of today's architectural manufacturing industries—architectural millwork, store fixture, cabinet and manufacturing industries.
2. New name better describes the program and its curriculum. Several courses utilize *Architectural Woodworking Institute (AWI) Standards* as a required text for the course.
3. Wood Technology (old name) is perceived by constituents as being detrimental to recruitment efforts and marketing of the program and its graduates. It is very challenging to explain the Wood Technology program to students, parents, and industry constituents. It is routinely described in terms of architectural product manufacturing and professional positions—managers, product engineers, etc. associated with it. The words "wood" and "woodworking" are perceived as primary offenders for turning parents away from the program and consequently potential students.
4. Results of recruitments efforts should be better with the rebranded name. Successful recruitment for this program is critical because the demand for graduates dwarfs the supply (e.g., In a recent year, approximately 40 companies came to specifically recruit Wood Tech graduates and interns. Program had only 12 graduates and 50 majors .)
5. Marketing the program and its graduates to other companies, that previously did not recruit at PSU, should improve.
6. Rebranded name is a product of *PSU Wood Technology Advisory Board's* research efforts and initiative.
7. This program is the **ONLY** four-year program related to architectural manufacturing management and technology in the United States. Its name should reflect what it is.

The Residential Construction emphasis was also deleted, because similar emphasis is offered by School of Construction.

## Existing Program and Proposed Program:

Current Program	Proposed Program
Students in this program will also complete 46-53 hours of general education course work.	Students in this program will also complete 46-53 hours of general education course work.
<b>Support Courses (12 hours)</b>	<b>Support Courses (12 hours)</b>
MATH-122: Plane Trigonometry .....3	MATH-122: Plane Trigonometry .....3
OR MATH-143: Elementary Statistics .....3	OR MATH-143: Elementary Statistics .....3
ECON-200: Principles of Microeconomics .....3	ECON-200: Principles of Microeconomics .....3
ENGL-301: Technical/Professional Writing .....3	ENGL-301: Technical/Professional Writing .....3
MKTG-330: Principles of Marketing .....3	MKTG-330: Principles of Marketing .....3
<b>Technical Courses</b>	<b>Technical Courses</b>
<b>Wood Technology Area</b>	<b>Wood Technology Area</b>
WT-182: Wood Science .....3	AMMT-182: Wood Science .....3
WT-185: Fundamentals of Wood Technology .....3	AMMT-185: Fundamentals of Architectural Manufacturing Technology .....3
WT-226: CAD for Wood Product Development .....3	AMMT-226: CAD for Architectural Product Development .....3
OR GT-360: Computer Aided Drafting .....3	AMMT-282: Machine Processes in Architectural Manufacturing .....3
OR GT-361: Technical Graphics with AutoCAD .....2	AMMT-286: Primary Wood Processing .....3
AND GT-362: AutoCAD Applications ( ) .....1	AMMT-301: Finishing .....3
WT-282: Machine Woodworking .....3	AMMT-333: Tool Technology .....3
WT-286: Primary Wood Processing .....3	AMMT-383: Computer-Aided Manufacturing in Architectural Manufacturing .....3
WT-301: Finishing .....3	AMMT-399: Architectural Manufacturing Tech Professional Development .....2
WT-333: Tool Technology .....3	AMMT-412: Overlay and Laminate Materials .....3
WT-383: Computer-Aided Manufacturing in Wood Technology .....3	AMMT-426: Architectural Millwork and Casework .....3
WT-399: Wood Technology Professional Development .....2	AMMT-511: Production Techniques in Architectural Product Manufacturing .....3
WT-412: Overlay and Laminate Materials .....3	AMMT-523: Computer Applications in Cabinetmaking .....3
WT-426: Millwork and Casework .....3	AMMT-525: Cabinets and Fixtures .....3
WT-511: Production Techniques in Woods .....3	AMMT-602: Manufacturing Facility Maintenance and Management .....3
WT-523: Computer Applications in Cabinetmaking .....3	AMMT-699: Architectural Manufacturing Senior Seminar .....1
WT-525: Cabinets and Fixtures .....3	
WT-602: Manufacturing Facility Maintenance and Management .....3	
WT-699: Wood Technology Senior Seminar .....1	
WT 525 Cabinets and Fixtures must be taken for three hours.	
<b>General Technology Support Courses</b>	<b>General Technology Support Courses</b>
Choose between Wood Product Manufacturing or Residential Construction Emphasis or Wood Teacher Training- Technical Education Emphasis.	Choose between Wood Product Manufacturing or Teacher Training Education Emphasis.
<b>Wood Product Manufacturing or Residential Construction Emphasis (select two) (6 hours)</b>	<b>Wood Product Manufacturing (select two) (6 hours)</b>
EST-393: Introduction to Industrial Safety .....3	GT 330 Engineering Materials and Processes .....3
EST-396: Introduction to Construction Safety .....3	EST-393: Introduction to Industrial Safety .....3
MFGET-405: Quality Control .....3	EST-396: Introduction to Construction Safety .....3
TM-606: Industrial Supervision .....3	MFGET-405: Quality Control .....3
WT-400: Wood Internship ( ) .....3-6	TM-606: Industrial Supervision .....3
	AMMT-400: Wood Internship ( ) .....3-6
<b>Wood Teacher Training- Technical Education Emphasis (8 hours)</b>	<b>Wood Teacher Training Emphasis:</b>
TTED-479: Techniques for Teaching Career and Technical Education .....3	<b>Technical Education (8-9 hours)</b>
TTED-695: Using Technology as an Instructional Tool .....2	TTED-694: Foundations of Career and Technical Education or
TTED-698: Leadership and Professionalism in Career and Technical Ed .....3	PSYCH 263 Developmental Psychology* .....3
	TTED-396: Curriculum Usage in Technical Education or
	EDUC 261 Explorations in Education* .....3
	TTED-698: Leadership and Professionalism in Career and Technical Ed or
	PSYCH 357 Educational Psychology* .....3
	**-courses recommended for those seeking 7-12 Technology & Engineering certification.
<b>At Least One of the Following Emphasis Areas Must Be Completed</b>	<b>At Least One of the Following Emphasis Areas Must Be Completed</b>
<b>Emphasis Area One: Wood Product Manufacturing (18 hours)</b>	<b>Emphasis Area One: Wood Product Manufacturing (18 hours)</b>
WT-300: Wood Internship ( ) .....3-6	AMMT-300: Architectural Manufacturing Internship ( ) .....3-6
WT-326: CAD for Wood Product Development II .....3	AMMT-326: CAD for Architectural Product Development II .....3
WT-454: CNC Application for Wood Industry .....3	AMMT-454: CNC Applications for Architectural Manufacturing Industry .....3
WT-585: Wood Production Estimating .....3	AMMT-585: Architectural Product Production Estimating .....3
WT-691: Furniture Design and Development .....3	AMMT-691: Architectural Product Design and Development .....3
WT-692: Furniture Manufacturing .....3-5	AMMT-692: Architectural Manufacturing Capstone Product .....3
WT 300 Internship should be taken as Product Manufacturing.	
WT 692 Furniture Manufacturing must be taken for three hours.	
<b>Emphasis Area Two: Residential Construction (15 hours)</b>	<b>Emphasis Area Two: Wood Teacher Training (Select 18 hours)</b>
WT-300: Wood Internship ( ) .....3-6	<b>Technical Education ****</b>
WT-382: Construction Methods and Materials .....3	TTED-391: Student Assessment Development in CTE or
CMCET-537: Construction Surveying I .....3	GT 130 Applications in STEM ** .....3
CMCET-631: Construction Estimating I .....3	TTED-395: Task Analysis for Technical Teachers (1 hour) or
WT-682: Residential Construction Software: Planning and Management .....3	Waive if student took GT 320 instead of TTED 695 ** .....0-1
WT 300 Wood Internship should be taken as Residential Construction.	TTED-479: Techniques for Teaching Career and Technical Education or
CMCET 631 or approved CMCET or WT substitute.	TE 479: Techniques for Teaching Technology & Engineering Education ** .....3
	TTED-608: Components of Work-based Learning in CTE or
	EDUC 520 Methods and Materials for Academic Literacy** .....3
	TTED-695: Using Technology as an Instructional Tool (2 hours) or
	GT 320 Communication Systems in Technology** (3 hours) .....2-3
	TTED-697: Identification and Instruction of Students with Special Needs or
	SPED-510: Overview of Special Education** .....3
	TTED-780: Classroom Management in CTE or
	TE 496 Organization and Management for Technology & Engineering Ed** .....3
<b>Emphasis Area Three: Wood Teacher Training (18 hours)</b>	Total minimum hours required for degree (124 hours).
<b>Technical Education**</b>	**-courses recommended for those seeking 7-12 Technology & Engineering certification.
TTED-391: Student Assessment Development in CTE .....3	****Those seeking teacher certification, additional coursework is required. See Technical Teacher Education or Technology & engineering Education advisor for more information.
TTED-395: Task Analysis for Technical Teachers .....1	
TTED-396: Curriculum Usage in Technical Education .....3	
TTED-608: Components of Work-based Learning in CTE .....3	
TTED-694: Foundations of Career and Technical Education .....3	
TTED-697: Identification and Instruction of Students with Special Needs	
OR SPED-510: Overview of Special Education .....3	
TTED-780: Classroom Management in CTE .....3	
Total minimum hours required for degree (124 hours).	



**Additional Questions**

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

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

\_\_\_\_\_





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

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

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

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

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- 
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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## Request for Revision to Program

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☒ Summer

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

☐ Yes ☒ No

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

Program changes **ONLY** affects BAS with the major in Technology--Architectural Manufacturing Management and Technology Emphasis program, and does not affect any other degree program on campus. Program is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

### Existing Program and Program Name:

**Bachelor of Applied Science Degree with a Major in Technology –  
Wood Technology Emphasis**

### Proposed Program and Program Name:

**Bachelor of Applied Science Degree with a Major in Technology –  
Architectural Manufacturing Management and Technology Emphasis**

**[Comparison of Existing Program and Proposed Program are Shown by Table on Next Page]**

### Purpose/Justification for Revision to Program/Rationale:

The purpose of this change is to rebrand the Wood Technology program. The proposed new name is *Architectural Manufacturing Management and Technology*. The above recommendation is based on the efforts of the *PSU Wood Technology Advisory Board*, a national council of leaders from architectural manufacturing industries and constituents.

Rebranding is done for the following reasons:

1. Rebranded name better reflects of today's architectural manufacturing industries—architectural millwork, store fixture, cabinet and manufacturing industries.
2. New name better describes the program and its curriculum. Several courses utilize *Architectural Woodworking Institute (AWI) Standards* as a required text for the course.
3. Wood Technology (old name) is perceived by constituents as being detrimental to recruitment efforts and marketing of the program and its graduates. It is very challenging to explain the Wood Technology program to students, parents, and industry constituents. It is routinely described in terms of architectural product manufacturing and professional positions—managers, product engineers, etc. associated with it. The words "wood" and "woodworking" are perceived as primary offenders for turning parents away from the program and consequently potential students.
4. Results of recruitments efforts should be better with the rebranded name. Successful recruitment for this program is critical because the demand for graduates dwarfs the supply (e.g., In a recent year, approximately 40 companies came to specifically recruit Wood Tech graduates and interns. Program had only 12 graduates and 50 majors.)
5. Marketing the program and its graduates to other companies, that previously did not recruit at PSU, should improve.
6. Rebranded name is a product of *PSU Wood Technology Advisory Board's* research efforts and initiative.
7. This program is the **ONLY** four-year program related to architectural manufacturing management and technology in the United States. Its name should reflect what it is.

**Existing Program and Proposed Program\*:**

Current Program	Proposed Program
Students in this program will also complete minimum of 36 hours of general education course work.	Students in this program will also complete minimum of 36 hours of general education course work.
<b>Business Support Courses</b>	<b>Business Support Courses</b>
<b>Business Courses (9 hours)</b>	<b>Business Courses (9 hours)</b>
MGT 330: Management and Organization Behavior ..... 3	MGT 330: Management and Organization Behavior ..... 3
MGMKT 444: Legal and social Environment of Business ..... 3	MGMKT 444: Legal and social Environment of Business ..... 3
MGT 540: Human Resource Management ..... 3	MGT 540: Human Resource Management ..... 3
or MKTG-330: Principles of Marketing or approved 300 and above business –related course (e.g., TQM)..... 3	or MKTG-330: Principles of Marketing or approved 300 and above business –related course (e.g., TQM) ..... 3
<b>Technology Management (Organization and Leadership)# (12 hours)</b>	<b>Technology Management (Organization and Leadership)# (12 hours)</b>
TM 606 Industrial Supervision or MFGET-405: Quality Control ..... 3	TM 606 Industrial Supervision or MFGET-405: Quality Control ..... 3
EST-393: Introduction to Industrial Safety..... 3	EST-393: Introduction to Industrial Safety..... 3
WT-426: Millwork and Casework..... 3	AMMT-426: Architectural Millwork and Casework..... 3
WT-602: Manufacturing Facility Maintenance and Management ..... 3	AMMT-602: Manufacturing Facility Maintenance and Management ..... 3
# - Training (Technical-Related Education and Education) courses may be substituted for candidates interested in more of a “training emphasis”.	# - Training (Technical-Related Education and Education) courses may be substituted for candidates interested in more of a “training emphasis”.
<b>Technical Specialization, Support and Electives</b>	<b>Technical Specialization, Support and Electives</b>
<b>Wood Technology Emphasis Core Courses</b>	<b>Architectural Manufacturing Technology Emphasis Core Courses</b>
WT-300: Wood Internship (____) ..... 3-6	AMMT-300: Architectural Manufacturing Internship (____) ..... 3-6
WT-399: Wood Technology Professional Development ..... 2	AMMT-399: Architectural Manufacturing Tech Professional Development ..... 2
WT-585: Wood Production Estimating..... 3	AMMT-585: Architectural Product Production Estimating..... 3
WT-699: Wood Technology Senior Seminar ..... 1	AMMT-699: Architectural Manufacturing Senior Seminar ..... 1
<b>Technical Specialization (36+hours)</b> (These are community college transfer credits; technical component of AAS degree)	<b>Technical Specialization (36+hours)</b> (These are community college transfer credits; technical component of AAS degree)
<b>Wood Technology Electives (Select 15 from below)#</b>	<b>Architectural Manufacturing Technology Electives (Select 15 from below)#</b>
WT-182: Wood Science ..... 3	AMMT-182: Wood Science ..... 3
WT-383: Computer-Aided Manufacturing in Wood Technology ..... 3	AMMT-383: Computer-Aided Manufacturing in Architectural Manufacturing ..... 3
WT-400: Wood Internship (____)t..... 3-6	AMMT-400: Wood Internship (____) ..... 3-6
WT-454: CNC Application for Wood Industry ..... 3	AMMT-454: CNC Applications for Architectural Manufacturing Industry ..... 3
WT-511: Production Techniques in Woods ..... 3	AMMT-511: Production Techniques in Architectural Product Manufacturing ..... 3
WT-523: Computer Applications in Cabinetmaking ..... 3	AMMT-523: Computer Applications in Cabinetmaking ..... 3
WT-525: Cabinets and Fixtures ..... 3	AMMT-525: Cabinets and Fixtures ..... 3
WT-691: Furniture Design and Development ..... 3	AMMT-691: Architectural Product Design and Development ..... 3
WT-692: Furniture Manufacturing ..... 3-5	AMMT-692: Architectural Manufacturing Capstone Product ..... 3
Technical elective approved by advisor ..... 3	Technical elective approved by advisor ..... 3
# - Training (Technical-Related Education and Education) courses may be substituted for candidates interested in more of a “training emphasis”.	# - Training (Technical-Related Education and Education) courses may be substituted for candidates interested in more of a “training emphasis”.
<b>Total minimum hours required for a Bachelor of Applied Science with Major in Technology, Wood Technology Emphasis (124 hours)</b>	<b>Total minimum hours required for a Bachelor of Applied Science with Major in Technology, Architectural Manufacturing Technology Emphasis (124 hours)</b>

**\*Changes highlighted in yellow.****Additional Questions**

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

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

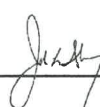

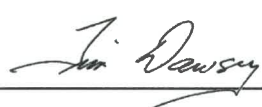

                      
Please realize that it will need to gain approval of the General Education Committee.

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

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

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

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- 
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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## Request for Revision to Program

Department: TWL College: COT

Submission Date: August 2017

Contact Person: John Iley ☐ Faculty member ☒ Chair

Revision Effective: Spring 2018 (Semester/Year)

Offered: (check all that apply)

- ☒ Fall  
☒ Spring  
☒ Summer

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

☐ Yes ☒ No

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

Program changes **ONLY** affects BST with the minor in Architectural Manufacturing Technology program, and does not affect any other degree program on campus. Program is essentially the same--this is simply "re-branding". Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).

### Existing Program and Program Name:

**Minor in Wood Technology**

### Proposed Program and Program Name:

**Minor in Architectural Manufacturing Technology**

**[Comparison of Existing Program and Proposed Program are Shown by Table on Next Page]**

### Purpose/Justification for Revision to Program/Rationale:

The purpose of this change is to rebrand the Wood Technology program. The proposed new name is *Architectural Manufacturing Management and Technology*. The above recommendation is based on the efforts of the *PSU Wood Technology Advisory Board*, a national council of leaders from architectural manufacturing industries and constituents. Rebranding is done for the following reasons:

1. Rebranded name better reflects of today's architectural manufacturing industries—architectural millwork, store fixture, cabinet and manufacturing industries.
2. New name better describes the program and its curriculum. Several courses utilize *Architectural Woodworking Institute (AWI) Standards* as a required text for the course.
3. Wood Technology (old name) is perceived by constituents as being detrimental to recruitment efforts and marketing of the program and its graduates. It is very challenging to explain the Wood Technology program to students, parents, and industry constituents. It is routinely described in terms of architectural product manufacturing and professional positions—managers, product engineers, etc. associated with it. The words "wood" and "woodworking" are perceived as primary offenders for turning parents away from the program and consequently potential students.
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5. Marketing the program and its graduates to other companies, that previously did not recruit at PSU, should improve.
6. Rebranded name is a product of *PSU Wood Technology Advisory Board's* research efforts and initiative.
7. This program is the **ONLY** four-year program related to architectural manufacturing management and technology in the United States. Its name should reflect what it is.

**Existing Program and Proposed Program:**

Current Program	Proposed Program
<b>Minor in Wood Technology</b> The minor consists of a minimum of 24 hours in one technical field.  <b>Wood Technology Minor</b> WT-182: Wood Science ..... 3 WT-185: Fundamentals of Wood Technology ..... 3 WT-226: CAD for Wood Product Development or GT 360 Computer Aided Drafting ..... 3 WT-282: Machine Woodworking ..... 3 WT-301: Finishing ..... 3 WT-333 Tool Technology ..... 3 WT-525: Cabinets and Fixtures ..... 3-5  <b>Select one course (3 hours) from one of the following:</b>  WT-383: Computer-Aided Manufacturing in Wood Technology ..... 3 WT-412: Overlay and Laminate Materials ..... 3 WT-585: Wood Production Estimating ..... 3	<b>Minor in Architectural Manufacturing Technology</b> The minor consists of a minimum of 24 hours in one technical field.  <b>Architectural Manufacturing Technology Minor</b> AMMT-182: Wood Science ..... 3 AMMT-185: Fundamentals of <b>Architectural Manufacturing</b> Technology ..... 3 AMMT-226: CAD for <b>Architectural</b> Product Development ..... 3 AMMT-282: Machine Processes in <b>Architectural Manufacturing</b> ..... 3 AMMT-301: Finishing ..... 3 AMMT-333: Tool Technology ..... 3 AMMT-525: Cabinets and Fixtures ..... 3  <b>Select one course (3 hours) from one of the following:</b>  GT 330 <b>Engineering Materials and Processes</b> AMMT-383: Computer-Aided Manufacturing in <b>Architectural Manufacturing</b> ..... 3 AMMT-412: Overlay and Laminate Materials ..... 3 AMMT-511: Production Techniques in <b>Architectural Product Manufacturing</b> ..... 3 AMMT-585: <b>Architectural Product</b> Production Estimating ..... 3

**Additional Questions**

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

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





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

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

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

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

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- 
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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



# Request for Deletion of Curriculum

Deletion of: ☐ Major ☐ Minor ☒ Emphasis ☐ Certificate

Department: TWL College: COT

Submission Date: Sept. 2017

Revision Effective: Fall, Spring 2018  
(Year)

Contact Person: John Iley ☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Residential Construction Emphasis (from both BST in Wood Technology and AAS in Wood Technology)

Rationale for Deletion: The emphasis is being deleted for three reasons: 1) the School of Construction now has a Residential Construction Emphasis as part of its BST in Construction Management, which makes this emphasis unnecessary ; 2) the emphasis has has a low number of majors each year (usually 2-5 compared to 45-50 in Wood Product Manufacturing emphasis); and 3) deletion was recommended by the program's advisory council.

Will this deletion affect any other department's/college's/unit's curricula or programs at Pittsburg State University?  
☐ Yes ☒ No

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

This program emphasis deletion would ONLY affect AAS and BST degree offerings associated with the Architectural Manufacturing Management and Technology program, and is not part of any other degree program on campus. . Emails to administration, regarding "re-branding" and approval are available, but not attached because of no. of change forms (32).





Will this deletion involve specific General Education courses? ☐ Yes ☒ No

*If "yes," please realize that it will need to gain approval of the General Education Committee.*

Will this deletion affect any education majors? ☐ Yes ☒ No

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

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

- ☒ Approved: Department Chairperson  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/13/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

Notification to COCAO/Kansas Board of Regents: \_\_\_\_\_ Date: \_\_\_\_\_

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

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 and a memo on department letterhead, apply the appropriate signatures, and forward to the Office of the Registrar.

Following Faculty Senate Approval, SUBMIT SIGN-OFF SHEET AND the MEMO TO THE OFFICE OF THE PROVOST (220 RUSS HALL)

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 informational purposes.

# Request for Revision to Curriculum

Revision for: ☐ Major ☒ Minor ☐ Emphasis ☐ Certificate

Department: TWL College: COT

Submission Date: 9/27/2017

Revision Effective: Fall, 2017  
(Year)

Contact Person: John Iley ☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Minor in Human Resource Development

*If proposing a name change to major or minor/emphasis/certificate, indicate Proposed Name Change:*  
Minor in Human Resource Development - (no change)

Description of Change: Additional courses (3) added to the minor in HRD

Rationale for Change (include changes to curriculum objectives): New courses support the objectives of the minor and aid in scheduling students. Also, some courses, which have been used as substitutions in the minor, are now being designated as official courses supporting the minor.

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

☐ Yes ☒ No

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

This does not affect any other program in the Regent's system. It only expands on the number of course offerings that can be used to satisfy the minor at PSU. All courses except Psych 575 are taught in TWL Department.

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

☐ Yes ☒ No

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

This does not affect any other departments on campus. It only expands on the number of course offerings that can be used to satisfy the minor. All courses except Psych 575 are taught in TWL Department. PSYCH 575 has regularly been used as a substitute course on the minor. The Psychology department was contacted by phone regarding the designation of it as an official minor course, so substitution forms would no longer be required.

See next page---

### Existing Major or Minor/Emphasis/Certificate

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

The minor requires satisfactory completion of 21 semester hours of college work chosen from the following courses:

- ☐ TM-390: Trade and Job Analysis (3 hours)
- ☐ TM-520: Leadership in the Workplace (3 hours)
- ☐ HRD-575: Instructional Media in Human Resource Development (3 hours)
- ☐ HRD-596: Introduction to Human Resource Development (3 hours)
- ☐ HRD-597: Organizational Staffing (3 hours)
- ☐ HRD-598: Talent Management (3 hours)
- ☐ TM-606: Industrial Supervision (3 hours)
- ☐ HRD-630: Employee and Labor Relations (3 hours)
- ☐ TM-653: Workforce Preparation (3 hours)
- ☐ TM-679: Presentation Skills (3 hours)

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

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

The minor requires satisfactory completion of 21 semester hours of college work chosen from the following courses:

- ☐ HRD-575: Instructional Media in Human Resource Development (3 hours)
- ☐ HRD-596: Introduction to Human Resource Development (3 hours)
- ☐ HRD-597: Organizational Staffing (3 hours)
- ☐ HRD-598: Talent Management (3 hours)
- ☐ HRD-630: Employee and Labor Relations (3 hours)
- ☐ HRD-653: Workforce Preparation (3 hours)
- ☐ HRD-555: Diversity in Technology Management (3 hours)
- ☐ HRD-400: HRD Internship (3 hours)
- ☐ TM-390: Trade and Job Analysis (3 hours)
- ☐ TM-520: Leadership in the Workplace (3 hours)
- ☐ TM-606: Industrial Supervision (3 hours)
- ☐ TM-679: Presentation Skills (3 hours)
- ☐ PSYCH-575: Industrial and Organizational Psychology (3 hours)

## Additional Questions

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

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

Please give the rationale for additional student fees:

\_\_\_\_\_

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

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





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

## 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? ☐ 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  
Date 11.9.17 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee  
Date 11.9.17 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College  
Date 11.9.17 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- ☐ Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 11/8/17 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- ☐ Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

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

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