

Pittsburg State University

Faculty Senate Meeting

DATE: Monday, December 7, 2015
TIME: 3:00
LOCATION: Sunflower Room, Overman Student Center

AGENDA

- I. Call to Order**
- II. Approval of November 23, 2015 minutes**
- III. Announcements**
 - A. Provost and Vice President of Academic Affairs—Dr. Lynette Olson**
 - B. PSU/KNEA Remarks—Dr. Tim Bailey**
 - C. Student Senate Remarks— Marcus Clem**
 - D. Unclassified Senate Remarks—Ms. Ashley Wadell**
 - E. University Support Staff Remarks—Terri Blessent**
 - F. Faculty Senate Report—Dr. Julie Samuels**
- IV. Committee Reports**

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

 - A. Academic Affairs Committee—Chair: Andrea McConnaughey, Rion Huffman**
 - Undergraduate Curriculum Subcommittee—Chair: Greg Murray, James McBain
 - Library Services Subcommittee—Chair: Randy Winzer
 - Information Systems Subcommittee—Chair: Ram Gupta,
 - Continuing Studies Subcommittee—Chair: Laura Covert, Kristi Frisbee
 - Departmental Academic Honors Subcommittee—Chair: Rion Huffman, Jamie McDaniel
 - Honors College Subcommittee—Initial Chair: Randy Winzer

- Writing Across the Curriculum Subcommittee— **Chair: Andrea McConnaughey, Grant Moss**
- Diversity and Multicultural Affairs Subcommittee—**Chair: Andrea McConnaughey, Anil Lal, Gloria Flynn**

B. Student Faculty Committee—Chair: Julie Dainty

C. All University Committee—Chair: Jim McBain, Christel Benson

D. Faculty Affairs Committee—Chair: Janis Schiefelbein, Anil Lal, Cliff Morris

E. Constitution Committee—Chair: Neil Snow, Hazel Coltharp

F. General Education Committee—Chair: Mark Johnson, Kristi Stuck

G. Budget Committee—Initial Chair: Rebecca Butler, Kristi Frisbee

All University Committees or Other Appointments

- Academic Honesty Committee—Chair: Janice Jewett

V. Unfinished Business:

VI. New Business:

VII. Open Forum:

VIII. Adjournment

Pittsburg State University
University Undergraduate Curriculum Committee

December 2, 2015 @ 11:00 a.m.
S224 Kansas Technology Center

Members present: Greg Murray (COT) – chair
Jim McBain (A&S)
Kristen Maceli (COB)
Brenda Roberts (COE) – recorder
Janice Jewett – ex-officio

Chair Greg Murray called the meeting to order.

College of Arts and Sciences

English and Modern Languages

Request for New Course

ENGL 306 Theories & Technologies of Writing
ENGL 526 Writing in the Electronic Environments I
ENGL 527 Writing for the Public I
ENGL 528 Writing for Publication I
ENGL 529 The Art of Discourse I
ENGL 626 Writing in Electronic Environments II
ENGL 627 Writing for the Public II
ENGL 628 Writing for Publication II
ENGL 695 Professional Writing Internship

Request for Deletion of Course

ENGL 501 Document Design
ENGL 503 Technical/Professional Editing
ENGL 504 Advanced Technical/Professional Writing
ENGL 505 Technical/Professional Writing Internship

Request for Revision to Curriculum

Standard Minor in English – remove ENGL 301; add ENGL 306

Technical/Professional Writing Minor – name change to Professional Writing;
and, change courses to reflect changes in Emphasis

Technical/Professional Writing Emphasis – name change to Professional writing;

and, other changes to program as outlined in request

Traditional Emphasis – remove 301; add ENGL 306

Motion to approve new courses, deletion of courses, and revision to curriculum; second. Motion passed.

Mathematics

Revision to Course

Math 479 Techniques for Teaching Math – change credit hour from 1-3 to 3

Motion to approve; second. Motion passed.

College of Education

Teaching and Leadership

Request for Revision to Curriculum

International Teaching minor – change from 5 hours course offered in MLL to a 3 hour course; require students to take EDUC 308 as a 3 hour course.

Motion to approve; second. Motion passed.

College of Technology

Automotive Technology

Request for New Course

AT 415 Technical Spanish for the Transportation Industry

Motion to approve; second. Motion passed.

Meeting adjourned.

Respectfully submitted,
Brenda Roberts (recorder)

Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern LanguagesCollege: Arts and SciencesSubmission Date: 10/12/15Contact Person: Jamie McDaniel☒ 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.*The class is administered through the English and Modern Languages Department and does not affect any programs outside of the Department.**Proposed Course:**Course Number: ENGL 306Title of Course: Theories and Technologies of WritingCredit Hours: 3Date first offered: 2016

(Semester/Year)

☒ Fall ☐ Spring ☐ Summer
(check all that apply)Prerequisite: NoneCourse Description (as it will appear in the next catalog): ENGL 306: Theories and Technologies of Writing Development of research approaches to theories of the writing process, the history and materiality of writing, and technologies and the future of writing. Includes hands-on experiences with writing technologies.Purpose/Justification for Proposed Course: This course helps to solve structural issues within the current program, to reflect current best practices in writing program development, and to take advantage of faculty resources to promote a program guided by instructional design principlesObjectives/Student Learning Outcomes (as it will appear in the syllabus)Student Learning OutcomesRhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

- Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

- Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

- Students consciously synthesize and integrate insights from one project into another.

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

Exams: writing projects assessed with the PSU Writing Rubric; portfolio with reflection essay.

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.)?
None.

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

- ☒ Approved: Department Chairperson
Date 12-12-15 Signature, Department Chairperson *Lilia Patton*
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair *KPRKCP*
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean *KPRKCP*
- ☐ 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 12/2/15 Signature, Undergraduate Curriculum Committee Chair *Djmy*
- ☐ 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 Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and Sciences
Submission Date: 10/12/15

Contact Person: Jamie McDaniel☒ 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.

The class is administered through the English and Modern Languages Department and does not affect any programs outside of the Department.

Purpose/Justification for Course Deletion: Revisions to the Professional Writing Emphasis curriculum make this course redundant.

Course to be Deleted:Course Number: ENGL 501Title of Course: Document DesignCredit Hours: 3Deletion Effective: Fall 2016 (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 11-12-15 Signature, Department Chairperson Lilia Patterson
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair KPRKCP
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean KPRKCP
- ☐ 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 12/2/15 Signature, Undergraduate Curriculum Committee Chair _____
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PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

- ☒ Approved: Department Chairperson
Date 11/12/15 Signature, Department Chairperson Celia Patterson
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair KPR#LP
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean KPR#LP
- ☐ 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 12/2/15 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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*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.*

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Date 11/12/15 Signature, Department Chairperson Uelia Patterson
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair KPRKCP
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean KPRKCP
- ☐ 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 _____
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Date 12/2/15 Signature, Undergraduate Curriculum Committee Chair Byung
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PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

- ☒ Approved: Department Chairperson
Date 6/22/15 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College
Date 11/2/15 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 12/2/15 Signature, Undergraduate Curriculum Committee Chair [Signature]
- ☐ Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and Sciences
 Submission Date: 10/12/15

Contact Person: Jamie McDaniel☒ 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.

The class is administered through the English and Modern Languages Department and does not affect any programs outside of the Department.

Proposed Course:

Course Number: ENGL 526Title of Course: Writing in Electronic Environments I ()Credit Hours: 3

Date first offered: 2016
 (Semester/Year)

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

Prerequisite: None

Course Description (as it will appear in the next catalog): ENGL 526: Writing in Electronic Environments I ()
Development of digital literacies by examining and practicing digital writing.

Purpose/Justification for Proposed Course: This course helps to solve structural issues within the current program, to reflect current best practices in writing program development, and to take advantage of faculty resources to promote a program guided by instructional design principles

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

Rhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

• Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

• Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

• Students consciously synthesize and integrate insights from one project into another.

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

Exams: writing projects assessed with the PSU Writing Rubric; portfolio with reflection essay.

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

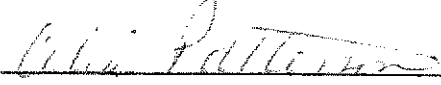

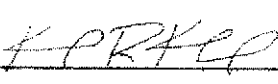
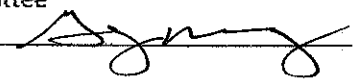
If "yes," please indicate the University's General Education Goals met by this course AND the assessment data that will be collected to measure these goals:

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.)?
None.

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

- ☒ Approved: Department Chairperson
Date 11-17-15 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College
Date 11/2/15 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
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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern LanguagesCollege: Arts and SciencesSubmission Date: 10/12/15Contact Person: Jamie McDaniel☒ 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.*The class is administered through the English and Modern Languages Department and does not affect any programs outside of the Department.**Proposed Course:**Course Number: ENGL 527Title of Course: Writing for the Public I ()Credit Hours: 3Date first offered: 2016

(Semester/Year)

☒ Fall ☐ Spring ☐ Summer
(check all that apply)Prerequisite: NoneCourse Description (as it will appear in the next catalog): ENGL 527: Writing for the Public I ()Studies in the practice of writing in the public sphere and examining public discourse.Purpose/Justification for Proposed Course: This course helps to solve structural issues within the current program, to reflect current best practices in writing program development, and to take advantage of faculty resources to promote a program guided by instructional design principles

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

Student Learning OutcomesRhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

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• Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

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1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
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☐ Yes ☒ No *If "yes," please realize that it will need to gain approval of the President's Council.*

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

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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

Pittsburg State University

- ☒ Approved: Department Chairperson
Date 12/15 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College
Date 11/2/15 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 12/2/15 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.

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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern LanguagesCollege: Arts and SciencesSubmission Date: 10/12/15Contact Person: Jamie McDaniel☒ 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.*The class is administered through the English and Modern Languages Department and does not affect any programs outside of the Department.**Proposed Course:**Course Number: ENGL 528Title of Course: Writing for Publication I ()Credit Hours: 3Date first offered: 2016

(Semester/Year)

☒ Fall ☐ Spring ☐ Summer
(check all that apply)Prerequisite: NoneCourse Description (as it will appear in the next catalog): ENGL 528: Writing for Publication I ()Studies in theoretical and practical methods for writing, designing, reading, editing, and managing complex and sophisticated texts with the critical attention a writer brings to the scene of reading.Purpose/Justification for Proposed Course: This course helps to solve structural issues within the current program, to reflect current best practices in writing program development, and to take advantage of faculty resources to promote a program guided by instructional design principles

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

Student Learning OutcomesRhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

• Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

• Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

• Students consciously synthesize and integrate insights from one project into another.

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

Exams; writing projects assessed with the PSU Writing Rubric; portfolio with reflection essay.

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.)?
None.

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

- ☒ Approved: Department Chairperson
Date 10/12/15 Signature, Department Chairperson *[Signature]*
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair *[Signature]*
- ☒ Approved: Dean of College
Date 11/11/15 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 12/2/15 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.

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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern LanguagesCollege: Arts and SciencesSubmission Date: 10/12/15Contact Person: Jamie McDaniel☒ 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.*The class is administered through the English and Modern Languages Department and does not affect any programs outside of the Department.**Proposed Course:**Course Number: ENGL 529Title of Course: The Art of Discourse I ()Credit Hours: 3Date first offered: 2016

(Semester/Year)

☒ Fall ☐ Spring ☐ Summer
(check all that apply)Prerequisite: NoneCourse Description (as it will appear in the next catalog): ENGL 529: The Art of Discourse I ()Studies in historical and contemporary theories of composing and rhetorical canons: writing processes, style and arrangement, and relationships among writing, learning social contexts, technology, and publication.Purpose/Justification for Proposed Course: This course helps to solve structural issues within the current program, to reflect current best practices in writing program development, and to take advantage of faculty resources to promote a program guided by instructional design principles

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

Student Learning OutcomesRhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

• Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

• Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

• Students consciously synthesize and integrate insights from one project into another.

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

Exams; writing projects assessed with the PSU Writing Rubric; portfolio with reflection essay.

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.)?

None.

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

- ☒ Approved: Department Chairperson
Date 12/11/15 Signature, Department Chairperson Celia Patterson
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair KPR#CP
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean KPR#CP
- ☐ 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 12/2/15 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.

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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and Sciences
 Submission Date: 10/12/15

Contact Person: Jamie McDaniel
☒ 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.

The class is administered through the English and Modern Languages Department and does not affect any programs outside of the Department.

Proposed Course:

Course Number: ENGL 626Title of Course: Writing in Electronic Environments II ()Credit Hours: 3

Date first offered: 2016 ☒ Fall ☐ Spring ☐ Summer
 (Semester/Year) (check all that apply)

Prerequisite: ENGL 526: Writing in Electronic Environments I ()

Course Description (as it will appear in the next catalog): ENGL 626: Writing in Electronic Environments II ()
Advanced instruction in the development of digital literacies by examining and practicing digital writing. Includes student mentoring and a fieldwork project on a site of writing or a set of writing artifacts. Prerequisite: ENGL 526: Writing in Electronic Environments I ()

Purpose/Justification for Proposed Course: This course helps to solve structural issues within the current program, to reflect current best practices in writing program development, and to take advantage of faculty resources to promote a program guided by instructional design principles

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

Rhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

• Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

• Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

• Students consciously synthesize and integrate insights from one project into another.

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

Exams: writing projects assessed with the PSU Writing Rubric; portfolio with reflection essay.

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.)?
None.

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

- ☒ Approved: Department Chairperson
Date 12/2/15 Signature, Department Chairperson Celia Patterson
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair KPRKCP
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean KPRKCP
- ☐ 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 12/2/15 Signature, Undergraduate Curriculum Committee Chair Bohmer
- ☐ 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 New Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern LanguagesCollege: Arts and SciencesSubmission Date: 10/12/15Contact Person: Jamie McDaniel☒ 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.*The class is administered through the English and Modern Languages Department and does not affect any programs outside of the Department.**Proposed Course:**Course Number: ENGL 627Title of Course: Writing for the Public II ()Credit Hours: 3Date first offered: 2016

(Semester/Year)

☒ Fall ☐ Spring ☐ Summer
(check all that apply)Prerequisite: ENGL 527: Writing for the Public I ()Course Description (as it will appear in the next catalog): ENGL 627: Writing for the Public II ()Advanced studies in the practice of writing in the public sphere and examining public discourse. Includes student mentoring and a fieldwork project on a site of writing or a set of writing artifacts. Prerequisite: ENGL 527: Writing for the Public I ()Purpose/Justification for Proposed Course: This course helps to solve structural issues within the current program, to reflect current best practices in writing program development, and to take advantage of faculty resources to promote a program guided by instructional design principles

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

Student Learning OutcomesRhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

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.)?
None.

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

- ☒ Approved: Department Chairperson
Date 11/22/15 Signature, Department Chairperson *Lilia Patterson*
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair *KPRHef*
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean *KPRHef*
- ☐ 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 12/2/15 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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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern LanguagesCollege: Arts and SciencesSubmission Date: 10/12/15Contact Person: Jamie McDaniel☒ 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.*The class is administered through the English and Modern Languages Department and does not affect any programs outside of the Department.**Proposed Course:**Course Number: ENGL 628Title of Course: Writing for Publication II ()Credit Hours: 3Date first offered: 2016

(Semester/Year)

☒ Fall ☐ Spring ☐ Summer
(check all that apply)Prerequisite: ENGL 528: Writing for Publication I ()Course Description (as it will appear in the next catalog): ENGL 628: Writing for Publication II ()Advanced studies in theoretical and practical methods for writing, designing, reading, editing, and managing complex and sophisticated texts with the critical attention a writer brings to the scene of reading. Includes student mentoring and a fieldwork project on a site of writing or a set of writing artifacts. Prerequisite: ENGL 528: Writing for Publication I ()Purpose/Justification for Proposed Course: This course helps to solve structural issues within the current program, to reflect current best practices in writing program development, and to take advantage of faculty resources to promote a program guided by instructional design principlesObjectives/Student Learning Outcomes (as it will appear in the syllabus)
Student Learning OutcomesRhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

• Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

• Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

• Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

• Students consciously synthesize and integrate insights from one project into another.

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

Exams: writing projects assessed with the PSU Writing Rubric; portfolio with reflection essay.

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.)?
None.

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

- ☒ Approved: Department Chairperson
Date 6-12-15 Signature, Department Chairperson *Celia Patterson*
- ☒ Approved: College Curriculum Committee
Date 11/7/15 Signature, College Curriculum Committee Chair *KPRKCP*
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean *KPRKCP*
- ☐ 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 12/2/15 Signature, Undergraduate Curriculum Committee Chair *Agm*
- ☐ 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 New Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern LanguagesCollege: Arts and SciencesSubmission Date: 10/12/15Contact Person: Jamie McDaniel☒ 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.*The class is administered through the English and Modern Languages Department and does not affect any programs outside of the Department.**Proposed Course:**Course Number: ENGL 695Title of Course: Professional Writing InternshipCredit Hours: 1 to 3Date first offered: 2016

(Semester/Year)

☒ Fall ☐ Spring ☐ Summer
(check all that apply)Prerequisite: Permission of instructor.Course Description (as it will appear in the next catalog): ENGL 695: Professional Writing InternshipPractical writing experience in area business or agency. Includes the creation of a portfolio. A minimum of 40 work hours per credit hour. May be repeated for a total of 6 hours. Prerequisite: Permission of instructor.Purpose/Justification for Proposed Course: This course helps to solve structural issues within the current program, to reflect current best practices in writing program development, and to take advantage of faculty resources to promote a program guided by instructional design principles

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

Student Learning OutcomesRhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

- Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

- Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

- Students consciously synthesize and integrate insights from one project into another.

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

Exams; writing projects assessed with the PSU Writing Rubric; portfolio with reflection essay.

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.)?
None.

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

- ☒ Approved: Department Chairperson
Date 10/22/15 Signature, Department Chairperson Celia Patterson
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair KPR#ef
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean KPR#ef
- ☐ 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 12/2/15 Signature, Undergraduate Curriculum Committee Chair Symy
- ☐ 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: English and Modern Languages College: Arts and Sciences

Submission Date: 10/12/15

Revision Effective: Fall, 2016
(Year)

Contact Person: Jamie McDaniel

☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Standard Minor in English

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

Description of Change: This change removes ENGL 301: Technical/Professional Writing from the English Minor and adds ENGL 306: Theories and Technologies of Writing to the English Minor.

Rationale for Change (include changes to curriculum objectives): ENGL 301 is primarily a service course for the College of Technology, whereas ENGL 306 will align more fully with the objectives and student learning outcomes of the English program.

Student Learning Outcomes

Rhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

- Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

- Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

- Students consciously synthesize and integrate insights from one project into another.

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 Minor is a longstanding one at PSU, and we are simply updating the curriculum.

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 Minor is administered through the English and Modern Languages Department and does not include classes outside of the Department.

Existing Major or Minor/Emphasis/Certificate

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

Minor in English

Standard Minor in English (21 hours)

- ENGL-202: English Grammar and Usage (3 hours)

Writing electives selected from (6 hours)

- ENGL-301: Technical/Professional Writing (3 hours)
- ENGL-302: Advanced Composition (3 hours)
- ENGL-304: Introduction to Writing About Literature (3 hours)

English electives* (12 hours)

* Electives must include 6 hours of upper-division courses and at least 3 hours in American and 3 hours in British literature.

Proposed Major or Minor/Emphasis/Certificate:

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

Minor in English

Standard Minor in English (21 hours)

- ENGL-202: English Grammar and Usage (3 hours)

Writing electives selected from (6 hours)

- ENGL-302: Advanced Composition (3 hours)
- ENGL-304: Introduction to Writing About Literature (3 hours)
- ENGL-306: Theories and Technologies of Writing (3 hours)

English electives* (12 hours)

* Electives must include 6 hours of upper-division courses and at least 3 hours in American and 3 hours in British literature.

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 10-12-15 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College
Date 11/2/15 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 12/2/15 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: English and Modern Languages College: Arts and Sciences

Submission Date: 10/12/15

Revision Effective: Fall, 2016
(Year)

Contact Person: Jamie McDaniel

☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Technical/Professional Writing

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

Description of Change: Changes with the Emphasis require these changes with the Minor.

Rationale for Change (include changes to curriculum objectives): These changes solve structural issues within the current program, reflect current best practices in writing program development, and take advantage of faculty resources to promote a program guided by instructional design principles.

Student Learning Outcomes

Rhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

- Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

- Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

- Students consciously synthesize and integrate insights from one project into another.

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 Minor is a longstanding one at PSU, and we are simply updating the curriculum.

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 Minor is administered through the English and Modern Languages Department and does not include classes outside of the Department.

Existing Major or Minor/Emphasis/Certificate

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

Minor in Technical/Professional Writing

Technical/Professional Writing (21 hours)

- * ENGL-301: Technical/Professional Writing (3 hours)
- * ENGL-501: Document Design (3 hours)
- * ENGL-503: Technical/Professional Editing (3 hours)
- * ENGL-504: Advanced Technical/Professional Writing (3 hours)
- * ENGL-505: Technical/Professional Writing Internship (1-3 hours)

ENGL 505 Technical/Professional Writing Internship should be taken for 3 hours.

Support Courses

Select two courses from the following list:

- * COMM-601: Intercultural Communication (3 hours)
- * CIS-130: Computer Information Systems (3 hours)
- * CIS-240: C++ Programming (3 hours)
- * CIS-250: Principles of Software Design (3 hours)
- * GIT-221: Web Graphics Software (3 hours) OR COMM-537: Integrated Electronic Communication (3 hours)
- * GIT-240: Page Layout Software (3 hours)
- * ENGL-505: Technical/Professional Writing Internship (1-3 hours)
- * PSYCH-463: Cognitive Processes (3 hours)
- * Other support courses approved by the Director of Technical/Professional Writing (3-6 hours)

CIS 130 Computer Information Systems and CIS 240 C++ Programming will satisfy 3 hours of the producing and consuming category of the General Education requirement.

Proposed Major or Minor/Emphasis/Certificate:

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

Professional Writing Minor (21 hours)

- * ENGL-202: English Grammar and Usage (3 hours)
- * ENGL-302: Advanced Composition (3 hours)
- * ENGL-306: Theories and Technologies of Writing (3 hours)
- * ENGL-695: Professional Writing Internship (1 - 3 hours)

Writing Electives (select three)

(Other elective courses approved by the Director of Professional Writing)

- * ENGL-526: Writing in Electronic Environments I (____) (3 hours)
- * ENGL-626: Writing in Electronic Environments II (____) (3 hours)
- * ENGL-527: Writing for the Public I (____) (3 hours)
- * ENGL-627: Writing for the Public II (____) (3 hours)

- * ENGL-528: Writing for Publication I (____) (3 hours)
- * ENGL-628: Writing for Publication II (____) (3hours)
- * ENGL-529: The Art of Discourse I (____) (3 hours)
- * ENGL-729: The Art of Discourse II (____) (3 hours)
- * ENGL-695: Professional Writing Internship (1 - 3 hours)

ENGL 695 Professional Writing Internship should be taken for 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 11/12/15 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College
Date 11/2/15 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 12/2/15 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 Curriculum

Revision for: ☐ Major ☐ Minor ☒ Emphasis ☐ Certificate

Department: English and Modern Languages College: Arts and Sciences

Submission Date: 10/12/15

Revision Effective: Fall, 2016
(Year)

Contact Person: Jamie McDaniel

☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Technical/Professional Writing

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

Description of Change: The following list describes changes to the program:

1. The new name "Professional Writing" indicates the breadth of writing experiences that the program covers, offers a concise name in line with our other emphases, and gets rid of the "technical" designation that does not appeal to students.
2. The current Emphasis has 9 lower-division hours, but the new program has all upper-division hours to ensure that students have enough upper-division hours to graduate in a timely manner.
3. Through its two-tier elective structure, the new Emphasis offers a variety of writing electives lacking in the current Emphasis. The two-tier elective structure involves 500/600-level electives offered concurrently (such as in the Creative Writing Emphasis and the Art Department's curriculum). The 500-level courses would focus on development of content knowledge, and the 600-level courses would focus on student mentoring and fieldwork experiences.
4. The new Emphasis contains a gateway course, classes covering the history of rhetoric and writing, and a capstone course, which follows the suggested best practices of developing writing majors/emphases.
5. Through fieldwork experiences, the new Emphasis offers multiple opportunities to practice applied theory in action (praxis).
6. Through the two-tier elective structure, student mentoring, and the fieldwork experiences, the new Emphasis uses the best practices in instructional design to scaffold the development of knowledge and skills and to cultivate proficiency.

Rationale for Change (include changes to curriculum objectives): These changes solve structural issues within the current program, reflect current best practices in writing program development, and take advantage of faculty resources to promote a program guided by instructional design principles.

Student Learning Outcomes

Rhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

- Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

- Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

- Students consciously synthesize and integrate insights from one project into another.

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 Emphasis is a longstanding one at PSU, and we are simply updating the curriculum.

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 Emphasis is administered through the English and Modern Languages Department and does not include classes outside of the Department.

Existing Major or Minor/Emphasis/Certificate

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

III. Technical/Professional Writing Emphasis (24 hours)

- ENGL-301: Technical/Professional Writing (3 hours)
- ENGL-501: Document Design (3 hours)
- ENGL-503: Technical/Professional Editing (3 hours)
- ENGL-504: Advanced Technical/Professional Writing (3 hours)
- ENGL-505: Technical/Professional Writing Internship (1-3 hours)
- GIT-240: Page Layout Software (3 hours)

Support Courses (select two)

(Other support courses approved by the Director of Technical/Professional Writing) ☒

- CIS-130: Computer Information Systems (3 hours)
- CIS-240: C ++ Programming (3 hours)
- CIS-250: Principles of Software Design (3 hours)
- GIT-221: Web Graphics Software (3 hours) OR COMM-537: Integrated Electronic Communication (3 hours)
- COMM-601: Intercultural Communication (3 hours)
- ENGL-505: Technical/Professional Writing Internship (1-3 hours)
- PSYCH-463: Cognitive Processes (3 hours)

CIS 130 Computer Information Systems will satisfy 3 hours of the producing and consuming category of the General Education requirement.

ENGL 505 Technical/Professional Writing Internship should be taken for 3 hours.

Proposed Major or Minor/Emphasis/Certificate:

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

III. Professional Writing Emphasis (24 hours)

- * ENGL-302: Advanced Composition (3 hours)
- * ENGL-306: Theories and Technologies of Writing (3 hours)
- * ENGL-308: English Linguistics (3 hours) or ENGL-603: History of the English Language (3 hours)
- * ENGL-695: Professional Writing Internship (1 - 3 hours)

Writing Electives (select four)

(Other elective courses approved by the Director of Professional Writing)

- * ENGL-526: Writing in Electronic Environments I (____) (3 hours)
- * ENGL-626: Writing in Electronic Environments II (____) (3 hours)
- * ENGL-527: Writing for the Public I (____) (3 hours)
- * ENGL-627: Writing for the Public II (____) (3 hours)
- * ENGL-528: Writing for Publication I (____) (3 hours)
- * ENGL-628: Writing for Publication II (____) (3 hours)
- * ENGL-529: The Art of Discourse I (____) (3 hours)
- * ENGL-729: The Art of Discourse II (____) (3 hours)
- * ENGL-695: Professional Writing Internship (1 - 3 hours)

ENGL 695 Professional Writing Internship should be taken for 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 6/22/15 Signature, Department Chairperson Lelia Pittman
- ☒ Approved: College Curriculum Committee
Date 11/7/15 Signature, College Curriculum Committee Chair KPRHCP
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean KPRHCP
- ☐ 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 12/2/15 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: English and Modern Languages College: Arts and Sciences

Submission Date: 10/12/15

Revision Effective: Fall, 2016
(Year)

Contact Person: Jamie McDaniel

☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Traditional Emphasis

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

Description of Change: This change removes ENGL 301: Technical/Professional Writing from the Bachelor of Arts Traditional Emphasis and adds ENGL 306: Theories and Technologies of Writing to the Traditional Emphasis.

Rationale for Change (include changes to curriculum objectives): ENGL 301 is primarily a service course for the College of Technology, whereas ENGL 306 will align more fully with the objectives and student learning outcomes of the English program.

Student Learning Outcomes

Rhetorical Knowledge

- Students identify varied rhetorical situations calling for a wide range of responses informed by context and theory.
- Students evaluate the appropriateness of rhetorical choices in light of anticipated consequences.

Process and Collaborative Textual Evaluation

- Students demonstrate respectful negotiating behaviors during collaborative textual production and evaluation (listening attentively, airing all viewpoints, valuing difference, coming to consensus or dissensus, dividing labor fairly, balancing competing agendas, expectations, and values).

Craft & Editing

- Students consider, apply, and control stylistic options (prose style, figurative language, voice, register, tone, word choice, etc.); correctness in syntax, grammar, usage, punctuation, mechanics, and spelling; coherence and cohesion; and the organization of their texts appropriate to the rhetorical situation.

Textual Production & Delivery

- Students identify and evaluate options for genre, medium, design, circulation, and delivery.

Reflective Learning

- Students consciously synthesize and integrate insights from one project into another.

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 Traditional Emphasis is a longstanding one at PSU, and we are simply updating the curriculum.

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 Traditional Emphasis is administered through the English and Modern Languages Department and does not include classes outside of the Department.

Existing Major or Minor/Emphasis/Certificate

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

I. Traditional Emphasis (24 hours)

- ENGL-304: Introduction to Writing About Literature (3 hours)

Writing elective selected from (3 hours)

- ENGL-250: Introduction to Creative Writing (3 hours)
- ENGL-301: Technical/Professional Writing (3 hours)
- ENGL-302: Advanced Composition (3 hours)
- ENGL-351: Fiction Writing (3 hours)
- ENGL-352: Poetry Writing (3 hours)
- ENGL-556: Topics in Writing (____) (3 hours)
- ENGL-756: Topics in Writing (____) (1-3 hours)

Language elective selected from (3 hours)

- ENGL-308: English Linguistics (3 hours) OR ENGL-603: History of the English Language (3 hours)

- Literature electives* (9 hours)

- English electives (6 hours)

English majors and minors counting ENGL 304 Introduction to Writing About Literature for general education credit must take additional upper division literature electives to meet total hour requirements.

* Selected from literature courses numbered above 500; at least three credit hours must be American.

Proposed Major or Minor/Emphasis/Certificate:

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

I. Traditional Emphasis (24 hours)

- ENGL-304: Introduction to Writing About Literature (3 hours)

Writing elective selected from (3 hours)

- ENGL-250: Introduction to Creative Writing (3 hours)
- ENGL-302: Advanced Composition (3 hours)
- ENGL-306: Theories and Technologies of Writing (3 hours)
- ENGL-351: Fiction Writing (3 hours)
- ENGL-352: Poetry Writing (3 hours)
- ENGL-556: Topics in Writing (____) (3 hours)
- ENGL-756: Topics in Writing (____) (1-3 hours)

Language elective selected from (3 hours)

- ENGL-308: English Linguistics (3 hours) OR ENGL-603: History of the English Language (3 hours)
- Literature electives* (9 hours)
- English electives (6 hours)

English majors and minors counting ENGL 304 Introduction to Writing About Literature for general education credit must take additional upper division literature electives to meet total hour requirements.

* Selected from literature courses numbered above 500; at least three credit hours must be American.

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 12/2/15 Signature, Department Chairperson *Lili V. Pittman*
- ☒ Approved: College Curriculum Committee
Date 11/2/15 Signature, College Curriculum Committee Chair *KPR4CP*
- ☒ Approved: Dean of College
Date 11/2/15 Signature, Dean *KPR4CP*
- ☐ 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 12/4/15 Signature, Undergraduate Curriculum Committee Chair *gym*
- ☐ 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: Math College: A&SSubmission Date: 8/19/15Contact Person: Tim Flood ☐ Faculty member ☒ ChairRevision Effective: Fall 2016 (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.

Math 479 is only taken by BSEd Math Majors

Purpose/Justification for Revision to Course: To clean up a historical artifact that is no longer necessary the course is being changed from variable 1-3 hour to fixed 3 hours. 3 hours is currently required for the BSEd in Math.

Existing Course:

Course Number: MATH-479Title of Course: Techniques for Teaching MathematicsCredit Hours: 1-3 hour

Prerequisite: Admission to teacher education and PSYCH 357 Educational Psychology. Corequisite: MATH 480 Internship in Secondary Mathematics Teaching.

Course Description (as it appears in the current catalog): Techniques, methods, and course content used in teaching mathematics in the secondary school. Offered by the Department of Mathematics. Concurrent, one hour weekly departmental tutorial service required. To be taken before the professional semester. Demonstrable skill at the College Algebra level is required for passing the class.

Proposed Course:

Course Number: SameTitle of Course: SameCredit Hours: 3 hourPrerequisite: SameCourse Description (as it will appear in the next catalog): Same

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 8/26/15 Signature, Department Chairperson [Signature]
- ☒ Approved: College Curriculum Committee
Date 10/12/15 Signature, College Curriculum Committee Chair [Signature]
- ☒ Approved: Dean of College
Date 10/12/15 Signature, Dean [Signature]
- ☐ Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____
- ☒ Approved: Council for Teacher Education (if applicable)
Date 11/2/15 Signature, Council for Teacher Education Chair [Signature]
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12/2/15 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.

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 Revision to Curriculum

Revision for: ☐ Major ☒ Minor ☐ Emphasis ☐ Certificate

Department: TCHLS College: Education

Submission Date: October 5, 2015

Revision Effective: Fall, 2016
(Year)

Contact Person: Alice Sagehorn ☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: International Teaching

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

Description of Change: Change from a 5 hour course offered in MLL to a three hour course and a change from a 1 hour course EDUC 308 to a 3 hour course.

Rationale for Change (include changes to curriculum objectives): In the past the introductory MLL courses were 5 credit hours, now the introductory language courses are offered as 3 hour courses. This necessitates a change from 5 required hours to 3 required hours in MLL. The EDUC 308 Specialized Clinical Experiences is offered for variable hours (1-3). The work required for the Specialized Clinical Experience class is equal to 3 credit hours as the student must teach for a minimum of two weeks in another country and write lesson plans and reflections about the experience.

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.

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.

See attached email.

Existing Major or Minor/Emphasis/Certificate

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

Minor in International Teaching (Non Licensure)

- Core Courses
 - o EDUC-308: Specialized Clinical Experience (1-3 hours)
 - o EDUC-551: Diversity in the Classroom (3 hours)
 - o EDUC-553: Assessment and the English Language Learner (3 hours)
 - o EDUC-554: Methods and Instructional Materials for English Language Learners (3 hours)
 - o COMM-601: Intercultural Communication (3 hours)

or equivalent course approved by advisor

- Electives

Any of the language and/or literature courses offered by the Department of English and Modern Languages and Literatures (5 hours)

Total hours required for International Teaching Minor (18 hours).

Proposed Major or Minor/Emphasis/Certificate:

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

Minor in International Teaching (Non Licensure)

- Core Courses

- o EDUC-308: Specialized Clinical Experience (3 hours)
- o EDUC-551: Diversity in the Classroom (3 hours)
- o EDUC-553: Assessment and the English Language Learner (3 hours)
- o EDUC-554: Methods and Instructional Materials for English Language Learners (3 hours)
- o COMM-601: Intercultural Communication (3 hours)

or equivalent course approved by advisor

- Electives

Any of the language and/or literature courses offered by the Department of English and Modern Languages and Literatures (3 hours)

Total hours required for International Teaching Minor (18 hours).

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):

NA

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:

NA

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.)?

NA


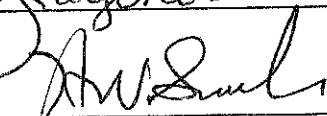
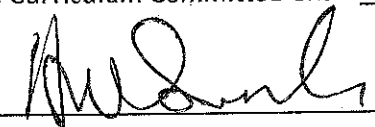
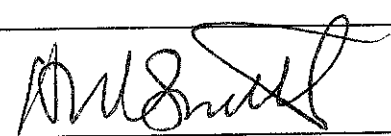
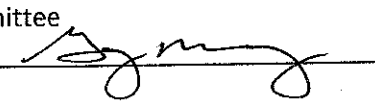
Additional Questions for certificate only:

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 10/5/15 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee
Date 10/30/15 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College
Date 10/30/15 Signature, Dean 
- ☐ Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____
- ☒ Approved: Council for Teacher Education (if applicable)
Date 11/2/15 Signature, Council for Teacher Education Chair 
- ☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12/2/15 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: _____

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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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Zimbra

jvanbecelaere@pittstate.edu

Fwd: Change in International Teaching Minor

From : Alice Sagehorn <asagehorn@pittstate.edu> Mon, Nov 16, 2015 04:45 PM
Subject : Fwd: Change in International Teaching Minor
To : Jeanine Van Becelaere
<jvanbecelaere@pittstate.edu>

As per your request

Alice

Alice C. Sagehorn, PhD
Chairperson/Professor
Teaching and Leadership
Pittsburg State University
Pittsburg, KS 66762
620-235-4499
620-235-4520 Fax
asagehorn@pittstate.edu

----- Forwarded Message -----

From: "Alice Sagehorn" <asagehorn@pittstate.edu>
To: "Celia Patterson" <cpatters@pittstate.edu>
Sent: Monday, October 5, 2015 2:46:55 PM
Subject: Change in International Teaching Minor

Dear Celia,

The International Teaching minor requires a MML course for 5 credit hours. Since the change to the introductory language course from 5 hours to 3 hours, we would like to make show that change in the International Teaching minor. There are 5 students enrolled in this minor. I do not think this will negatively affect the enrollment for either Spanish I or French I or any other introductory language course.

If you have a concern or would like to discuss this further, please let me know.

Sincerely,

Alice Sagehorn

Zimbra

jvanbecelaere@pittstate.edu

Re: International Teaching Legislation

From : Alice Sagehorn <asagehorn@pittstate.edu> Wed, Dec 02, 2015 08:30 AM
Subject : Re: International Teaching Legislation 1 attachment
To : Jeanine Van Becelaere
<jvanbecelaere@pittstate.edu>

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

NO, the International Teaching minor is not an endorsement to a teaching license, nor is it a certificate program sanctioned by the state of Kansas. I am not aware of any Regent' University that offers this minor, therefore it should not affect any of the Regent's Universities.

Alice

Alice C. Sagehorn, PhD
Chairperson/Professor
Teaching and Leadership
Pittsburg State University
Pittsburg, KS 66762
620-235-4499
620-235-4520 Fax
asagehorn@pittstate.edu

From: "Jeanine Van Becelaere" <jvanbecelaere@pittstate.edu>
To: "Alice Sagehorn" <asagehorn@pittstate.edu>
Sent: Wednesday, December 2, 2015 8:26:46 AM
Subject: International Teaching Legislation

On the Revision to Curriculum form for the minor in International Teaching, there is a section that says "Is this revision related to, and/or may affect, any degree program or minor/emphasis/certificate at any other Regent university? Yes or No. Whether a yes or no response, please provide an explanation." You marked "No" but could you provide a short explanation also. The legislation is at the University Undergraduate Curriculum Committee level and I will forward your response to them. Thank you.

Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: Automotive Technology
 Date: 9-21-15

College: Technology

Submission

Contact Person: Victor Herrero
☒ 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 will be taught as an elective for Automotive Technology students only.

Proposed Course:

Course Number: AT 415Title of Course: Technical Spanish for the Transportation IndustryCredit Hours: 3

Date first offered: Spring 2016
 (Semester/Year)

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

Prerequisite: None

Course Description (**as it will appear in the next catalog**): This course promotes understanding and practicing the basics of conversation in Spanish using concepts that are related to task assignment, delegation, supervision, safety, training and instruction, and fundamental conversation within the automotive industry. Automotive Spanish terminology will be focus on tools, maintenance, sales, parts and equipment found in off-highway, on-highway and automobile industry.

Purpose/Justification for Proposed Course: This course is designed for students to develop a grounded knowledge in Spanish automotive terminology, which will include specific terms, vocabulary and phrases that are used at the job site.

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

Upon completion of this course, non-Spanish speaking students, based on their individual effort and commitment, will be instructed in the knowledge and provided the language tools to be able to:

1. Learn basic Spanish vocabulary such as the terms for dates, time, colors, automotive tools and components, basic verb conjugation, and the everyday Spanish dialect of the automotive site including the appropriate contextual use of slang, swear words, and names (attendance, word of the day, homework, chapter exercises).
2. Engage individuals whose first language is Spanish to establish a beginning level of communication (attendance, chapter exercises);
3. Provide training and instruction in the tools, techniques, and processes used in completing job site and job tasks in the automotive trades using basic Spanish nouns, verbs, and phrases (word of the day, chapter exercises);
4. Understand how to provide safety instruction and basic safety awareness and check for worker understanding to reduce or minimize worker risk, accident, and injury as well as assist with medical and safety situations (attendance, homework);

5. Greet and compliment employees and develop an appreciation for the differences in Hispanic culture, traditions, or events that may affect the workplace or help to build better relationships with coworkers (attendance, chapter exercises);
6. Identify the basic skills necessary for the supervision of Spanish speaking employees including terms of respect, understanding how to lead, motivate, appraise, instruct, and coordinate the activities of a Spanish speaking work force in achieving the established goals of the organization (attendance, chapter exercises);
7. Become acquainted with issues such as conflict management, corporate culture, and legal requirements including tolerance for a diverse work force and the attitudes towards Spanish speaking workers (attendance);
8. Understand technical words in Spanish that are found in hydraulic diagrams, electrical schematics and OEM manuals.
9. Communicate effectively with customers in a variety of settings including dealerships, automotive parts stores, corporate office settings, etc.

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

1. Professionalism Participation Grade.

- Students will have the opportunity to earn 5 daily participation points by actively being engaged in the classroom discussion, showing up to class on time, attending the full class, bringing the word of the day, and leaving their electronic devices shut-off (phones, PCs, ipods, tablets, etc) and being attentive in class. Coming to class on-time, taking good notes, staying up with the new vocabulary for each chapter, and then learning the Spanish language by using it in this class is essential for doing well in this area.
- Word of the Day – Each student will be responsible for coming to the class meeting with one (1) Spanish word and its translated English equivalent. When you come to class, simply write your chosen word and its translation on the board and fill out the Word of the Day sheet provided by the instructor. We will read and discuss these at the beginning of the class. Try as much as possible to find and post words that are from the chapter which we are discussing/practicing for that week of class. Totalling approximately 120 points
- Bonus: Those students with perfect attendance (no unexcused absences and never being late for the start of class) up to finals week will earn an extra 10% (10 points) added to their PPG.

2. Course Assignments.

- Worksheets/Homework – Worksheets will be provided, collected, graded, and returned on a weekly basis. There will be numerous worksheets which basically allow students to learn or practice Spanish words and phrases. Language is learned in part by repetition—practice does not make perfect so much as practice makes permanent. There will also be occasional quizzes to test how well students are learning the information presented in class. There are 200 points in this homework area and many times it is where some students choose to lose too many points—DO YOUR BEST TO TURN IN YOUR HOMEWORK!

3. TEST.

- The students will complete three tests during the semester worth approximately 100 points each. The tests will be a paper/pencil type of test which measures both memory and application. NO MAKE-UP EXAMS WILL BE GIVEN. 50 Pts.

4. FINAL EXAM.

- Final Exam - A final exam will be used to evaluate student knowledge and will include a written portion but will also include a practical exercise which will require students to demonstrate the following:

An explanation/delegation/demonstration of a task chosen and designed by the student and approved by the instructor of a simulated workplace based scenario which includes the following contents:

- Introduction/greeting/acknowledgement of the person or persons who you are to instruct or work with;
- Explanation or demonstration of an automotive specific task or job including any tools or processes that are critical to successful completion of the task (what they need to do);
- Any performance criteria or specific details on how well or to what standard of quality which the job must meet (how well they need to do it); 200 to 250 points.

Students should plan on the explanation/delegation/demonstration to last around +/-15 minutes. Your description should include what task/job you are going to explain, what tools you are going to use, needed safety precautions/PPE/instruction, and what level of performance you expect us as Spanish speakers to achieve. Each student will need to submit a written basic description of what they plan to explain/demonstrate to me by April 12th.

The practicum portion of the final exam will occur during class meetings during the weeks of April 19th to May 4th. (This part of your final exam is basically what you have been doing with your chapter exercises the whole semester).

The written portion of the final exam will be given during finals week (May) according to PSU's final exam schedule (Thursday, May 10th from 12:30-2:20). NO MAKE-UP EXAMS WILL BE GIVEN.

Grading System

Possible Points

PPG/Word of the day	120
Worksheets/Homework	200
TEST 1	100
TEST 2	100
TEST 3	100
<u>Final Exams</u>	
Written	100
Practicum	260
Total points possible	980

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% or lower

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


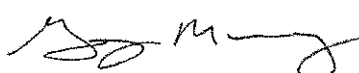
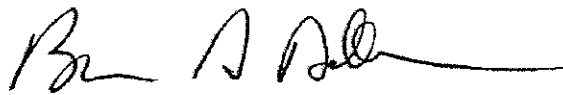
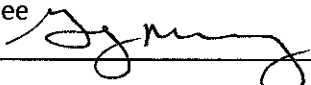
If "yes," please indicate the University's General Education Goals met by this course AND the assessment data that will be collected to measure these goals:

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 10-29-15 Signature, Department Chairperson 
- ☒ Approved: College Curriculum Committee
Date 11.5.15 Signature, College Curriculum Committee Chair 
- ☒ Approved: Dean of College
Date 11.12.15 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 12/2/15 Signature, Undergraduate Curriculum Committee Chair 
- ☐ Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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**DEPARTMENT OF AUTOMOTIVE TECHNOLOGY
PITTSBURG STATE UNIVERSITY**

Course Number: AT 415

Credit Hours: 3

Semester: Spring 2016

Instructor: Victor Herrero

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Title: Technical Spanish for the Transportation Industry.

Course Time Schedule: T/TH: 12:00-1:15

Course Delivery Method: Face-to-Face

Office Location: N119, KTC

Office Phone: (620) 235 – 4198

Office Hours: M&W: 10-11 am, 2-3 pm

T/TH: 2 – 4:30 pm

Credit Hours: 3

Prerequisites:

None

Course Description:

This course promotes understanding and practicing the basics of conversation in Spanish using concepts that are related to task assignment, delegation, supervision, safety, training and instruction, and fundamental conversation within the automotive industry. Automotive Spanish terminology will be focus on tools, maintenance, sales, parts and equipment found in off-highway, on-highway and automobile industry.

Purpose of the Course:

This course is designed for students to develop a grounded knowledge in Spanish automotive terminology, which will include specific terms, vocabulary and phrases that are used at the job site.

Course Objectives:

Upon completion of this course, non-Spanish speaking students, based on their individual effort and commitment, will be instructed in the knowledge and provided the language tools to be able to:

1. Learn basic Spanish vocabulary such as the terms for dates, time, colors, automotive tools and components, basic verb conjugation, and the everyday Spanish dialect of the automotive site including the appropriate contextual use of slang, swear words, and names (attendance, word of the day, homework, chapter exercises).
2. Engage individuals whose first language is Spanish to establish a beginning level of communication (attendance, chapter exercises);
3. Provide training and instruction in the tools, techniques, and processes used in completing job site and job tasks in the automotive trades using basic Spanish nouns, verbs, and phrases (word of the day, chapter exercises);
4. Understand how to provide safety instruction and basic safety awareness and check for worker understanding to reduce or minimize worker risk, accident, and injury as well as assist with medical and safety situations (attendance, homework);
5. Greet and compliment employees and develop an appreciation for the differences in Hispanic culture, traditions, or events that may affect the workplace or help to build better relationships with coworkers (attendance, chapter exercises);
6. Identify the basic skills necessary for the supervision of Spanish speaking employees including terms of respect, understanding how to lead, motivate, appraise, instruct, and coordinate the activities of a Spanish speaking work force in achieving the established goals of the organization (attendance, chapter exercises);

7. Become acquainted with issues such as conflict management, corporate culture, and legal requirements including tolerance for a diverse work force and the attitudes towards Spanish speaking workers (attendance);
8. Understand technical words in Spanish that are found in hydraulic diagrams, electrical schematics and OEM manuals.
9. Communicate effectively with customers in a variety of settings including dealerships, automotive parts stores, corporate office settings, etc.

Required Text and Materials:

- 1) ASE Glossary of automotive terminology.
<https://www.ase.com/medialibrary/images/ase-glossary---test-center-version.pdf>
- 2) Spanish for Engineers. Third Edition. By Francisco Brusquetas.
ISBN 978-0-578-11958-8

Additional Resources:

- 1) Spark Publishing (2002). *Spark Charts*. ISBN: 1-5866-3639-1
www.sparknotes.com

No Phones or other electronics in class

Students must turn off all phones, laptops, tablets and all other distracting electronic devices. If a student does not comply, then they will be required to leave the class and forfeit their professionalism/participation points for the day. On the second offense a student will be required to miss two class periods and unable to make up the classwork. On the third offense, the student will be dropped from the course.

Instructional Resources:

- A. Reference material and books in library.
- B. Actual vehicle system components.
- C. Hand tools, meters and diagnostic equipment.
- D. Appropriate multimedia instructional materials.

Teaching Strategies:

- A. Lectures
- B. Videos
- C. Assignments
- D. Assessments
- E. Assigned readings of printed materials
- F. Discussion

Expectations and Grading Procedures

The general course requirements and expectations include:

1. *Completion of all worksheets, handouts, or homework assignments by their due date;*
2. *Active and enthusiastic participation in all class activities demonstrated by:*
 - a. *On-time attendance to each scheduled class meeting*
 - b. *Word of the day contributions and short conversations*
 - c. *Doing your best in the chapter exercise translation and speaking assignments by the designated due date.*
 - d. *Engage in the class and try to speak in Spanish from the beginning.*

Learning a foreign language necessitates that you come to class to hear and speak the language of study. Your performance in this area is factored into your grade calculation for class preparation, attendance, participation, and contribution. So, make no mistake—always do your **best** to come on-time to class each time we meet and be prepared to actively participate and contribute to each class session. Your performance will be assessed based on the quality of your work which is shown by evidence of hard work, engagement in the topic, and pride in one's efforts.

INFORMATION

Since this is a language course dealing with many new and unknown topics, sounds, ideas, and a differing culture—additional sensitivity will be an expectation of all students which the instructor will assess and monitor throughout the course. For example, a student whose pronunciation, accent, or misuse of a term or phrase may be humorous but will not be a reason for that student to feel embarrassed or humiliated—we will all share in the mistakes common to a learning a foreign language as opportunities to learn from each other

Evaluation Criteria & Point System

1. Professionalism Participation Grade.

- Students will have the opportunity to earn 5 daily participation points by actively being engaged in the classroom discussion, showing up to class on time, attending the full class, bringing the **word of the day**, and leaving their electronic devices shut-off (phones, PCs, ipods, tablets, etc) and being attentive in class. Coming to class on-time, taking good notes, staying up with the new vocabulary for each chapter, and then learning the Spanish language by using it in this class is essential for doing well in this area.
- **Word of the Day** – Each student will be responsible for coming to the class meeting with one (1) Spanish word and its translated English equivalent. When you come to class, simply write your chosen word and its translation on the board and fill out the Word of the Day sheet provided by the instructor. We will read and discuss these at the beginning of the class. Try as much as possible to find and post words that are from the chapter which we are discussing/practicing for that week of class. Totaling approximately **120 points**
- **Bonus:** Those students with perfect attendance (no unexcused absences and never being late for the start of class) up to finals week will earn an extra 10% (10 points) added to their PPG.

2. Course Assignments.

- **Worksheets/Homework** – Worksheets will be provided, collected, graded, and returned on a weekly basis. There will be numerous worksheets which basically allow students to learn or practice Spanish words and phrases. Language is learned in part by repetition—practice does not make perfect so much as practice makes permanent. There will also be occasional quizzes to test how well students are learning the information presented in class. There are **200** points in this homework area and many times it is where some students choose to lose too many points—DO YOUR BEST TO TURN IN YOUR HOMEWORK!

3. TEST.

- The students will complete **three tests** during the semester worth approximately **100 points each**. The tests will be a paper/pencil type of test which measures both memory and application. NO MAKE-UP EXAMS WILL BE GIVEN. **50 Pts.**

4. FINAL EXAM.

- **Final Exam** - A final exam will be used to evaluate student knowledge and will include a written portion but will also include a **practical exercise** which will require students to demonstrate the following:

An explanation/delegation/demonstration of a task chosen and designed by the student and approved by the instructor of a simulated workplace based scenario which includes the following contents:

- a. **Introduction/greeting/acknowledgement** of the person or persons who you are to instruct or work with;
- b. **Explanation or demonstration of an automotive specific task** or job including any tools or processes that are critical to successful completion of the task (**what** they need to do);
- c. Any performance criteria or specific details on how well or to what standard of quality which the job must meet (**how well** they need to do it); 200 to 250 points.

Students should plan on the explanation/delegation/demonstration to last around +/-15 minutes.

Your description should include what task/job you are going to explain, what tools you are going to use, needed safety precautions/PPE/instruction, and what level of performance you expect us as Spanish speakers to achieve. Each student will need to submit a written basic description of what they plan to explain/demonstrate to me by April 12th.

The practicum portion of the final exam will occur during class meetings during the weeks of **April 19th to May 4th**. (This part of your final exam is basically what you have been doing with your chapter exercises the whole semester).

The written portion of the final exam will be given during finals week (May) according to PSU's final exam schedule (**Thursday, May 10th from 12:30-2:20**). NO MAKE-UP EXAMS WILL BE GIVEN.

Grading System

Possible Points	
PPG/Word of the day	120
Worksheets/Homework	200
TEST 1	100
TEST 2	100
TEST 3	100
Final Exams	
Written	100
Practicum	<u>260</u>
Total points possible	980

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% or lower

Safety: Students are required to wear safety glasses when conducting their hands-on activities. Safety will be discussed as appropriate in the class lectures. The instructor welcomes all student ideas that could contribute to improving the safety of this class.

Tobacco Use: The use of all tobacco is prohibited on campus.

Special Concerns: Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact me as soon as possible to make necessary accommodations.

Academic Honesty and Integrity

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

Academic dishonesty by a student is defined as unethical activity associated with course work or grades.

It includes, but is not limited to:

1. Giving or receiving unauthorized aid on examinations,
2. Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,
3. Submitting the same work for more than one course without the instructor's permission

As a result students can receive

- The imposition of a grade of "XF"
- The addition of a permanent note on the student's transcript indicating his/her participation in a serious act of academic dishonesty (such as taking an exam for another student)
- Disciplinary probation
- Suspension
- Expulsion from the university

Syllabus Supplement

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

Pittsburg State University Equal Opportunity Statement:

Pittsburg State University is committed to a policy of educational equity. Accordingly, the University admits student, grants financial aid and scholarships, and conducts all educational programs, activities, and employment practices without regard to race, color, religion, sex, national origin, sexual orientation, age, material status, ancestry or disabilities.

Class Professionalism/Participation/Grade Policy:

Every day of class we will have a daily professionalism participation grade worth 5 points except for test days. Students who arrive to class/lab on time, attend, participate, are attentive in the full class, and **bring their Spanish word of the day** will earn 5 points. Students who are tardy or miss a portion of class, miss questions or not actively engaged in the class will not earn professionalism participation points. Students who are absent will also earn 0 points. Therefore, plan on getting to class PRIOR to the class period starting, not at the time the class starts. Also put away all electronic distracting devices and be actively involved in the class.

We will also have **20 homework or assignments** during the semester that you will submitted in the next period class. Each assignment worth 10 points, totaling 200 points approximately.

If you miss a class, it is **YOUR responsibility** to have one of your class mates cover for you, NOT THE INSTRUCTOR. Have your classmate share notes and pick up worksheets or assignments so that YOU can be prepared for the NEXT class period! The instructor reserves the right to drop any student who misses 3 class periods without notifying the instructor.

DO NOT BRING ME DOCUMENTATION FOR YOUR ABSENCE.

At the end of the course students will be allowed to drop the THREE lowest professionalism grades.

Test Days: Students must take the test the day the test is given. If students miss the test or are tardy the instructor will determine if the student may take the test late. If a student is allowed to take the test late, he or she will automatically have **at least 10 points** subtracted from their score (**15 points on the Final Exam**). Therefore, if a student knows that they must miss a test day, they should ask the instructor if it is possible to take the test prior to test day, in order to be allowed to earn the full credit for the test.

The instructor might allow students to take a test or quiz **EARLY** for exceptional reasons or cases. **The following is a tentative schedule. Please note that the schedule will change and be revised throughout the semester as needed!**

Daily Quizzes: Also note the following daily requirements listed below are only a minimum. The instructor WILL HAVE ADDITIONAL MATERIAL added to the daily quizzes from the previous class period. Therefore, it is **imperative** that if you must miss a class that you have a classmate share with you what you missed in class that day. The instructor will not repeat daily lectures.

Tentative Schedule AT 415. Technical Spanish for the Transportation Industry.				
Daily Assignment to be accomplished prior to class	Date		Week	Class Activity for the Day
No homework	Jan 12	M	1	Orientation, syllabus & myth about learning a second language
Word of the day	Jan 14	W		Sounds (The alphabet, vowels).
Martin Luther King Holiday	Jan 19	M	2	Martin Luther King Holiday
Word of the day	Jan 21	W		Sounds (The consonants, Accent)
Word of the day	Jan 26	M	3	Words (Singular/Plural, Masculine/Feminine)
Word of the day	Jan 28	W		Words (Conjugation, how to learn word efficiently)
Word of the day	Feb 2	M	4	Sentences (Future, Present and Future)
Word of the day	Feb 4	W		Sentences (Grammar, negations and questions)
Word of the day	Feb 9	M	5	Verbs (Passive voice)
Word of the day	Feb 11	W		Verbs(Present and passive voice)
Word of the day	Feb 16	M	6	TEST 1
Word of the day	Feb 18	M		Tools, Use of specific tools in metric system (caliper, micrometer, dial)
Word of the day	Feb 23	M	7	Safety
Word of the day	Feb 25	W		Automobile parts (Exterior, interior, engine)
Word of the day	Mar 2	M	8	Automobile parts (Suspension, brakes, accessories)
Word of the day	Mar 4	W		Selling Parts.
Word of the day	Mar 9	M		Types of vehicles and terminology

Word of the day	Mar 11	W	9	TEST 2
Spring Break	Mar 16-20		10	Spring Break
Word of the day	Mar 23	M	11	Construction Equipment
Word of the day	Mar 25	W		Agriculture Equipment
Word of the day	Mar 30	M	12	Reading electrical diagrams in Spanish
Word of the day	Apr 1	W		Reading Hydraulic diagrams in Spanish
Word of the day	Apr 6	M	13	Collision and insurance terms
Word of the day	Apr 8	W		TEST 3
Word of the day	Apr 13	M	14	Sales conversation
Word of the day	Apr 15	W		Spanish video about cars with subtitles
Word of the day	Apr 20	M	15	Conversation related with the video
Word of the day	Apr 22	W		REVIEW FOR FINAL EXAM
DEAD WEEK	Apr 27	M	16	Study for your final exam
DEAD WEEK	Apr 29	W		Study for your final exam
Review for your Final Exam	May 4	M	17	Final Exam at 1:00