Pittsburg State University
Faculty Senate Meeting

Date: Monday, December 9, 2019
Time: 3:00 p.m.
Location: Sunflower Room, Overman Student Center

AGENDA

I.   Call to order

II. Approval of November 25, 2019 minutes

III. Announcements

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

    B. PSU/KNEA Remarks- Grant Moss

    C. Student Senate Remarks- Alexis Houser

    D. Unclassified Professional Senate Remarks- Brad Stefanoni

    E. University Support Staff Remarks- Terry Pierce

    F. Faculty Senate Report- Kevin Bracker

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

    A. Academic Affairs Committee—Chair: Steve Cox

        • Undergraduate Curriculum Subcommittee—**Chair: Nico Prelogar (Cole Shewmake Reporting)**

        • Library Services/Learning Resources Subcommittee—**Chair: Gail Yarick**

- Online and Distance Learning Committee—**Chair: Krissy Lewis (Kevin Bracker Reporting)**

- Academic Honors Subcommittee—**Chair: Janice Jewett (Cliff Morris Reporting)**

- Honors College Subcommittee—**Chair: Rebeca Book**

- Writing Across the Curriculum Subcommittee—**Chair: Alex Binder**

- Diversity and Multicultural Affairs Subcommittee—**Chair: Jason Reid (Kevin Bracker Reporting)**

B. **Student-Faculty Committee—Chair: Daniel Maxwell**

C. **All University Committee—Chair: Jennifer Harris (Kevin Bracker Reporting)**

D. **Faculty Affairs Committee—Chair: Andrea Kent-McConnaughey**

E. **Constitution Committee—Chair: Mark Johnson**

F. **Pitt State Pathway Committee—Chair: Michelle Hudiburg**

G. **Budget Committee—Chair: Linden Dalecki (Kevin Bracker Reporting)**

All University Committees or Other Appointments
- **Academic Honesty Committee—Chair: Cole Shewmake**

V. **Unfinished Business:**

VI. **New Business:**

VII. **Open Forum:**

VIII. **Adjournment**

Next Faculty Senate Meeting: January 27, 2020 -- 3:00 pm

Academic Affairs – No report

Undergraduate Curriculum –

Library Services – No report

Online and Distance Learning –
The Online & Distance Learning Committee met on December 6th to discuss implementation ideas for the following action items:

1. Continued branding PSU's online programs (Pittstate Online)
2. Development of the Pittstate Online landing page
3. Promotion of online programs (testimonials and videos)
4. Initiating the development of a strategic plan for online and distance learning
5. Development of fully online undergraduate programs

Academic Honors – No report

Honors College – Met on Dec. 3rd from 11-noon to discuss time frames and deadlines for going over applications and then the interview process.

Writing Across the Curriculum – No report

Diversity and Multicultural Affairs – No report

Student-Faculty –

All-University – No report

Faculty Affairs –

Constitution – No report

Pitt State Pathway – No report

Budget Committee – No report

Academic Honesty – No report

Request for New Course
(Undergraduate Course Numbers through Course Number 699)

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

Submission Date: September, 2019

Contact Person: Kris Lawson

☒ Faculty member ☐ Chair

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

☒ Yes ☐ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
Potential conflict with FCS 203 - see attached emails.

Proposed Course:

Course Number: HIST 207

Title of Course: Health Habits in American History

Credit Hours: 3

Date first offered: September, 2020   ☒ Fall ☒ Spring ☐ Summer
(Semester/Year)   (check all that apply)

Prerequisite: none

Course Description (as it will appear in the next catalog): This is a classroom-based, face-to-face survey course in the history of American attitudes towards healthy behaviors. In studying primary sources focused on these attitudes, students will learn that our definitions of "healthiness" have changed over time, and they will discover why those definitions changed. Students will also learn how the changing definition of health throughout the Enlightenment, the Age of Reform, the Industrial Revolution, and the Information Revolution caused Americans to alter their personal goals and behaviors as well as their assumptions about their communities. Throughout this course, students will consider how they can reflect this history in their own choices about healthy habits.

Purpose/Justification for Proposed Course: This course fills a need in the Wellness Strategies category of the Pathway. It could serve as an elective for the new FCS Nutrition & Wellness program, the Women's Health minor, and the Public Health minor.

Objectives/Student Learning Outcomes (as it will appear in the syllabus)
Students who successfully complete this Pathway course will be able to:
- Describe historical approaches to healthy habits and behaviors
- Explain the ways in which Americans historically have engaged in leisure activities
- Identify historical cycles of health reform in personal behavior
- Describe the changing attitudes Americans have had over time towards food, alcohol, and drugs

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

Nearly every week you will take an online quiz based on the historical sources posted on Canvas. These quizzes on Canvas will become available to you a week and a half before they are due. You will also have an online quiz on the content of this syllabus. I will drop your two lowest quiz scores. Because this is a PSU Pathway course at the Benchmark level, you will need to be able to describe the content you have learned in this course.

Two times during the semester we will have a longer, in-class exam. Both of these exams (the midterm and the final) will include questions from the online quizzes and questions based on lecture material. In order to do well on these exams, you should make sure you 1) take the online quizzes, 2) take good notes in lecture, and 3) study the material in your notes and the online quizzes. The midterm will cover lecture and quizzes to that point. The final exam will cover lecture and quizzes since the midterm. Both exams will be objective and taken on a scantron. Because this is a PSU Pathway course at the Benchmark level, you will need to be able to describe the content you have learned in this course.

You will need a scantron for each of these exams.

Throughout the course, you will be writing in a reflective journal. In some of those reflections, you will be describing how Americans planned to improve their lives by making better personal choices. In journal entries, you will be explaining how Americans defined leisure in different eras. Other reflections will be focused on identifying what Americans thought about the things they were eating and drinking. Finally, throughout the semester you will have occasional opportunities to explain how you might emulate or reject the ideas in your readings. All of your journal assignments will be posted on Canvas; they will also be discussed in class. Throughout the semester, I will periodically collect journals for grading.

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

Additional Questions

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

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

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

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

   If "yes," please indicate the University's PittState Pathway Goals met by this course AND the assessment data that will be collected to measure these goals:
   Wellness Strategies
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

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

[X] Approved: Department Chairperson
Date 4.Sep.'19 Signature, Department Chairperson _____

[✓] Approved: College Curriculum Committee
Date 11-7-19 Signature, College Curriculum Committee Chair _MC Parath_____

[✓] Approved: Dean of College
Date 10-2-19 Signature, Dean _MC Parath_____

[ ] Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____

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

[✓] Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

[ ] Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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

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

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

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

Re: New Pathway course

Duane Whitbeck

Wed 9/4/2019 9:30 AM

To: Kris Lawson <klawson@pittstate.edu>

Kirstin,

Go for it. It could even end up that your class could become an elective for our new Nutrition & Wellness program. We only have the bear bones degree up and running right now and our new faculty member is helping to put together the rest of the coursework that will be required.

Duane

From: Kris Lawson <klawson@pittstate.edu>
Sent: Tuesday, September 3, 2019 3:57 PM
To: Duane Whitbeck <dwhitbeck@pittstate.edu>
Subject: New Pathway course

Dr. Whitbeck,

I've been developing a Pathway course, HIST 207 Health Habits in American History, that potentially could affect FCS 203 Nutrition and Health. I plan to submit this 3 hour course under Wellness Strategies with no companion element, which is exactly where FCS 203 is - so it is possible that we could be competing for the same students.
I plan to offer only one section of the course each semester, with a max enrollment of 36 students in each section, and I do not plan to offer it online.
It looks like you have filled or nearly filled all sections of 203 when you have offered it, so I'm assuming that the effect on 203 would be minimal.

Do you see any conflicts that I could avoid in this planning stage?
I appreciate your help,
Kris

Dr. Kirstin L. Lawson
Associate Professor of History
History Programs Coordinator; PSU Master Advisor
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
620-235-4319, klawson@pittstate.edu

History 207: Health Habits in American History DRAFT
Pittsburg State University

Time/Location TBA
Dr. Kirstin Lawson
       Office: Russ Hall, 406 E, phone x4319
         klawson@pittstate.edu
         The best way to contact me is by email and Canvas messaging
         Office hours: 1-4 on M, 2-3 on TTh, and by appointment
         Please feel free to email me to make an appointment!

Prerequisites: none

Course description: This is a classroom-based, face-to-face survey course in the history of American attitudes towards healthy behaviors. In studying primary sources focused on these attitudes, students will learn that our definitions of "healthiness" have changed over time, and they will discover why those definitions changed. Students will also learn how the changing definition of health throughout the Enlightenment, the Age of Reform, the Industrial Revolution, and the Information Revolution caused Americans to alter their personal goals and behaviors as well as their assumptions about their communities. Throughout this course, students will consider how they can reflect this history in their own choices about healthy habits.

Course goals: Students who successfully complete this Pathway course will be able to:
- Describe historical approaches to healthy habits and behaviors
- Explain the ways in which Americans have historically engaged in leisure activities
- Identify historical cycles of health reform in personal behavior
- Describe the changing attitudes Americans have had over time towards food, alcohol, and drugs

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Pitt State Pathway Mission Statement

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

Pitt State Pathway: Wellness Strategies

Wellness encompasses the concepts and importance of physical fitness and/or activity over the lifetime, chronic disease prevention/management, nutritional knowledge, mental health

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awareness, and continuous involvement in an exercise or physical/leisure time activity program to ensure students create a healthy lifestyle plan throughout their lifetime.

Expected student achievement: Benchmark - *Understands* wellness strategies for life long health

Required materials:
- Canvas access
- Two (2) half-page scantrons
- A composition book

Readings you will complete for this course will be drawn from materials produced by Americans such as Benjamin Franklin, George Washington, John Harvey Kellogg, Frances Willard, Mary Baker Eddy, John Muir, Frederick Law Olmstead, Teddy Roosevelt, Margaret Sanger, and many others. These Americans will be telling you about their goals for healthy behaviors and their hopes for improving their communities so others can also develop good habits. All of these primary source readings will be posted on Canvas. Most of these readings are between 5-10 pages; you should expect to read each week in this course. **This is a zero textbook cost course.**

Some of the readings that I have used in order to build this course include:

Abrams, Jeanne E. *Revolutionary Medicine: The Founding Fathers and Mothers in Sickness and in Health.* New York: New York UP, 2013.

Blocker, Jack S., Jr. *American Temperance Movements: Cycles of Reform.* Boston: Twayne Publishers, 1989.

Donegan, Jane B. *Hydropathic Highway to Health.* Westport, CT: Greenwood Press, 1986.

Engs, Ruth C. Clean Living Movements: American Cycles of Health Reform. Westport, CT: Praeger Publishers, 2000.

Waller, John C. *Health and Wellness in 19th Century America.* Santa Barbara, CA: Greenwood, 2014.

Whorton, James C. *Nature Cures: The History of Alternative Medicine in America.* New York: Oxford UP, 2002.

Course requirements:

Your grade in this course will depend on **your** performance. Your attendance is critical to your grade, and your active participation in discussion is essential. It is **your** responsibility to make sure that you have completed all assigned readings and work before they are due.

Because this is a PSU Pathway course at the Benchmark level, you will need to be able to *describe* the content you have learned in this course.

The grade you earn for this course will be determined based on the following distribution:

Online Quizzes	25%
Midterm	20%
Health Habits Journal	30%
Final Exam	25%
Total	100%

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% is a failing grade. Grades in this course will not be curved; each student will receive the grade that they have *earned*. In general, students who do their work an hour before class starts do not earn good grades, and more importantly they do not learn the skills that are necessary for other courses. Students who are habitually absent or who neglect to do their readings will find it impossible to pass this class.

As all students are individuals, I do not expect that each student will learn the material in the same way. Some students thrive in lecture classes, where they hear information, take notes, and see related pictures and outlines on a large screen. Other students do best when they read the course materials and then translate what they have learned onto paper. And, some students learn more when they discuss the course material with other students. We will be doing a mixture of all of these activities in our classes.

Nearly every week you will take an online quiz based on the historical sources posted on Canvas. These quizzes on Canvas will become available to you a week and a half before they are due. You will also have an online quiz on the content of this syllabus. I will drop your two lowest quiz scores. Because this is a PSU Pathway course at the Benchmark level, you will need to be able to *describe* the content you have learned in this course.

Two times during the semester we will have a longer, in-class exam. Both of these exams (the midterm and the final) will include questions from the online quizzes and questions based on lecture material. In order to do well on these exams, you should make sure you 1) take the online quizzes, 2) take good notes in lecture, and 3) study the material in your notes and the online quizzes. The midterm will cover lecture and quizzes to that point. The final exam will cover lecture and quizzes since the midterm. Both exams will be objective and taken on a scantron. Because this is a PSU Pathway course at the Benchmark level, you will need to be able to *describe* the content you have learned in this course.

You will need a scantron for each of these exams.

Throughout the course, you will be writing in a reflective journal. In some of those reflections, you will be: describing how Americans planned to improve their lives by making better personal choices; explaining how Americans defined leisure in different eras; and identifying what Americans thought about the things they were eating and drinking. Finally, throughout the semester you will have occasional opportunities to explain how and why you might emulate or reject the ideas in your readings. All of your journal assignments will be posted on Canvas; they will also be discussed in class. Throughout the semester, I will periodically collect journals for grading.

Course policies:

Attendance: It is YOUR responsibility to attend class regularly. I will take attendance randomly in this class, and your attendance on these days will be noted. Students who are absent 6 or more class days, as determined by random attendance records, will be dropped from the course. Students who are habitually late to class will also be dropped from the course.

Late assignment policy: Late assignments and late journals WILL NOT be accepted. Online quizzes must be completed before 11:59pm on the due date; Canvas will automatically lock the quiz at that point. Exams must be taken on the date and at the time they are given to the entire class. If you have a documented, extraordinary circumstance, see me. Please note, most common life experiences are not extraordinary. For example, having a cold is common; admission to the hospital for an appendectomy is extraordinary. Other typical examples of common life experiences include: flat tire; ran out of gas; overslept; conflicts with friends; roommate got sick; forgot there was an exam; drank too much the night before.

You will need to access the quizzes in order to study for them for the in-class exams. The only way to access those quizzes is to take them. If you don't take a quiz, Canvas will not even let you see the correct answers after the quiz due date. **Don't ask me to reopen the quizzes; I cannot do this!** If you have missed a quiz, talk with your classmates to find someone willing to share their notes.

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

Laptop policy: while laptops provide easy note taking in lecture, I have noticed that far too often they become tools for and/or temptations to do things like check email, bid on eBay, play solitaire, update social media, etc. Also, research has shown that the physical act of writing (rather than typing) actually stimulates the brain to learn and create memory. Therefore, **THERE WILL BE NO LAPTOPS OR TABLETS IN MY CLASS DURING LECTURE!** If you must have typewritten notes, transcribe handwritten notes after class – this activity is actually a very good learning strategy. See me about this if you need clarification.

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Academic integrity: I expect that all my students will adhere to Article 30 in the "Code of Student's Rights and Responsibilities" (can be found online on the current student homepage). **Anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.** There is an easy way to avoid such a dreadful destiny: do your own work, and please take advantage of my abundant willingness to help you. For more information, see: https://studentlife.pittstate.edu/code-of-student-rights-and-responsiblities.html#undefined30

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

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

DRAFT Schedule of Student Assignments/Activities:

Week #	Topics	Assignments to be completed
1-4	Age of Enlightenment: Self Improvement; Individual Liberty; Utilitarianism & Morality; Synthesis of Cultures; Balancing the Four Humors	3 online readings quizzes Reflective journaling: Self Improvement Lists
5-8	Age of Reform: Nature Cures; Temperance; Grahamites & Spiritual Health; Millennialism; Mental Health Reform; Snake Oil	3 online readings quizzes Reflective journaling: Alcohol & Food; Utopianism
8		MIDTERM EXAM
9-12	Industrial Revolution: Mesmerism; Eugenics; Pure Food and Drugs; "Dope"; Naturopathy; "Strenuous Life"	3 online readings quizzes Reflective journaling: Physical Culture and Leisure Activities
13-16	Information Revolution: Multicultural & New Age Practices; Health-based Activism; Clean Living Movements	3 online readings quizzes Reflective journaling: Cycles of Reform; Self-Improvement Lists
Finals		FINAL EXAM

Pitt State Pathway
(Undergraduate Course Numbers through 699)

Please check only one:

○ Course is **currently** a "General Education" course

○ Course is listed in the current catalog, but is **NOT** a "General Education" course

◉ New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR

A. Submission date: September 4, 2019

B. Department: History, Philosophy, and Social Sciences

C. College: Arts and Sciences
   If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
   Click or tap here to enter text.

D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
   Kirstin Lawson
   (As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)

E. Course prefix: HIST

F. Course number: 207

G. Credit hours: 3

H. Title of course: Health Habits in American History
   Is this a change in the title of the course? No
   (If "Yes," a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)

I. Will this course require a new course description? Yes
   (If "Yes," please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process)
   This is a classroom-based, face-to-face survey course in the history of American attitudes towards healthy behaviors. In studying primary sources focused on these attitudes, students will learn that our definitions of "healthiness" have changed over time, and they will discover why those definitions changed. Students will also learn how the changing definition of health throughout the Enlightenment, the Age of Reform, the Industrial Revolution, and the Information Revolution caused Americans to alter their personal goals and behaviors as well as their assumptions about their communities. Throughout this course, students will consider how they can reflect this history in their own choices about healthy habits.

J. Does this course include a co-requisite laboratory course: No
   If "Yes", please provide the co-requisite course name and number:
   Click or tap here to enter text.

K. Will this course be available on-line: No
   If "Yes", please provide a detailed explanation: Click or tap here to enter text.

L. Semester(s) course will be offered (choose all that apply): Fall and Spring

M. Prerequisite(s): None

N. Co-requisite(s) —other than lab course named above: None

O. Select the *Pitt State Pathway* **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

<div align="right">

Select Only One Element

</div>

- o Communication
  - **Written Communication**.. .... ⌐
    - Students will communicate effectively.

- o Communication
  - **Verbal Communication**.. .... ⌐
    - *Students will communicate effectively.*

- o Quantitative/Analytic Methods and Scientific Literacy
  - **Quantitative/Analytic Methods**... .... ⌐
    - *Students will analyze data logically.*

- o Global Understanding and Civic Engagement
  - **Human Experience within a Global Context** .... ⌐
    - *Students will explore global systems conscientiously.*

- o Global Understanding and Civic Engagement
  - **Human Systems within a Global Context**..................... .... ⌐
    - *Students will explore global systems conscientiously.*

- o Global Understanding and Civic Engagement
  - **Natural World within a Global Context**..................... .... ⌐
    - *Students will explore global systems conscientiously.*

- o Personal and Professional Behavior
  - **Wellness Strategies**.. .... ⦿
    - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element?** No
(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)

If "Yes," please select one: Choose an item.

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across <u>all</u> sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Benchmark
(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson .... Approved ☒   Not Approved ☐

_____
Department Chairperson Signature   4.Sep,'19
                                              Date

Faculty Senate General Education Committee .... Approved ☒   Not Approved ☐

_____
Faculty Senate General Education Chairperson Signature   11/04/2019
                                                Date

Faculty Senate .... Approved ☐   Not Approved ☐

_____
Faculty Senate Recording Secretary Signature   Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

> Naming convention: **PSP.ABC123.Form**
> PSP = Pitt State Pathway.
> ABC123 = Course abbreviation and number

Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: <u>History, Philosophy, and Social Sciences</u>   College: <u>Arts & Sciences</u>
Submission Date: <u>September 2019</u>

Contact Person: <u>Kris Lawson</u>   ☒ Faculty member ☐ Chair

Revision Effective: <u>Spring 2020</u> (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide on explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
<u>Revising course description and prerequisites only reflects the current frequency of the course offering.</u>

Purpose/Justification for Revision to Course: <u>Course description and prerequisites should reflect program requirements.</u>

Existing Course:
Course Number: <u>HIST 479</u>

Title of Course: <u>Techniques for Teaching Middle and Secondary Social Studies</u>

Credit Hours: <u>3</u>

Prerequisite: <u>Admission to teacher education, HIST 430 Theory and Practice, EDUC 520 Methods and Materials for Academic Literacy, and PSYCH 357 Education Psychology</u>

Course Description (as it appears in the current catalog): <u>Techniques, methods, and course content used in teaching social studies in the middle and secondary schools. Must be taken before the professional semester and should be taken in the semester immediately prior to it.</u>

Proposed Course:
Course Number: <u>HIST 479</u>

Title of Course: <u>Techniques for Teaching Middle and Secondary Social Studies</u>

Credit Hours: <u>3</u>

Prerequisite: <u>Admission to teacher education, HIST 430 Theory and Practice, EDUC 520 Methods and Materials for Academic Literacy, and PSYCH 357 Education Psychology; or permission of instructor</u>

Course Description (as it will appear in the next catalog): Techniques, methods, and course content used in teaching social studies in the middle and secondary schools. Must be taken before the professional semester and should be taken within the year prior to it.

Additional Questions

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

   If "yes," please indicate the University's PittState Pathway Goals met by this course AND the assessment data that will be collected to measure these goals:
   N/A
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.
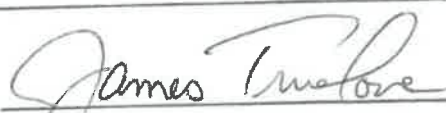
2. Will this course be required of any education majors? ☒ Yes ☐ No
   If "yes," please realize that this requirement will need to have the approval of the Council for Teacher Education.

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

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

☑ **Approved: Department Chairperson**
Date 4.Sep.'19 Signature, Department Chairperson _____

☑ **Approved: College Curriculum Committee**
Date 10-7-19 Signature, College Curriculum Committee Chair _____ McCormath _____

☑ **Approved: Dean of College**
Date 10-7-19 Signature, Dean _____ McCormath _____

☐ **Approved: PittState Pathway Committee (If applicable)**
Date _____ Signature, PittState Pathway Committee Chair _____

☒ **Approved: Council for Teacher Education (If applicable)**
Date 11/6/19 Signature, Council for Teacher Education Chair _____ James Truelove _____

☒ **Approved: Faculty Senate University Undergraduate Curriculum Committee**
Date 11-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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

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

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

Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: <u>History, Philosophy, and Social Sciences</u>   College: <u>Arts & Sciences</u>
Submission Date: <u>September 2019</u>

Contact Person: <u>Kris Lawson</u>   ☒ Faculty member ☐ Chair

Revision Effective: <u>Spring 2020</u> (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
<u>Refining prerequisites would only affect the History program.</u>

Purpose/Justification for Revision to Course: <u>PSU Pathway revision has made it logical to offer this course to second semester sophomores with fewer Introductory History hours.</u>

Existing Course:
Course Number: <u>HIST 430</u>

Title of Course: <u>History: Theory and Practice</u>

Credit Hours: <u>3</u>

Prerequisite: <u>12 hours of history. Required for all history majors.</u>

Course Description (as it appears in the current catalog): <u>Introduction to basic historical research methods and writing, library usage, and bibliographical aids.</u>

Proposed Course:
Course Number: <u>HIST 430</u>

Title of Course: <u>History: Theory and Practice</u>

Credit Hours: <u>3</u>

Prerequisite: <u>9 hours of history and sophomore standing, or permission of instructor</u>

Course Description (as it will appear in the next catalog): <u>Introduction to basic historical research methods and writing, library usage, and bibliographical aids. Required for all history majors.</u>

Additional Questions

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

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

   N/A
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

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

[X] Approved: Department Chairperson
Date 4.Sep,'19 Signature, Department Chairperson _____

[✓] Approved: College Curriculum Committee
Date 10-2-19 Signature, College Curriculum Committee Chair _____ MCPonato_____

[✓] Approved: Dean of College
Date 10-2-19 Signature, Dean _____ MC Ponato _____

[ ] Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____

[X] Approved: Council for Teacher Education (if applicable)
Date 11/6/19 Signature, Council for Teacher Education Chair _____ James Truelove _____

[X] Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

[ ] Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: <u>History, Philosophy, and Social Sciences</u>   College: <u>Arts & Sciences</u>
Submission Date: <u>September 2019</u>

Contact Person: <u>Kyle Thompson</u> ☒ Faculty member ☐ Chair

Revision Effective: <u>Spring 2020</u> (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
<u>Refining prerequisite course title, and description would only affect the History program.</u>

Purpose/Justification for Revision to Course: <u>Current prerequisite does not support the content of this course; course title and description revision will more accurately reflect the actual content of the course.</u>

Existing Course:
Course Number: <u>HIST 546</u>

Title of Course: <u>The Age of Empire</u>

Credit Hours: <u>3</u>

Prerequisite: <u>HIST 102 World History from **1500**, its equivalent, or permission of instructor</u>

Course Description (**as it appears in the current catalog**): <u>Examines expansionism and colonialism of the 19th and 20th centuries, including underlying intellectual, political, and economic causes, the consequent competition among the major powers, and the effects of that competition on non-Europeans</u>

Proposed Course:
Course Number: <u>HIST 546</u>

Title of Course: <u>European Imperialism</u>

Credit Hours: <u>3</u>

Prerequisite: <u>none</u>

Course Description (**as it will appear in the next catalog**): <u>Examines expansionism, colonialism, and decolonization in the 19th and 20th centuries. This includes underlying intellectual, political, and economic causes, the consequent</u>

competition among the major powers, the effects of empire on non-Europeans and their struggle for independence, and the role the Cold War played in ending European imperialism.

Additional Questions

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

   If "yes," please indicate the University's PittState Pathway Goals met by this course AND the assessment data that will be collected to measure these goals:
   <u>N/A</u>
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

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

[X] Approved: Department Chairperson
Date 4.Sep,'19 Signature, Department Chairperson _____

[✓] Approved: College Curriculum Committee
Date 10-2-19 Signature, College Curriculum Committee Chair _McCormick_

[✓] Approved: Dean of College
Date 10-7-19 Signature, Dean _McCormick_

[ ] Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____

[X] Approved: Council for Teacher Education (if applicable)
Date 11/6/19 Signature, Council for Teacher Education Chair _James Truelove_

[✓] Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

[ ] Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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

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

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Request for Revision to Curriculum

Revision for: ☐ Major ☐ Minor ☒ Emphasis ☐ Certificate

Department: Nursing **College:** A&S

This program is to be offered 50% or more online as a Hybrid_____
This program is to be offered fully online _X_

Submission Date: 09 25 2019

Revision Effective: Fall, Spring, 2020

Contact Person: Jan Schiefelbein

(Year)

☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Bachelor of Science Emphasis RN-BSN

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

Description of Change: Additional options in Pitt State Pathway Requirements for Baccalauareate degree

Rationale for Change (include changes to curriculum objectives): Adding additional choices which will meet the same curriculum objectives

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.
_____

Existing Major or Minor/Emphasis/Certificate

Copy and paste the existing curriculum **as it currently appears** in the online catalog:
Nursing Requirements (26 hours)
- BIOL-257 Anatomy and Physiology (3 hours)
- and
- BIOL-258 Anatomy and Physiology Laboratory (2 hours)
- BIOL-371 General Microbiology (3 hours)
- and
- BIOL-372 General Microbiology Laboratory (2 hours)
- CHEM-105 Introductory Chemistry (3 hours)
- and
- CHEM-106 Introductory Chemistry Laboratory (1 hour)
- MATH-113 College Algebra (3 hours)
- or
- MATH-143 Elementary Statistics (3 hours)

- PSYCH-155 General Psychology (3 hours)
- PSYCH-263 Developmental Psychology (3 hours)
- or
- FCS-285 Lifespan Human Development (3 hours)
- SOC-100 Introduction to Sociology (3 hours)

Proposed Major or Minor/Emphasis/Certificate:

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

Nursing Requirements (26 hours)

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

Additional Questions

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

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.)?
   <u>None</u>

Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours) ☐ Yes ☒ No

2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? ☐ Yes ☒ No

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

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

☒ Approved: Department Chairperson
Date 9-30-19 Signature, Department Chairperson _Cheryl Adfer_

☒ Approved: College Curriculum Committee
Date 10-28-19 Signature, College Curriculum Committee Chair _M Pomatto_

☒ Approved: Dean of College
Date 10-28-19 Signature, Dean _M Pomatto_

☐ 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 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

☐ Final approved packet forwarded to Provost's office.
Date _____ Signature, Recording Secretary, Faculty Senate _____

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

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

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

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

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

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

Request for Revision to Curriculum- Major or Minor/Emphasis/Certificate- Revised Summer 2013

4

Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: <u>History, Philosophy, and Social Sciences</u>   College: <u>Arts & Sciences</u>
Submission Date: <u>September 2019</u>

Contact Person: <u>Kyle Thompson</u> ☒ Faculty member ☐ Chair

Revision Effective: <u>Spring 2020</u> (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
<u>Refining course title and description would only affect the History program.</u>

Purpose/Justification for Revision to Course: <u>The revision to the course title and description aligns with new courses on US political and social history as well as revisions to the two other British history offerings</u>

Existing Course:
Course Number: <u>HIST 648</u>

Title of Course: <u>Modern Britain 1832-Present</u>

Credit Hours: <u>3</u>

Prerequisite: <u>HIST 102 World History from 1500, its equivalent, or permission of instructor</u>

Course Description (<u>as it appears in the current catalog</u>): <u>A study of Britain's transformation from a global superpower to its current position. This course surveys the effects of democracy on the British government and on society from the Victorian era to the present. Particular focus will be placed on the politics and society of Victorian Britain, Britain's relationship with Ireland, British international influence, the social impact of two world wars, the Welfare State, the loss of Empire and Britain's relationship with Europe including Brexit</u>

Proposed Course:
Course Number: <u>HIST 648</u>

Title of Course: <u>Modern Britain: Politics and Society</u>

Credit Hours: <u>3</u>

Prerequisite: <u>HIST 102 World History from 1500, its equivalent, or permission of instructor</u>

Course Description (as it will appear in the next catalog): A study of Britain's political and social history from the Victorian era to the present. This course surveys the effects of democracy on the British government and society and Britain's transformation from a global superpower to its current position. Particular focus will be placed on Britain's relationship with Ireland, British international influence, the social impact of two world wars, the Welfare State, loss of Empire, and Britain's relationship with Europe including Brexit.

Additional Questions

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

   If "yes," please indicate the University's PittState Pathway Goals met by this course AND the assessment data that will be collected to measure these goals:
   <u>N/A</u>
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

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

☑ Approved: Department Chairperson
Date _____ Signature, Department Chairperson _____

☑ Approved: College Curriculum Committee
Date 10-2-19 Signature, College Curriculum Committee Chair _____

☑ Approved: Dean of College
Date 10-2-19 Signature, Dean _____

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

☒ Approved: Council for Teacher Education (if applicable)
Date 11/6/19 Signature, Council for Teacher Education Chair _James Triplett_

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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

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Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: History, Philosophy, and Social Sciences   **College:** Arts & Sciences
Submission Date: September 2019

Contact Person: Kyle Thompson ☒ Faculty member ☐ Chair

Revision Effective: Spring 2020 (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
Revising course title and description would only affect the History program.

Purpose/Justification for Revision to Course: The revision to the course title and description reflects current content of the course and brings it into alignment with similar courses being taught at other Regents' Universities.

Existing Course:
Course Number: HIST 610

Title of Course: Modern Europe 1500 to 1815

Credit Hours: 3

Prerequisite: none

Course Description (as it appears in the current catalog): A survey of Western European History and culture from the end of the Middle Ages to the end of the Napoleonic period.

Proposed Course:
Course Number: HIST 610

Title of Course: Early Modern Europe: 1500-1815

Credit Hours: 3

Prerequisite: none

Course Description (as it will appear in the next catalog): A survey of political, economic, and social history of Western Europe from the end of the Middle Ages to the end of the Napoleonic period.

Additional Questions

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

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

   <u>N/A</u>
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

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

☑ Approved: Department Chairperson
Date _____ Signature, Department Chairperson _____

☑ Approved: College Curriculum Committee
Date 10-7-19 Signature, College Curriculum Committee Chair _____ MC Poroth

☑ Approved: Dean of College
Date 10-7-19 Signature, Dean _____ MC Poroth

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

☒ Approved: Council for Teacher Education (if applicable)
Date 11/6/19 Signature, Council for Teacher Education Chair _____ James Malone

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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

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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: <u>HPSS</u>   College: <u>A&S</u>

Submission Date: <u>August 12, 2019</u>

Contact Person: <u>James McBain</u>

☒ 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.
<u>This course does not conflict with other courses at Pittsburg State University</u>

Proposed Course:

Course Number: <u>PHIL 206</u>

Title of Course: <u>Rational Decisions</u>

Credit Hours: <u>3</u>

Date first offered: <u>SP 2020</u>
(Semester/Year)

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

Prerequisite: <u>None</u>

Course Description (**as it will appear in the next catalog**): <u>Rational Decisions is a survey of decision theory, game theory, and social choice theory. Focus will be on general questions about the nature of practical rationality, contrasting interpretations of probability and of utility, the status of the principle of expected utility, with the application of these concepts to the study of the interaction of different rational agents in competitive and cooperative situations, and with the relationship between individual values and the values of groups, institutions, and societies.</u>

Purpose/Justification for Proposed Course: <u>Currently there is no course at PSU which addresses decision theory, game theory, or social choice theory themselves. This course is being developed to address this. PHIL 206: Rational Decisions will be of interest and value for those students in a variety of disciplines (political science, sociology, economics, psychology, military science, philosophy, etc.) where these theories and principles are applied and essential for the study of the discipline.</u>

Objectives/Student Learning Outcomes (**as it will appear in the syllabus**)
<u>Rational Decisions is a survey course in the theories and practices of decision making. Having completed the course, the student will be able to:</u>

- <u>Explain the concepts of decision problem, game, player, payoff, utility, rationality, equilibrium.</u>
- <u>Identify strategic situations and represent them as decision problems and game situations.</u>
- <u>Solve decision problems and games with a variety of formal techniques.</u>
- <u>Apply decision, game, and social choice theory to a variety of practices of complex decision making in individuals, groups, and other institutions/organizations.</u>
- <u>Evaluate conflict dynamics from the standpoint of decision makers/players interests and values.</u>

.   Examine the wider context of strategic decision making and evaluate the extent to which important contingencies for such decision making may be altered.

Assessment Strategies [e.g., exams, projects, university rubric, etc. **(as it will appear in the syllabus)**]
Assessment will consist of homework sets, both in-class/take-home quizzes, and exams. Exams are a mix of definitions, calculation of utilities, identification of decision principles, among others.

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.):
   <u>None</u>

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:
   <u>N/A</u>

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

   If "yes," please indicate the University's PittState Pathway Goals met by this course AND the assessment data that will be collected to measure these goals:
   PHIL 206: Rational Decisions is being proposed to be part of the PSU Pitt State Pathway. It fulfills the requirement for the element Quantitative/Analytic Methods. Quantitative literacy and its methods refer to competency in working with numerical data. Students with strong quantitative skills possess the ability to reason and solve problems from a wide array of contexts and everyday life situations. They can create sophisticated arguments supported by objective evidence and can communicate those arguments in a variety of formats (e.g. text, tables, graphs, mathematical equations, etc.) as appropriate. Competency in this element means:
   - Applying a set of formal tools to interpret, represent, calculate, and analyze quantitative data;
   - Explaining assumptions and rationale for selecting a mathematical approach to solve a problem;
   - Explaining assumptions and rationale for selecting a mathematical or formal logical approach to solve a problem;
   - Drawing and communicating conclusions to support decisions.

   Upon completion of this course, students will accomplish the following:
   - Recognize tools of analysis (Benchmark)
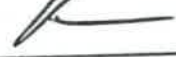
   Assessment for level Benchmark:
   Assessment will consist of homework sets, both in-class/take-home quizzes, and exams. Exams are a mix of definitions, calculation of utilities, identification of decision principles, among others. At the Benchmark level, the assessment tests the students' ability to recognize and properly use tools of analysis.
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

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

☑ Approved: Department Chairperson
Date 15.Aug., '19 Signature, Department Chairperson _____

☑ Approved: College Curriculum Committee
Date 10-2-19 Signature, College Curriculum Committee Chair _____

☑ Approved: Dean of College
Date 10-2-19 Signature, Dean _____

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

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

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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

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

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

Rational Decisions
Department of History, Philosophy, and Social Sciences
Pittsburg State University

Course: PHIL 206: Rational Decisions
Time: XXXX
Location: XXXX Russ Hall
Professor: Dr. James McBain
Office Hours: XXXX
Office: 403 Russ Hall
Email: jmcbain@pittstate.edu

Course Description

PHIL 206: Rational Decisions is a survey of decision theory, game theory, and social choice theory. Decision theory is the study of the reasoning underlying an agent's choices. Game theory is the study of strategic interactions between rational decision-makers. Social choice theory is the study of preferences, interests, or welfare in the attempt to reach a collective decision. This course will focus on the foundations and applications of decision theory, game theory, and the theory of collective choice. We will be interested in general questions about the nature of practical rationality, contrasting interpretations of probability and of utility, the status of the principle of expected utility, with the application of these concepts to the study of the interaction of different rational agents in competitive and cooperative situations, and with the relationship between individual values and the values of groups, institutions, and societies.

Topics in Rational Decisions will cover, but is not limited to, the following:
- Preferences and Probabilities in Decision Theory
- Ignorance and Risk in Decision Theory
- Causal vs. Evidential Decision Theory
- Decisions Under Risk, Ignorance, and Uncertainty
- Interpretation of Individuals'' Beliefs and Desires (Probabilities and Utilities)
- Expected Utility Theory
- Nash Equilibrium
- Arrow's Impossibility Theorem
- Interpersonal Comparisons of Utility
- Evolutionary Games
- Collective-Action Games
- Discrete vs. Continuous Games
- Zero-Sum vs Non-Zero-Sum Games
- Prisoner's Dilemma, Newcomb's Problem, and other Paradoxes

Course Learning Objectives

Rational Decisions is a survey course in the theories and practices of decision making. Having completed the course, the student will be able to:
- Explain the concepts of decision problem, game, player, payoff, utility, rationality, equilibrium.
- Identify strategic situations and represent them as decision problems and game situations.
- Solve decision problems and games with a variety of formal techniques.
- Apply decision, game, and social choice theory to a variety of practices of complex decision making in individuals, groups, and other institutions/organizations.
- Evaluate conflict dynamics from the standpoint of decision makers/players interests and values.
- Examine the wider context of strategic decision making and evaluate the extent to which important contingencies for such decision making may be altered.

Rational Decisions and PSU Pathway

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

Learning Outcome: Students will analyze data logically.

PHIL 206: Rational Decisions is part of the PSU Pitt State Pathway. It fulfills the requirement for the element Quantitative/Analytic Methods. Quantitative literacy and its methods refer to competency in working with numerical data. Students with strong quantitative skills possess the ability to reason and solve problems from a wide array of contexts and everyday life situations. They can create sophisticated arguments supported by objective evidence and can communicate those arguments in a variety of formats (e.g. text, tables, graphs, mathematical equations, etc.) as appropriate. Competency in this element means:
- Applying a set of formal tools to interpret, represent, calculate, and analyze quantitative data;
- Explaining assumptions and rationale for selecting a mathematical approach to solve a problem;
- Explaining assumptions and rationale for selecting a mathematical or formal logical approach to solve a problem;
- Drawing and communicating conclusions to support decisions.

Upon completion of this course, students will accomplish the following:
- Recognize tools of analysis (Benchmark)

Assessment for level Benchmark:
Assessment will consist of homework sets, both in-class/take-home quizzes, and exams. Exams are a mix of definitions, calculation of utilities, identification of decision principles, among others. At the Benchmark level, the assessment tests the students' ability to recognize and properly use tools of analysis.

Textbook Requirements
- Martin Peterson, *An Introduction to Decision Theory*, Second Edition, Cambridge University Press, 2017.
- gametheory.net (we will be using this site for various free programs for simulating games) – There will be a link to the site on the Canvas page.
- All other readings will be accessed through Canvas.

Reading/Topic Schedule
We will be attempting to keep to this schedule of topics as much as possible. If any changes are made, there will be an announcement made on Canvas or during class time.
- Week 1 – Differentiating Normative and Descriptive Decision Theory, Game Theory, Social Choice Theory; Risk, Ignorance, and Uncertainty
- Week 2 – Decision Matrixes: States, Outcomes, Acts
- Week 3 – Decisions Under Ignorance: Dominance, Maximin, Leximin, Minimax Regret, Optimism-Pessimism Rule, Principle of Insufficient Reason
- Week 4 – Decisions Under Risk; Allias Paradox, St. Petersburg Paradox, Ellsberg Paradox, Pasadena Paradox, Two-Envelope Paradox
- Week 5 – Utility; Von Neumann and Morgenstern's Interval Scale; Measuring Utility
- Week 6 – Probability Calculus; Conditional Probability; Bayes' Theorem
- Week 7 – Philosophy of Probability: Logical and Epistemic Interpretations; Subjective Probability

- Week 8 – Causal vs. Evidential Decision Theory; Newcomb's Problem
- Week 9 – Risk Aversion: Actuarial Risk Aversion, Epistemic Risk Aversion; Aversion against Utility Risks
- Week 10 – Game Theory: Basic Concepts; A Taxonomy of Games; Common Knowledge; Prisoner's Dilemma
- Week 11 – Game Theory: Zero-Sum Games; Dominance Reasoning; Mixed Strategies
- Week 12 – Game Theory: Non-Zero-Sum Games; Nash Equilibrium, Iterated Games
- Week 13 – Game Theory: Evolutionary Game Theory; Ethics and Game Theory
- Week 14 – Social Choice Theory: The Social Choice Problem
- Week 15 – Social Choice Theory: Arrow's Impossibility Theorem; Sen on Liberalism and the Pareto Principle; Harsanyi's Utilitarian Theorems
- Week 16 – Catch Up Week (or, if caught up, Issues in Transitivity and Completeness)

Course Requirements and Grading
- 10 Homework Sets – 25 points each
- 5 In-Class Quizzes – 25 points each
- 2 Exams – 100 points each
- Total Points – 575
- No extra credit will be assigned.
- No late work is allowed without a University-documented or medically-documented reason.

Make-Ups for Assignments
In order to retake a missed exam or quiz, you must have a University-related or medically documented justification for the absence on the day of the exam or quiz. You will have seven days from the original exam or quiz date to makeup the exam or quiz. If you miss an exam or quiz, you will receive a zero (0) for that assignment.

Philosophy of Grading
Grades are not given on the basis of the work done, the amount of work done, or the tuition paid. Grades are earned by the student and awarded by the instructor on the basis of merit. It follows that students are neither clients nor customers and that university degrees cannot legitimately be traded, sold, or purchased. A grade of A represents outstanding work; B means work of high quality; a grade of C is awarded when a student shows a basic grasp of the material; D is for work of substandard but passing quality; F means failure. Grammar, spelling, and the quality of reasoning that goes into a student's work are all relevant to the grade awarded. Grammar and spell checks make it much easier to avoid grammatical and orthographical errors.

Policy Concerning Technology in the Classroom during regular Class Time
Electronics (cell phones, laptops, tablets, etc.) are not permitted in lecture, during quizzes, or during exams. Please put them away before class begins. If you must use a computer for notetaking in lecture, you may apply for a waiver to this policy by emailing the professors in the first two weeks of class or have the Accommodations Office contact with the information. Earphones and headphones are to be taken out/off unless as indicated by Accommodation documentation. No photos are allowed to be taken in class without the express approval of the professor.

Policy Concerning Cell Phones during Exams
On exam days, you are not allowed to use any devices whatsoever. You will need writing implement, preferably a No. 2 pencil (so you can erase). All cell phones and other devices are to be turned off during exams. If you cell phone or other device rings, beeps, dings, or makes any other noises during the exam, you will receive a 0 (zero) for the exam.

Americans with Disabilities Act
Pittsburg State University adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the Center for Student Accommodations in the Bryant Student Health Center or call at 235-4309.

Academic Dishonesty

Academic Dishonesty will not be tolerated in this course. This University regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. Any act that violates the rights of another student in academic work, is disruptive of proper class order, or that involves the misrepresentation of your own work, will result in penalties up-to and including dismissal from the course with a failing grade. Scholastic dishonesty and academic misconduct include, but are not limited to, cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another author); submitting the same or substantially the same paper to meet the requirements of more than one class without the consent of all of the instructors involved; depriving another student of necessary course materials; interfering with another student's work; or disruptive classroom behavior. [Note: disruptive behaviors include but are not limited to actions which interfere with the educational process and/or student learning, insubordination, and those behaviors which diminish or demean the authority a faculty member must enjoy to conduct a class.]

Pittsburg State University's policy on Academic Misconduct: http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academicmisconduct.dot

Contact with the Professor

I have listed my contact information above as well as my office hours. Please do not hesitate to come by or speak to me after class if you have anything you would like to discuss. I will strive to answer all emails received during business days within one business day. I will check my email at other times and try to get back to you as soon as possible. If you don't receive an answer, please send me a reminder.

I will use Canvas frequently to post announcements, discussions, and grades. All communication that I send to you will be through the Canvas messaging system and I expect that all communication I receive from you will use Canvas as well. I will remind you to login to Canvas if you send me regular emails from another account, but, after a few weeks, I expect that you will consistently use Canvas for all communication with the instructor. You are also expected to login to Canvas frequently as I will be posting necessary information as it needs to be relayed to you.

Assessment (for Pittstate Pathways consideration and not part of semester syllabus)

Assessment will consist of exams, in-class quizzes (usually taken as a group), and homework sets. Exams are a mix of definitions, very short essay questions, matching, formulation of decision problems, decision matrix analysis, and probability calculations. At the Benchmark level, the assessment test the students' ability to recognize and properly use tools of analysis. Examples of questions and assignments are below.

Explain the difference between:
1. Decision under risk and ignorance.
2. Social choices and decisions made by individuals.
3. Games and all other types of decisions discussed.

Consider the following situations:
1. Charles Lindbergh was the first to fly single-handed across the Atlantic in 1927. Did he make a decision under risk or ignorance as he departed New York and set of eastwards?
2. You are thinking of flying to Paris next week. Are you making a decision under risk or ignorance?

Consider the four lotteries below. Exactly one winning ticket will be drawn in each lottery.

	Ticket 1	Tickets 2-20	Tickets 21-100
Lottery A	$2 Million	$2 Million	$2 Million
Lottery B	$0	$15 Million	$2 Million
Lottery C	$2 Million	$2 Million	$0
Lottery D	$0	$15 Million	$0

1. Make intuitive comparisons between lottery A and B, and between C and D, without performing any calculations. Do you prefer A or B? C or D?

2. Now calculate the expected (monetary) value for each lottery. Which lottery has the highest expected monetary value, A or B? C or D?
3. Did these calculations make you change your mind? If so, why?

If you play roulette in Las Vegas and bet on a single number, the probability of winning is 1/38: There are 38 equally probable outcomes of the game (viz. 1-36, 0, and 00). If the ball lands on the number you have chosen the croupier will pay you 35 times the amount betted, and return the bet.
1. Formalize and visualize the decision problem in a decision matrix.
2. Formalize and visualize the decision problem in a decision tree.
3. How much money can you expect to lose, on average, for every dollar you bet?

Your rich aunt died some time ago. In her will she stipulated that you shall receive a painting of your choice from her collection of impressionist art. The aesthetical values of her four paintings are, as measured on your personal interval scale, as follows: Manet 5,000; Monet 8,000; Pissarro 6,000; Renoir 2,000. Which of the following scales can be obtained from the original scale by a positive linear transformation?
   a. Manet 8; Monet 11; Pissarro 9; Renoir 5
   b. Manet -250; Monet 2,750; Pissarro 750; Renoir -3,250
   c. Manet 1,000; Monet 3,000; Pissarro 2,950; Renoir 995
Based on the above:
1. Show that scales a-c are equivalent ordinal scales.
2. Suppose that scale a is a ratio scale. Show that neither b nor c is equivalent to that ratio scale.

For each of Milnor's ten axioms, restate them informally (see the text for formal definitions):
1. Ordering –
2. Symmetry –
3. Strict Dominance –
4. Continuity –
5. Interval Scale –
6. Irrelevant Alternatives –
7. Column Linearity –
8. Column Duplication –
9. Randomization –
10. Special Row Adjunction –

Consider the decision problem illustrated below:

	½	¼	¼
A1	$49	$25	$25
A2	$36	$100	$0
A3	$81	$0	$0

1. The decision maker's utility u of money is linear. Which act should be chosen according to the principle of maximizing expected monetary value?
2. The decision maker's utility u of money x is given by the formula $u(x) = \sqrt{x}$. Which act should be chosen according to the principle of maximizing expected utility?

Explain why Allias' and Ellsberg's paradoxes pose difficulties for the principle of maximizing expected utility. Explain the difference between the two paradoxes – they arise for two different reasons.

By definition, a non-cooperative game is a game in which the players are not able to form 'binding agreements'. Why can we not simply say that a non-cooperative game is a game in which the players do not actually cooperate?

The following two-person zero-sum game has no pure equilibrium strategies. Determine the mixed equilibrium strategies.

	C1	C2	C3
R1	-20	20	0
R2	20	0	-20
R3	0	-20	20

In what sense, if any, can game theory be viewed as an instance of decision making under ignorance or risk?

Consider the game below. It is a version of a coordination game known as "the battle of the sexes."
  a. What is a coordination game?
  b. Find the pure Nash equilibria of this game.

	C1	C2
R1	1,1	4,2
R2	2,4	1,1

Many games have more than one pair of equilibrium strategies. Does this show that game theory as we currently know it is an incomplete theory? Discuss.

In the proof of Arrow's theorem, what does it mean to say that group of people D is decisive with respect to the social states (a,b)?

Sen showed that his condition of minimal liberalism is incompatible with the Pareto principle and ordering condition.
  a. Consider the following condition of minimal socialism. Is it compatible with the Pareto principle and the ordering condition?
      • Minimal Socialism – There is at least one pair of alternatives (a,b) such that no single-person group is decisive with respect to (a,b).
  b. Is the condition of minimal socialism compatible with the condition of minimal liberalism? That is, is it possible to be both a liberal and a socialist?

Answer each of the following:
  a. Explain, in your own words, the term 'Bayesianism'.
  b. What is Bayes' Theorem? (Note – Neatness counts on this. If I cannot read your writing, it will be count as incorrect.)

Does evolutionary game theory presuppose that biological entities like animals and plants make rational decisions? Explain in detail.

What is an iterated game? What does it mean to play tit for tat in the iterated prisoner's dilemma?

Explain the following distinctions:
  a. Zero-Sum versus Nonzero-Sum Games
  b. Non-cooperative versus Cooperative Games
  c. Simultaneous-Move versus Sequential-Move Games
  d. Games with perfect information versus games with imperfect information
  e. Non-Symmetric versus Symmetric Games
  f. Two-Person versus n-Person Games
  g. Non-Iterated versus Iterated Games

6

Subject: Re: Seeking your Input on a Course Proposal on Decision/Game/Social Choice Theory
Date: Saturday, March 9, 2019 at 3:56:00 PM Central Standard Time
From: David Hurford
To: James McBain Jr

Jim:

I like the idea of the course and believe that it is necessary given that our populace seems to be fairly unable to make good decisions in many respects.

Good luck!

David

David P. Hurford, Ph.D.
Professor and Chair
Psychology and Counseling
620-235-4534
www.pittstate.edu/psychology

From: "Jim Mcbain Jr" <jmcbain@pittstate.edu>
To: "darren botello-samson" <dbsamson@pittstate.edu>, "Don Viney" <dviney@pittstate.edu>, "Barbara Bonnekessen" <bbonnekessen@pittstate.edu>, "Bienvenido Cortes" <bcortes@pittstate.edu>, "Mark Peterson" <mjpeterson@pittstate.edu>, "Gary Wilson" <gwilson@pittstate.edu>, "Tim Flood" <tflood@pittstate.edu>, "Charles Costello" <ccostello@pittstate.edu>, "Eric Harris" <eharris@pittstate.edu>, "Anil Lal" <alal@pittstate.edu>, "David Hurford" <dphurford@pittstate.edu>
Sent: Saturday, March 9, 2019 2:08:53 PM
Subject: Seeking your Input on a Course Proposal on Decision/Game/Social Choice Theory

Hello everyone...

I am writing to you to get your input on a course in Decision Theory, Game Theory, and Social Choice Theory called "PHIL 206: Rational Decisions." The course would be at the 200-level and I am intending to to be a Pathways course. From looking at the various departments and catalogs I do not believe we have an undergraduate course on this material at PSU. There is ECON 318: Intermediate Microeconomics and ECON 465: Collective Bargaining, but I read the descriptions as application of these models and principles rather than a study of the principles themselves. I think this course would be of particular benefit to students in Political Science, Economics, Mathematics, Psychology, Philosophy, Sociology, Business, but also any department which uses models of decision making. Here is the course I am proposing:

PHIL 206: Rational Decisions is a survey of decision theory, game theory, and social choice theory. Decision theory is the study of the reasoning underlying an agent's choices. Game theory is the study of strategic interactions between rational decision-makers. Social choice theory is the study of preferences, interests, or welfare in the attempt to reach a collective decision. This course will focus on the foundations and applications of decision theory, game theory, and the theory of collective choice. We will be interested in general questions about the nature of practical rationality, contrasting interpretations of probability and of utility, the

Subject: Re: Seeking your Input on a Course Proposal on Decision/Game/Social Choice Theory
Date: Monday, March 11, 2019 at 1:46:26 PM Central Daylight Time
From: Eric Harris
To: James McBain Jr
CC: Darren Botello-Samson, Don Viney, Barbara Bonnekessen, Bienvenido Cortes, Mark Peterson, Gary Wilson, Tim Flood, Charles Costello, Anil Lal, David Hurford

Jim -

I see no conflicts from Kelce.

Thanks ~ sounds interesting!
Eric

Eric G. Harris, Ph.D.
Associate Dean for the Undergraduate School
& Chair of the Faculty
Professor of Marketing/Esch Family Fellow
Editor-in-Chief, Journal of Managerial Issues
Kelce College of Business
Pittsburg State University

From: "Jim Mcbain, Jr" <jmcbain@pittstate.edu>
To: "darren botello-samson" <dbsamson@pittstate.edu>, "Don Viney" <dviney@pittstate.edu>, "Barbara Bonnekessen" <bbonnekessen@pittstate.edu>, "Bienvenido Cortes" <bcortes@pittstate.edu>, "Mark Peterson" <mjpeterson@pittstate.edu>, "Gary Wilson" <gwilson@pittstate.edu>, "Tim Flood" <tflood@pittstate.edu>, "Charles Costello" <ccostello@pittstate.edu>, "Eric Harris" <eharris@pittstate.edu>, "Anil Lal" <alal@pittstate.edu>, "David Hurford" <dphurford@pittstate.edu>
Sent: Saturday, March 9, 2019 2:08:53 PM
Subject: Seeking your Input on a Course Proposal on Decision/Game/Social Choice Theory

Pitt State Pathway
(Undergraduate Course Numbers through 699)

Please check only one:

○ Course is **currently** a "General Education" course

○ Course is listed in the current catalog, but is **NOT** a "General Education" course

● New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR

   A. Submission date: August 12, 2019

   B. Department: History, Philosophy, and Social Sciences

   C. College: Arts and Sciences
       If two or more Colleges, please indicate which Colleges will be involved in teaching the course: Click or tap here to enter text.

   D. Name of faculty member on record for the course (may be Coordinating Professor or Chair): James McBain
       (As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)

   E. Course prefix: PHIL

   F. Course number: 206

   G. Credit hours: 3

   H. Title of course: Rational Decisions
       Is this a change in the title of the course? No
       (If "Yes," a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)

   I. Will this course require a new course description? Yes
       (If "Yes," please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process)
       Rational Decisions is a survey of decision theory, game theory, and social choice theory. Focus will be on general questions about the nature of practical rationality, contrasting interpretations of probability and of utility, the status of the principle of expected utility, with the application of these concepts to the study of the interaction of different rational agents in competitive and cooperative situations, and with the relationship between individual values and the values of groups, institutions, and societies.

   J. Does this course include a co-requisite laboratory course: No
       If "Yes", please provide the co-requisite course name and number: Click or tap here to enter text.

   K. Will this course be available on-line: No
       If "Yes", please provide a detailed explanation: Click or tap here to enter text.

   L. Semester(s) course will be offered (choose all that apply): Fall and Spring

   M. Prerequisite(s): None

N. Co-requisite(s) —other than lab course named above: None

O. Select the *Pitt State Pathway* Core Element or Essential Studies Element based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- o Communication
  - ■ **Written Communication**.. ⌀
    - ● Students will communicate effectively.

- o Communication
  - ■ **Verbal Communication**.. ⌀
    - ● *Students will communicate effectively.*

- o Quantitative/Analytic Methods and Scientific Literacy
  - ■ **Quantitative/Analytic Methods**.. ●
    - ● *Students will analyze data logically.*

- o Global Understanding and Civic Engagement
  - ■ **Human Experience within a Global Context**.............................. ⌀
    - ● *Students will explore global systems conscientiously.*

- o Global Understanding and Civic Engagement
  - ■ **Human Systems within a Global Context**.................................... ⌀
    - ● *Students will explore global systems conscientiously.*

- o Global Understanding and Civic Engagement
  - ■ **Natural World within a Global Context**.. ⌀
    - ● *Students will explore global systems conscientiously.*

- o Personal and Professional Behavior
  - ■ **Wellness Strategies**... ⌀
    - ● *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? No
(*Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.*)

If "Yes," please select one: Choose an item.

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across **all** sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Benchmark
(*Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.*)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson ....Approved ☑ Not Approved ☐

_____

Department Chairperson Signature

1. Oct. '19

Date

Faculty Senate General Education Committee ....Approved ☒ Not Approved ☐

_____

Faculty Senate General Education Chairperson Signature

11/04/2019

Date

Faculty Senate ....Approved ☐ Not Approved ☐

_____

Faculty Senate Recording Secretary Signature

Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please complete the entire form, acquire the Chairperson's signature, and save as PSP.ABC123.Form. Save the syllabus to be attached as PSP.ABC123.Syll. Email the completed form and attachments to psupathway@pittstate.edu.

> Naming convention: **PSP.ABC123.Form**
> PSP = Pitt State Pathway.
> ABC123 = Course abbreviation and number

Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: Discipline: Accounting   College: Kelce College of Business
Submission Date: 10/8/2019

Contact Person: Theresa Presley ☐ Faculty member ☒ Chair

Revision Effective: Fall, 2020 (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
The course is within the accounting BBA program. The item was discussed within the Kelce accounting discipline and it was decided that changing the prerequisite will enhance the program. Undergraduate Kelce Curriculum committee has also reviewed the changes.

Purpose/Justification for Revision to Course: A change in prerequisites will permit students to understand what a good accounting system should look like before they are asked to audit accounting systems. This change will enhance the comprehension and abilities of students to complete both internal and external auditing coursework.

Existing Course:
Course Number: ACCTG 420

Title of Course: Accounting Information Systems

Credit Hours: 3

Prerequisite: ACCTG 318 Intermediate Accounting 1 and Junior Standing

Course Description (**as it appears in the current catalog**): An introduction to the systems for recording, summarizing, classifying, and reporting of accounting information to internal and external users. The course explores the relationship between business processes and transaction processing using a transaction cycle approach. Students are introduced to expected accounting documents, document flow, and internal control activities. The course includes a systems understand aid which simulates an accounting information system.

Proposed Course:
Course Number: ACCTG 420

Title of Course: Accounting Information Systems

Credit Hours: 3

Request for Revision to Course- Revised Summer 2013

Prerequisite: <u>ACCTG 201 Financial Accounting and ACCTG 202 Managerial Accounting AND Junior Standing</u>

Course Description (**as it will appear in the next catalog**): <u>An introduction to the systems for recording, summarizing, classifying, and reporting of accounting information to internal and external users. The course explores the relationship between business processes and transaction processing using a transaction cycle approach. Students are introduced to expected accounting documents, document flow, and internal control activities. The course includes a systems understand aid which simulates an accounting information system.</u>

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.)?
    <u>0</u>

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

☒ Approved: Department Chairperson
Date 10/9/19 Signature, Department Chairperson _____

☒ Approved: College Curriculum Committee
Date 10/8/19 Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date 10/0/19 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 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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

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

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

Request for Revision to Curriculum

Revision for: ☒ Major ☐ Minor ☐ Emphasis ☐ Certificate

Department: TCHLS **College:** EDUC

This program is to be offered 50% or more online as a Hybrid_____
This program is to be offered fully online_____

Submission Date: 9/20/19

Revision Effective: Fall, 2020

(Year)

Contact Person: Alice Sagehorn ☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Early Childhood Unified Birth - Grade 3

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

Description of Change: Removal of EDUC 464 Measurement and Evaluation and replacement with EDUC 371 Assessment and Evaluation for Elementary Education

Rationale for Change (include changes to curriculum objectives): EDUC 371 is targeted to assessment and evaluation for elementary age students and relevant stakeholders.

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

☐ Yes ☒ No

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

The change only affects the Elementary Education, Elementary Education Unified K-6, and Early Childhood Unified Birth - Grade 3 majors which are housed in the Department of Teaching and Leadership.

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 change only affects the Elementary Education, Elementary Education Unified K-6, and Early Childhood Unified Birth - Grade 3 majors which are housed in the Department of Teaching and Leadership.

Existing Major or Minor/Emphasis/Certificate

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

Education, Psychology and Laboratory Experiences (68-69 hours) See notes *1

- EDTH-330 Technology for Teaching and Learning (3 hours)

Satisfied by general education requirements.

- EDUC-261 Explorations in Education (3 hours)

Recommend concurrent enrollment with PSYCH 263.

- EDUC-320 Developmentally Appropriate Curriculum for Elementary Education (3 hours)

- EDUC-321 Methods in Creative Expression (3 hours)
- EDUC-322 Early Literacy and Language Development (2 hours)
- EDUC-323 Literature for Young Children Birth-3rd (1 hour)
- EDUC-360 Curriculum Development for Elementary Education (3 hours)

1

- EDUC-369 Science and Social Studies Methods K-3 (3 hours)
- EDUC-551 Diversity in the Classroom (3 hours)
- FCS-390 Interacting with Children (3 hours)
- and
- FCS-391 Practicum in Early Childhood (1 hour)

Concurrent enrollment required.

- FCS-490 Developmental Planning: Preschool and Kindergarten (3 hours)
- and
- FCS-491 Preschool Laboratory (1-2 hours)

Concurrent enrollment required.

- FCS-590 Development of the Child: Birth Through Age Eight (3 hours)
- FCS-591 Supervised Teaching in the Early Childhood Lab (5 hours)

Permission of instructor required to enroll.

- PSYCH-263 Developmental Psychology (3 hours)

Recommend concurrent enrollment with EDUC 261.

- SPED-350 Methods, Infants/Toddlers with Disabilities (2 hours)
- SPED-450 Methods, Preschoolers with Disabilities (2 hours)
- SPED-511 Overview of Special Education (Birth thru 6th Grade) (3 hours)
- SPED-550 Methods, Primary Children with Disabilities (2 hours)
- SPED-560 Assessment of Young Children (3 hours)

*1

EDUC 261, EDUC 320, EDUC 321, EDUC 322, EDUC 323, EDUC 360 and EDTH 330 must have completed 30 credit hours and have a 2.50 cumulative GPA to enroll.

SPED 350, SPED 450 and SPED 560 must have completed 45 credit hours and have a 2.50 GPA to enroll.

SPED 511 must have completed 60 credit hours and have a 2.50 cumulative GPA.

Admission to Teacher Education is Required See notes *2

- EDUC-361 Elementary School Mathematics Intermediate (3 hours)
- EDUC-366 Primary English Language Arts with Practicum (4 hours)
- EDUC-464 Measurement and Evaluation (3 hours)
- PSYCH-357 Educational Psychology (3 hours)
- SPED-561 Elementary Special Education Practicum (1 hour)
- FCS-690 Parent/Professional Relationships (3 hours)

*2

EDUC 361, EDUC 366, EDUC 464, PSYCH 357 and SPED 561 require admission to Teacher Education prior to enrollment.

Professional Semester (15 hours) See notes *3

- EDUC-458 Methods and Curriculum (3 hours)
- EDUC-475 Supervised Teaching in the School (9 hours)
- EDUC-579 Supervised Student Teaching and Follow-Up of Teachers (2 hours)

Education, Psychology, and Laboratory Experiences (68-69 hours) See notes *1

- EDTH-330 Technology for Teaching and Learning (3 hours)

Satisfied by general education requirements.

- EDUC-261 Explorations in Education (3 hours)

Recommend concurrent enrollment with PSYCH 263.

- EDUC-320 Developmentally Appropriate Curriculum for Elementary Education (3 hours)
- EDUC-321 Methods in Creative Expression (3 hours)
- EDUC-322 Early Literacy and Language Development (2 hours)
- EDUC-323 Literature for Young Children Birth-3rd (1 hour)
- EDUC-360 Curriculum Development for Elementary Education (3 hours)
- EDUC-369 Science and Social Studies Methods K-3 (3 hours)
- EDUC-551 Diversity in the Classroom (3 hours)
- FCS-390 Interacting with Children (3 hours)

- and
- FCS-391 Practicum in Early Childhood (1 hour)

Concurrent enrollment required.

- FCS-490 Developmental Planning: Preschool and Kindergarten (3 hours)
- and
- FCS-491 Preschool Laboratory (1-2 hours)

Concurrent enrollment required.

- FCS-590 Development of the Child: Birth Through Age Eight (3 hours)
- FCS-591 Supervised Teaching in the Early Childhood Lab (5 hours)

Permission of instructor required to enroll.

- PSYCH-263 Developmental Psychology (3 hours)

Recommend concurrent enrollment with EDUC 261.

- SPED-350 Methods, Infants/Toddlers with Disabilities (2 hours)
- SPED-450 Methods, Preschoolers with Disabilities (2 hours)
- SPED-511 Overview of Special Education (Birth thru 6th Grade) (3 hours)
- SPED-550 Methods, Primary Children with Disabilities (2 hours)
- SPED-560 Assessment of Young Children (3 hours)

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EDUC 261, EDUC 320, EDUC 321, EDUC 322, EDUC 323, EDUC 360 and EDTH 330 must have completed 30 credit hours and have a 2.50 cumulative GPA to enroll.

SPED 350, SPED 450 and SPED 560 must have completed 45 credit hours and have a 2.50 GPA to enroll.

SPED 511 must have completed 60 credit hours and have a 2.50 cumulative GPA.

Admission to Teacher Education is Required See notes *2

- EDUC-361 Elementary School Mathematics Intermediate (3 hours)
- EDUC-366 Primary English Language Arts with Practicum (4 hours)
- EDUC-464 Measurement and Evaluation (3 hours)
- PSYCH-357 Educational Psychology (3 hours)
- SPED-561 Elementary Special Education Practicum (1 hour)
- FCS-690 Parent/Professional Relationships (3 hours)

*2

EDUC 361, EDUC 366, EDUC 464, PSYCH 357 and SPED 561 require admission to Teacher Education prior to enrollment.

Professional Semester (15 hours) See notes *3

- EDUC-458 Methods and Curriculum (3 hours)
- EDUC-475 Supervised Teaching in the School (9 hours)
- EDUC-579 Supervised Student Teaching and Follow-Up of Teachers (2 hours)

Proposed Major or Minor/Emphasis/Certificate:

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

Education, Psychology, and Laboratory Experiences (68-69 hours) See notes *1

- EDTH-330 Technology for Teaching and Learning (3 hours)

Satisfied by general education requirements.

- EDUC-261 Explorations in Education (3 hours)

Recommend concurrent enrollment with PSYCH 263.

- EDUC-320 Developmentally Appropriate Curriculum for Elementary Education (3 hours)
- EDUC-321 Methods in Creative Expression (3 hours)
- EDUC-322 Early Literacy and Language Development (2 hours)
- EDUC-323 Literature for Young Children Birth-3rd (1 hour)
- EDUC-360 Curriculum Development for Elementary Education (3 hours)
- EDUC-369 Science and Social Studies Methods K-3 (3 hours)
- EDUC-551 Diversity in the Classroom (3 hours)

- FCS-390 Interacting with Children (3 hours)
- and
- FCS-391 Practicum in Early Childhood (1 hour)

Concurrent enrollment required.

- FCS-490 Developmental Planning: Preschool and Kindergarten (3 hours)
- and
- FCS-491 Preschool Laboratory (1-2 hours)

Concurrent enrollment required.

- FCS-590 Development of the Child: Birth Through Age Eight (3 hours)
- FCS-591 Supervised Teaching in the Early Childhood Lab (5 hours)

Permission of instructor required to enroll.

- PSYCH-263 Developmental Psychology (3 hours)

Recommend concurrent enrollment with EDUC 261.

- SPED-350 Methods, Infants/Toddlers with Disabilities (2 hours)
- SPED-450 Methods, Preschoolers with Disabilities (2 hours)
- SPED-511 Overview of Special Education (Birth thru 6th Grade) (3 hours)
- SPED-550 Methods, Primary Children with Disabilities (2 hours)
- SPED-560 Assessment of Young Children (3 hours)

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EDUC 261, EDUC 320, EDUC 321, EDUC 322, EDUC 323, EDUC 360 and EDTH 330 must have completed 30 credit hours and have a 2.50 cumulative GPA to enroll.
SPED 350, SPED 450 and SPED 560 must have completed 45 credit hours and have a 2.50 GPA to enroll.
SPED 511 must have completed 60 credit hours and have a 2.50 cumulative GPA.
Admission to Teacher Education is Required See notes *2

- EDUC-361 Elementary School Mathematics Intermediate (3 hours)
- EDUC-366 Primary English Language Arts with Practicum (4 hours)
- EDUC-464 Measurement and Evaluation (3 hours)
- PSYCH-357 Educational Psychology (3 hours)
- SPED-561 Elementary Special Education Practicum (1 hour)
- FCS-690 Parent/Professional Relationships (3 hours)

*2

EDUC 361, EDUC 366, EDUC 464, PSYCH 357 and SPED 561 require admission to Teacher Education prior to enrollment.
Professional Semester (15 hours) See notes *3

- EDUC-458 Methods and Curriculum (3 hours)
- EDUC-475 Supervised Teaching in the School (9 hours)
- EDUC-579 Supervised Student Teaching and Follow-Up of Teachers (2 hours)

Education, Psychology, and Laboratory Experiences (68-69 hours) See notes *1

- EDTH-330 Technology for Teaching and Learning (3 hours)

Satisfied by general education requirements.

- EDUC-261 Explorations in Education (3 hours)

Recommend concurrent enrollment with PSYCH 263.

- EDUC-320 Developmentally Appropriate Curriculum for Elementary Education (3 hours)
- EDUC-321 Methods in Creative Expression (3 hours)
- EDUC-322 Early Literacy and Language Development (2 hours)
- EDUC-323 Literature for Young Children Birth-3rd (1 hour)
- EDUC-360 Curriculum Development for Elementary Education (3 hours)
- EDUC-369 Science and Social Studies Methods K-3 (3 hours)
- EDUC-551 Diversity in the Classroom (3 hours)
- FCS-390 Interacting with Children (3 hours)
- and
- FCS-391 Practicum in Early Childhood (1 hour)

Concurrent enrollment required.
- . FCS-490 Developmental Planning: Preschool and Kindergarten (3 hours)
- and
- FCS-491 Preschool Laboratory (1-2 hours)

Concurrent enrollment required.
- FCS-590 Development of the Child: Birth Through Age Eight (3 hours)
- FCS-591 Supervised Teaching in the Early Childhood Lab (5 hours)

Permission of instructor required to enroll.
- PSYCH-263 Developmental Psychology (3 hours)

Recommend concurrent enrollment with EDUC 261.
- SPED-350 Methods, Infants/Toddlers with Disabilities (2 hours)
- SPED-450 Methods, Preschoolers with Disabilities (2 hours)
- SPED-511 Overview of Special Education (Birth thru 6th Grade) (3 hours)
- SPED-550 Methods, Primary Children with Disabilities (2 hours)
- SPED-560 Assessment of Young Children (3 hours)

*1

EDUC 261, EDUC 320, EDUC 321, EDUC 322, EDUC 323, EDUC 360 and EDTH 330 must have completed 30 credit hours and have a 2.50 cumulative GPA to enroll.

SPED 350, SPED 450 and SPED 560 must have completed 45 credit hours and have a 2.50 GPA to enroll.

SPED 511 must have completed 60 credit hours and have a 2.50 cumulative GPA.

Admission to Teacher Education is Required See notes *2
- EDUC-361 Elementary School Mathematics Intermediate (3 hours)
- EDUC-366 Primary English Language Arts with Practicum (4 hours)
- EDUC 371 Assessment and Evaluation for Elementary Education (3 Hours)
- PSYCH-357 Educational Psychology (3 hours)
- SPED-561 Elementary Special Education Practicum (1 hour)
- FCS-690 Parent/Professional Relationships (3 hours)

*2

EDUC 361, EDUC 366, EDUC 464, PSYCH 357 and SPED 561 require admission to Teacher Education prior to enrollment.

Professional Semester (15 hours) See notes *3
- EDUC-458 Methods and Curriculum (3 hours)
- EDUC-475 Supervised Teaching in the School (9 hours)
- EDUC-579 Supervised Student Teaching and Follow-Up of Teachers (2 hours)

Additional Questions

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

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:
   <u>   </u>

3. Will this revision have specific PittState Pathway courses required? ☐ Yes ☒ No
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?
   <u>none</u>

Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines?
   (minimum of 24 hours) ☐ Yes ☐ No

2. Does the course content contained within this certificate provide relevance to employment opportunities or
   meet professional objectives for the student? ☐ Yes ☐ No

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

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

☒ Approved: Department Chairperson
Date 9/20/19 Signature, Department Chairperson _Alici C Gagnon_

☒ Approved: College Curriculum Committee
Date 11/5/19 Signature, College Curriculum Committee Chair _James Trueloue_

☒ Approved: Dean of College
Date 11/5/19 Signature, Dean _James Trueloue_

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

☒ Approved: Council for Teacher Education (if applicable)
Date 11/6/19 Signature, Council for Teacher Education Chair _James Trueloue_

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

☐ Final approved packet forwarded to Provost's office.
Date _____ Signature, Recording Secretary, Faculty Senate _____

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

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

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

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

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

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

Request for Revision to Curriculum

Revision for: ☒ Major ☐ Minor ☐ Emphasis ☐ Certificate

Department: TCHLS   **College:** EDUC

This program is to be offered 50% or more online as a Hybrid_____
This program is to be offered fully online_____

Submission Date: 9/20/19

Revision Effective: Fall, 2020
(Year)

Contact Person: Alice Sagehorn ☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Elementary Education Unified K-6

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

Description of Change: Removal of EDUC 464 Measurement and Evaluation and replacement with EDUC 371 Assessment and Evaluation for Elementary Education

Rationale for Change (include changes to curriculum objectives): EDUC 371 is targeted to assessment and evaluation for elementary age students and relevant stakeholders.

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

Whether a "yes" or "no" response, please provide an explanation.
The change only affects the Elementary Education, Elementary Education Unified K-6, and Early Childhood Unified Birth – Grade 3 majors which are housed in the Department of Teaching and Leadership.

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 change only affects the Elementary Education, Elementary Education Unified K-6, and Early Childhood Unified Birth – Grade 3 majors which are housed in the Department of Teaching and Leadership.

Existing Major or Minor/Emphasis/Certificate
Copy and paste the existing curriculum as it currently appears in the online catalog:
Education, Psychology, and Laboratory Experiences (70 hours)
* EDUC-252 Children's Literature (3 hours)
* EDUC-261 Explorations in Education (3 hours)
* EDUC-307 Clinical Experience (1 hour)
* EDUC-320 Developmentally Appropriate Curriculum for Elementary Education (3 hours)
* EDUC-321 Methods in Creative Expression (3 hours)
* EDUC-360 Curriculum Development for Elementary Education (3 hours)
* EDUC-362 Elementary School Science (3 hours)
* EDUC-366 Primary English Language Arts with Practicum (4 hours)
* EDUC-551 Diversity in the Classroom (3 hours).

- EDTH-330 Technology for Teaching and Learning (3 hours)
- HHP-341 Elementary School Physical Education and Health (3 hours)
- PSYCH-263 Developmental Psychology (3 hours)
- PSYCH-357 Educational Psychology (3 hours)
- SPED-510 Overview of Special Education (3 hours)
- or
- SPED-511 Overview of Special Education (Birth thru 6th Grade) (3 hours)
- SPED-512 Characteristics of Students in Inclusive Settings (3 hours)
- SPED-513 Instructional Approaches for the Inclusive Classroom (3 hours)
- SPED-514 Professional Collaboration in Inclusive Settings (3 hours)
- SPED-515 Positive Behavior Support in Inclusive Settings (3 hours)
- SPED-516 Assessment and Individualized Education Programming (3 hours)

Next Six Courses Required prior to Admission to Teacher Education

- EDUC-345 Topics in (_____) (1-3 hours)

Should be taken for 3 hours.

- EDUC-361 Elementary School Mathematics Intermediate (3 hours)
- EDUC-363 Elementary School Social Studies (3 hours)
- EDUC-367 Intermediate English Language Arts with Practicum (4)
- EDUC-464 Measurement and Evaluation (3 hours)

Professional Semester (15 hours) See notes *1

- EDUC-458 Methods and Curriculum (3 hours)
- EDUC-475 Supervised Teaching in the School (9 hours)
- or
- EDUC-477 Supervised Teaching in Foreign Languages in the Elementary Schools (3 hours)
- EDUC-579 Supervised Student Teaching and Follow-Up of Teachers (2 hours)

Field of English, Speech, and Literature (15 hours) See notes *2

- COMM-207 Speech Communication (3 hours)
- EDUC-252 Children's Literature (3 hours)
- ENGL-101 English Composition (3 hours)
- ENGL-190 Honors English Composition (3 hours)
- or
- ENGL-299 Introduction to Research Writing (3 hours)

*2

- A literature requirement (3 hours)

Field of History and Social Science (15 hours) See notes *3
*3
An Economics course (3 hours)
A Geography course (3 hours)
A History course (3 hours)
A Political Science course (3 hours) and
A Sociology course (3 hours)
Field of Science and Mathematics (14 hours) See notes *4
*4
A biological science lecture (3 hours)
A biological science lab (1 hour)
A physical science lecture (3 hours)
A physical science lab (1 hour)
Six (6) hours of mathematics courses approved by advisor.

Proposed Major or Minor/Emphasis/Certificate:

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

Education, Psychology, and Laboratory Experiences (70 hours)

- EDUC-252 Children's Literature (3 hours)
- EDUC-261 Explorations in Education (3 hours)
- EDUC-307 Clinical Experience (1 hour)
- EDUC-320 Developmentally Appropriate Curriculum for Elementary Education (3 hours)
- EDUC-321 Methods in Creative Expression (3 hours)
- EDUC-360 Curriculum Development for Elementary Education (3 hours)
- EDUC-362 Elementary School Science (3 hours)
- EDUC-366 Primary English Language Arts with Practicum (4 hours)
- EDUC-551 Diversity in the Classroom (3 hours)
- EDTH-330 Technology for Teaching and Learning (3 hours)
- HHP-341 Elementary School Physical Education and Health (3 hours)
- PSYCH-263 Developmental Psychology (3 hours)
- PSYCH-357 Educational Psychology (3 hours)
- SPED-510 Overview of Special Education (3 hours)
- or
- SPED-511 Overview of Special Education (Birth thru 6th Grade) (3 hours)
- SPED-512 Characteristics of Students in Inclusive Settings (3 hours)
- SPED-513 Instructional Approaches for the Inclusive Classroom (3 hours)
- SPED-514 Professional Collaboration in Inclusive Settings (3 hours)
- SPED-515 Positive Behavior Support in Inclusive Settings (3 hours)
- SPED-516 Assessment and Individualized Education Programming (3 hours)

Next Six Courses Required prior to Admission to Teacher Education

- EDUC-345 Topics in (_____) (1-3 hours)

Should be taken for 3 hours.

- EDUC-361 Elementary School Mathematics Intermediate (3 hours)
- EDUC-363 Elementary School Social Studies (3 hours)
- EDUC-367 Intermediate English Language Arts with Practicum (4)
- EDUC-371 Assessment and Evaluation for Elementary Education (3)

Professional Semester (15 hours) See notes *1

- EDUC-458 Methods and Curriculum (3 hours)
- EDUC-475 Supervised Teaching in the School (9 hours)
- or
- EDUC-477 Supervised Teaching in Foreign Languages in the Elementary Schools (3 hours)
- EDUC-579 Supervised Student Teaching and Follow-Up of Teachers (2 hours)

Field of English, Speech, and Literature (15 hours) See notes *2

- COMM-207 Speech Communication (3 hours)
- EDUC-252 Children's Literature (3 hours)
- ENGL-101 English Composition (3 hours)
- ENGL-190 Honors English Composition (3 hours)
- or
- ENGL-299 Introduction to Research Writing (3 hours)

*2

- A literature requirement (3 hours)

Field of History and Social Science (15 hours) See notes *3

*3

An Economics course (3 hours)

A Geography course (3 hours)

A History course (3 hours)

A Political Science course (3 hours) and

A Sociology course (3 hours)
Field of Science and Mathematics (14 hours) See notes *4
*4
A biological science lecture (3 hours)
A biological science lab (1 hour)
A physical science lecture (3 hours)
A physical science lab (1 hour)
Six (6) hours of mathematics courses approved by advisor.

Additional Questions

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

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 PittState Pathway courses required? ☐ Yes ☒ No
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?
   <u>none</u>

Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours) ☐ Yes ☐ No

2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? ☐ Yes ☐ No

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

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

☒ Approved: Department Chairperson
Date 9/20/19 Signature, Department Chairperson _Lucia C. Paguirou_

☒ Approved: College Curriculum Committee
Date 11/5/19 Signature, College Curriculum Committee Chair _James Trulove_

☒ Approved: Dean of College
Date 11/5/19 Signature, Dean _James Trulove_

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

☒ Approved: Council for Teacher Education (if applicable)
Date 11/6/19 Signature, Council for Teacher Education Chair _James Trulove_

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 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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Request for Revision to Curriculum- Major or Minor/Emphasis/Certificate- Revised Summer 2019

Request for Revision to Curriculum

Revision for: ☒ Major ☐ Minor ☐ Emphasis ☐ Certificate

Department: TCHLS   **College:** EDUC

This program is to be offered 50% or more online as a Hybrid _____
This program is to be offered fully online _____

Submission Date: 9/20/19

Revision Effective: Fall, 2020
(Year)

Contact Person: Alice Sagehorn ☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Elementary Education K-6

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

Description of Change: Removal of EDUC 464 Measurement and Evaluation and replacement with EDUC 371 Assessment and Evaluation for Elementary Education

Rationale for Change (include changes to curriculum objectives): EDUC 371 is targeted to assessment and evaluation for elementary age students and relevant stakeholders.

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

☐ Yes ☒ No

Whether a "yes" or "no" response, please provide an explanation.
The change only affects the Elementary Education, Elementary Education Unified K-6, and Early Childhood Unified Birth -Grade 3 majors which are housed in the Department of Teaching and Leadership.

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 change only affects the Elementary Education, Elementary Education Unified K-6, and Early Childhood Unified Birth -Grade 3 majors which are housed in the Department of Teaching and Leadership.

Existing Major or Minor/Emphasis/Certificate

Copy and paste the existing curriculum as it currently appears in the online catalog:
The following courses must be completed with a 3.00 GPA or higher and no grade lower than a "C" for admission to Professional Semester.

Education, Psychology, and Laboratory Experiences (56-58)
- EDUC-252 Children's Literature (3 hours)
- EDUC-261 Explorations in Education (3 hours)
- EDUC-307 Clinical Experience (1 hour)
- EDUC-320 Developmentally Appropriate Curriculum for Elementary Education (3 hours)
- EDUC-362 Elementary School Science (3 hours)
- EDUC-366 Primary English Language Arts with Practicum (4 hours)
- EDUC-368 Effective Classroom Management (2 hours)

- EDUC-551 Diversity in the Classroom (3 hours)
- HHP-341 Elementary School Physical Education and Health (3 hours)
- MUSIC-140 Children's Music (3 hours)
- or
- EDUC-321 Methods in Creative Expression (3 hours)
- PSYCH-263 Developmental Psychology (3 hours)
- PSYCH-357 Educational Psychology (3 hours)
- EDTH-330 Technology for Teaching and Learning (3 hours)

Should be taken as part of PittState Pathway.
- SPED-510 Overview of Special Education (3 hours)
- or
- SPED-511 Overview of Special Education (Birth thru 6th Grade) (3 hours)
- EDUC-360 Curriculum Development for Elementary Education (3 hours)
- SPED-513 Instructional Approaches for the Inclusive Classroom (3 hours)

Next Six Courses Required Prior to Admission to Teacher Education
- EDUC-345 Topics in (____) (1-3 hours)

Should be taken for 3 hours.
- EDUC-361 Elementary School Mathematics Intermediate (3 hours)
- EDUC-363 Elementary School Social Studies (3 hours)
- EDUC-367 Intermediate English Language Arts with Practicum (4)
- EDUC-464 Measurement and Evaluation (3 hours)

Professional Semester (15 hours)
- EDUC-458 Methods and Curriculum (3 hours)
- EDUC-475 Supervised Teaching in the School (9 hours)
- or
- EDUC-477 Supervised Teaching in Foreign Languages in the Elementary Schools (3 hours)
- EDUC-579 Supervised Student Teaching and Follow-Up of Teachers (2 hours)

Electives (0-2) See notes *1

Fields of Concentration which are shown below can be satisfied by completing the elementary education program.
A 2.0 GPA is required in each area of concentration.
Field of English, Speech, and Literature (15 hours) See notes *2
- COMM-207 Speech Communication (3 hours)
- EDUC-252 Children's Literature (3 hours)
- ENGL-101 English Composition (3 hours)
- ENGL-190 Honors English Composition (3 hours)
- or
- ENGL-299 Introduction to Research Writing (3 hours)

*2
- A literature requirement (3 hours)

Field of History and Social Science (15 hours) See notes *3

*3
An Economics course (3 hours)
A Geography course (3 hours)
A History course (3 hours)
A Political Science course (3 hours) and
A Sociology course (3 hours)
Field of Science and Mathematics (14 hours) See notes *4

*4
A biological science lecture (3 hours)
A biological science lab (1 hour)

A physical science lecture (3 hours)
A physical science lab (1 hour)
Six (6) hours of mathematics courses approved by advisor.

Proposed Major or Minor/Emphasis/Certificate:

List below, the proposed curriculum as you wish it to appear in the online catalog:
The following courses must be completed with a 3.00 GPA or higher and no grade lower than a "C" for admission to Professional Semester.

Education, Psychology, and Laboratory Experiences (56-58)
- EDUC-252 Children's Literature (3 hours)
- EDUC-261 Explorations in Education (3 hours)
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- EDUC-321 Methods in Creative Expression (3 hours)
- PSYCH-263 Developmental Psychology (3 hours)
- PSYCH-357 Educational Psychology (3 hours)
- EDTH-330 Technology for Teaching and Learning (3 hours)

Should be taken as part of PittState Pathway.
- SPED-510 Overview of Special Education (3 hours)
- or
- SPED-511 Overview of Special Education (Birth thru 6th Grade) (3 hours)
- EDUC-360 Curriculum Development for Elementary Education (3 hours)
- SPED-513 Instructional Approaches for the Inclusive Classroom (3 hours)

Next Six Courses Required Prior to Admission to Teacher Education
- EDUC-345 Topics in (_____) (1-3 hours)

Should be taken for 3 hours.
- EDUC-361 Elementary School Mathematics Intermediate (3 hours)
- EDUC-363 Elementary School Social Studies (3 hours)
- EDUC-367 Intermediate English Language Arts with Practicum (4)

EDUC 371 Assessment and Evaluation for Elementary Eduation
- Professional Semester (15 hours)
- EDUC-458 Methods and Curriculum (3 hours)
- EDUC-475 Supervised Teaching in the School (9 hours)
- or
- EDUC-477 Supervised Teaching in Foreign Languages in the Elementary Schools (3 hours)
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A Sociology course (3 hours)

Field of Science and Mathematics (14 hours) See notes *4

*4
A biological science lecture (3 hours)
A biological science lab (1 hour)
A physical science lecture (3 hours)
A physical science lab (1 hour)
Six (6) hours of mathematics courses approved by advisor.

Additional Questions

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

   _____

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

   Please give the rationale for additional student fees:

   _____

3. Will this revision have specific PittState Pathway courses required? ☐ Yes X No
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

   _____

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.

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☒ Approved: Department Chairperson
Date 9/20/19 Signature, Department Chairperson _Alicia C. Sagehorn_

☒ Approved: College Curriculum Committee
Date 11/5/19 Signature, College Curriculum Committee Chair _James Truelove_

☒ Approved: Dean of College
Date 11/5/19 Signature, Dean _James Truelove_

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

☒ Approved: Council for Teacher Education (if applicable)
Date 11/6/19 Signature, Council for Teacher Education Chair _James Truelove_

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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Request for Revision to Curriculum- Major or Minor/Emphasis/Certificate- Revised Summer 2019

6

Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: TCHLS   College: Education

Submission Date: 9/20/2019

Contact Person: Alice Sagehorn   ☐ Faculty member X Chair

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

☐ Yes ☒ No

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

This course will be included in the Elementary Education, Elementary Education Unified, and Early Childhood Unified Birth-Grade 3 programs housed in the Department of Teaching and Leadership only.

Proposed Course:

Course Number: EDUC 371

Title of Course: Assessment and Evaluation for Elementary Education

Credit Hours: 3

Date first offered: SP20   ☒ Fall ☒ Spring ☐ Summer
(Semester/Year)   (check all that apply)

Prerequisite: Completion of EDUC 261 Explorations in Education, SPED 510/511 Overview of Special Education, SPED 512 Characteristics of Students in Inclusive Education, SPED 513 Instructional Approaches for Inclusive Classroom, EDUC 252 Children's Literature, EDUC 307 Clinical Experience, EDUC 360 Elementary Social Studies, EDUC 320 Developmentally Appropriate Curriculum in El Ed, and Psych 357 Educational Psychology.

Course Description (as it will appear in the next catalog): Evaluation of pupil progress; educational tests and their uses; techniques of using evaluative information in working with elementary students and parents.

Purpose/Justification for Proposed Course: The purpose of this course is to prepare teacher candidates at the elementary level to assess and evaluate student learning and achievement and share the outcomes with relevant stakeholders. This course will replace EDUC 464 Measurement and Evaluation.

Objectives/Student Learning Outcomes (as it will appear in the syllabus)
1.   The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
2.   The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.
3.   The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress
4.   The candidate understands the process for aligning instruction and assessment with learning targets.
5.   The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret evaluate and apply information.
6.   The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback.

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

Daily Work & Attendance: Candidates will be responsible for assigned readings, daily course work and may take occasional quizzes.

Weekly Assignments & Collaborative Work: Students will work independently or collaboratively to complete course work and projects as assigned during the week.

Semester Culminating Project: Due Dead Week. Details provided later.

Exams: Mid Term and Final Exams will be given to assess content knowledge.

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.):
   <u>none</u>

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 PittState Pathway? ☐ Yes ☒ No

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

   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

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　　Date 9/20/19 Signature, Department Chairperson _Alice C. Sagehorn_

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　　Date 11/5/19 Signature, College Curriculum Committee Chair _James Truelove_

☒　Approved: Dean of College
　　Date 11/5/19 Signature, Dean _James Truelove_

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DEPARTMENT OF TEACHING AND LEADERSHIP
COLLEGE OF EDUCATION
PITTSBURG STATE UNIVERSITY

Course Number: EDUC 371
Credit Hours: 3

Title: Assessment and Evaluation for Elementary Education
Course Delivery Method: Face to Face

I. COURSE DESCRIPTION

Evaluation of pupil progress; educational tests and their uses; techniques of using evaluative information in working with elementary students and parents.

II. PREREQUISITES

Completion of EDUC 261 Explorations in Education, SPED 510/511 Overview of Special Education, SPED 512 Characteristics of Students in Includsive Education, SPED 513 Instructional Approaches for Inclusice Classroom, EDUC 252 Chilrdren's Literature, EDUC 307 Clinical Experience, EDUC 360 Elementary Social Studies, EDUC 320 Developmentally Appropriate Curriculum in El Ed, Psych 357 Educational Psychology.

III. COURSE OBJECTIVES

Kansas Elementary Professional Standards

Standard 1: Learning The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.

Kansas Elementary Education Unified Standards

Standard 1: Characteristics/Legal/Historical/Philosophical Foundations The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs. **1.1, 1.3**

Standard 2: Assessment The K-6 unified teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations. **2.2, 2.3**

Standard 3: Planning Instruction considering individual learner characteristics The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation. **3.4**

Standard 6: English Language Arts The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language) --as well as individual performance data to plan, implement,

1

and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. **6.2**

Standard 7: Math The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) as well as individual performance data to plan, implement, and assess mathematical learning experiences that engage all students to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. **7.2**

Standard 8: Science The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses fundamental concepts in science (physical, life, and earth and space sciences) including science in technology, personal and social perspectives, history and nature, unifying concepts, and inquiry processes as well as individual performance data to plan, implement, and assess science learning experiences that engage all students to plan, implement, and assess science learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. **8.2**

Standard 9: Social Studies The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. **9.2**

Standard 11: Professional and Ethical Practice The Elementary Education Unified (EEU) K-6 teacher candidates identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies. **11.1, 11.3**

Kansas Professional Education Standards

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content. **4.1.5**

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking. **5.2.2**

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and

assess individual student learning, engage learners in self-assessment, and use data to make decisions. **6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.2.1, 6.2.2, 6.2.4, 6.3.1, 6.3.2, 6.3.3, 6.3.4**

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **7.1.2**

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession. **10.1.2, 10.1.3**

IV. TEXT AND MATERIALS

Required- Stiggins & Chappus: *An Introduction to Student-Involved Assessment FOR Learning* (ISBN: 9780132563833)

Suggested- Marzano: *Formative Assessment & Standards-Based Grading, 10th Edition* (ISBN: 9780982259221)

V. TECHNOLOGY

This course utilizes Canvas for instruction, document access, discussion, assignments, attendance, and grades. All assignments and projects are submitted to the instructor via Canvas. Students access the Internet, Microsoft Word, and PowerPoint with frequency. Canvas tutorials, the Gorilla Geeks, and the course instructor are available to assist students with technology.

Gorilla Geeks Help Desk contact information:

620.235.4600/Geeks@pittstate.edu/http://www.pittstate.edu/office/gorilla-geeks/

Due to the nature of the interaction and activities in this course, it is HIGHLY recommended that you BRING YOUR OWN DEVICE if at all possible. The instructor will attempt to make university iPads or laptops available when possible.

TECHNICAL REQUIREMENTS

You will need access to MS Office 2007 or newer for the PC or 2008 or newer for the MAC. If you do not have a copy of Microsoft Office 2007 or 2010, you can download a **free 60-day trial** of the 2010 version at Microsoft's website. Software is also available for you to use in most **computer labs on campus.**

You will need the latest version of Internet Explorer, Firefox, Safari, or Chrome for a browser and be able to access the PSU CANVAS website. Your browser must have the latest plug-ins for commonly used functions like Adobe, Flash, and Java.

High-Speed Internet Access – Primary and Back-Up Connections – You MUST have access to a high-speed internet connection. If your home computer is not working you **MUST** have a back-up plan such as one of the computer labs on campus. Not having access to the internet is **NOT** an excuse for missing deadlines for your course work.

The instructor sends individual and group email to students through Canvas. Students are responsible for assuring their e-mail address matches the e-mail address on Canvas. **Honoring student time is a goal of the instructor. If the instructor does not respond to a question from a student email within 24 hours (weekdays) or 48 hours (weekends), then she has not received the message.** Students are then urged to either stop by the instructor's office or leave a message with the Teaching and Leadership office staff (201 Hughes Hall) or at 620.235.4917. Students who send email announcing their absence from class usually do not receive a response from the instructor, though such messages are saved for future reference. For further information regarding student absences, please review the section entitled Professionalism within this syllabus.

VI. TEACHING STRATEGIES

Lecture and demonstration
Readings
Discussion

Collaborative learning
Use of videos and other media
Guest speaker

VII. REQUIREMENTS AND EVALUATION
A. ATTENDANCE

Regular attendance and participation in class activities are essential for successful completion of this course. Students are expected to be in attendance for each class session except in case of emergency. *In accordance with Teaching and Leadership departmental procedure, if a student has two absences (excused or unexcused), the course instructor reserves the right to drop the student from the course.*

A sign-in sheet is used to record daily class attendance. EACH STUDENT is responsible for signing in when entering the classroom. THE INSTRUCTOR WILL NOT SIGN IN FOR STUDENTS WHO FORGET NOR ARE ATTENDANCE SHEETS AVAILABLE TO SIGN AT A LATER DATE. Attendance points are deducted from students who arrive late or leave early. Falsifying a signature is considered academic dishonesty. Attendance grades are posted to Canvas at midterm and after the last day of regular class.

Attendance always counts. Effective teachers understand the importance of class attendance. Each of you must expect excellent attendance of your students, so your students will have opportunities to reach their full potential. The instructor of this course holds the same expectations and desires for her students. Please keep this in mind as you work your way through this class: All lectures, assignments, and activities are carefully created to help students be better prepared for and successful with their teaching careers. Additionally, the instructor honors her students' schedules. Class will promptly begin and end according to the university schedule. Students who enter class late will miss important information and opportunities.

B. PROFESSIONALISM

Students are expected to maintain a professional composure at all times. Examples of professionalism include showing respect by listening to the instructor and other class members when they are speaking to the class; participating in class activities and discussions; refraining from working on other course assignments during class time; arriving to class on time and staying for the entire class period, except in the case of emergencies; maintaining a positive attitude toward the course, the instructor, and peers.

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This course provides opportunities for students to practice and become better prepared for their professional responsibilities as teachers. The instructor holds high expectations of each student to demonstrate professional dispositions (behavior/characteristics) and skills. The following cover critical issues of professional responsibility. Others will be discussed during the semester. Students who demonstrate lack of such dispositions and skills are candidates for the Office of Teacher Education Student Concern Form.

Teacher Ed Handbook http://www.pittstate.edu/dotAsset/0ccc1730-1040-4c03-9def-f08682b079ad.pdf

C. ACADEMIC HONESTY

Teacher candidates are expected to follow the PSU Academic Honesty Policy that addresses unethical acts associated with coursework or grades. Full text of this policy can be found on the Pittsburg State University web page. Course instructors will report suspected violations of this policy to the University Academic Honesty Committee for review and action.

The policy lists specifically, but is not limited to, the following:

(a) giving or receiving unauthorized aid on examinations, preparation of notebooks, papers, and other assignments:

(b) handing in the same work for more than one course without instructor permission;

(c) Plagiarism

Full text of the policy can be found in the PSU University Catalog, or at http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot *. Course instructor will present violations of the policy to the University Academic Honesty Committee for review and action.*

The following information is very important. Cases HAVE happened in the past and were dealt with using the following syllabus guidelines. Please BE WARNED: **If instructor finds evidence of cheating of any kind, such as plagiarism (copying from internet or other sources), copying work from other students, etc. the student will be notified of the charge and will be immediately dropped from the class and a grade of "XF" will be assigned to the student's transcript.**

Student Concern Form

If a student presents concerning behavior during the semester, the instructor submits a Student Concern form to the Office of Teacher Education. Students who fail to demonstrate professionalism (poor attendance, texting, dishonesty, unprofessional attitude) are especially at risk. Additionally, students who make inappropriate comments, sleep during class, demonstrate poor writing skills, or repeatedly turn in late assignments are also candidates for receiving a Student Concern notice.

D. COURSE ACTIVITIES

Daily Work & Attendance: Candidates will be responsible for assigned readings, daily course work and may take occasional quizzes.

Weekly Assignments & Collaborative Work: Students will work independently or collaboratively to complete course work and projects as assigned during the week.

Semester Culminating Project: Due Dead Week. Details provided later.

Exams: Mid Term and Final Exams will be given to assess content knowledge.

The grading scale for final course grades will be:

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

LATE ASSIGNMENTS WILL NOT BE ACCEPTED

PROFESSIONAL: A person worthy of the high standards of a profession.

A professional is someone who, without supervision or regulation:

⟹ Is responsible, dependable and punctual
⟹ Is competent, caring and committed
⟹ Has a continuing growth plan to achieve and further develop competence
⟹ Participates in self-evaluation and reflection to enhance competence
⟹ Strives continuously to raise the level of expectation for oneself and others.
⟹ Respects others and their beliefs
⟹ Communicates fluently using appropriate and grammatically correct oral and written language.
⟹ Seeks to implement the recommendations from evaluations of his/her personal performance
⟹ Communicates in a respectful way, striving to understand the other's point of view.

Texting during class is not permitted.

Students who *text* during class demonstrate disinterest in the teaching profession. The instructor will not recommend students who text during class for student teaching, scholarships, or jobs.

CHANGES TO THE SYLLABUS

As educators become acquainted with the backgrounds, strengths, needs, and knowledge of their students, decisions are made in how to best teach for that particular audience. The instructor of this course will make changes to the syllabus as needed during the semester. *All changes will be communicated to the students either through Canvas, university email, or during class.*

A TEACHER AFFECTS ETERNITY; NO ONE CAN TELL WHERE HIS INFLUENCE STOPS.   ~HENRY ADAMS

PITTSBURG STATE UNIVERSITY
COLLEGE OF EDUCATION
PROFESSIONAL KNOWLEDGE BASE

THE LEARNER AND LEARNING

Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.

1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.
2. The candidate understands that cognitive, linguistic, social, emotional and physical development influences learning.
3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.
4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.
5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures and community resources into practice.
6. The candidate understands how to manage the learning environment by organizing, allocating and coordinating the resources of time and space.
7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

CONTENT

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues.

9. The candidate understands that learners should question, analyze and understand concepts from diverse perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.
12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.
13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions and debates that are central to the discipline.

INSTRUCTIONAL PRACTICE

Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.
17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.
18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).
19. The candidate understands the process for aligning instruction and assessment with learning targets.
20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.
21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.
22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).
23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.
24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback.

PROFESSIONAL RESPONSIBILITY

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

25. The candidate knows how to use information and technology ethically, legally and safely.
26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).
28. The candidate understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.
29. The candidate knows how to contribute to a common culture that supports high expectations for student learning.
30. The candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
31. The candidate knows how to communicate effectively with all members of the learning community.

Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: TCHLS   College: Education

Submission Date: 9/20/19

Contact Person: Alice Sagehorn ☐ Faculty member ☒ Chair

Revision Effective: SP 2020 (Semester/Year)

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

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

☒ Yes ☐ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
This change has been discussed with all teacher education programs at the Council for Teacher Education meeting in September, 2019.

Purpose/Justification for Revision to Course: To maintain the 120 hour maximum for most of the Teacher Education programs.

Existing Course:
Course Number: EDUC 464

Title of Course: Measurement and Evaluation

Credit Hours: 3

Prerequisite: Admission to Teacher Education

Course Description (as it appears in the current catalog): EDUC 464 Foundations of Measurement and Evaluation. 3 hours. Evaluation of pupil progress; educational tests and their uses; techniques of using evaluative information in working with students and parents. Prerequisite: Admission to Teacher Education.

Proposed Course:
Course Number: EDUC 464

Title of Course: Measurement and Evaluation

Credit Hours: 2

Prerequisite: Admission to Teacher Education

Course Description (**as it will appear in the next catalog**): EDUC 464 Foundations of Measurement and Evaluation. 2 hours. Evaluation of pupil progress; educational tests and their uses; techniques of using evaluative information in working with students and parents. Prerequisite: Admission to Teacher Education.

Additional Questions

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

   If "yes," please indicate the University's PittState Pathway Goals met by this course AND the assessment data that will be collected to measure these goals:
   _____
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

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

☒ Approved: Department Chairperson
Date 9/20/19 Signature, Department Chairperson _Alice C. Sagehorn_

☒ Approved: College Curriculum Committee
Date 11/5/19 Signature, College Curriculum Committee Chair _James Truelove_

☒ Approved: Dean of College
Date 11/5/19 Signature, Dean _James Truelove_

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

☒ Approved: Council for Teacher Education (if applicable)
Date 11/6/19 Signature, Council for Teacher Education Chair _James Truelove_

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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

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

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

Request for New Minor/Emphasis/Certificate

Proposal for a New: ☒ Minor ☐ Emphasis ☐ Certificate

Department: ETECH   **College:** COT   This program is to be offered 50% or more online as a Hybrid**NO**
This program is to be offered fully online**NO**

Submission Date: Sep 19 **Effective:** Fall, 2020
(Year)

Contact Person: Clark Shaver   ☒ Faculty member ☐ Chair

Title of Proposed Minor/Emphasis /Certificate: Automation Engineering Technology

Purpose/Justification for Minor/Emphasis/Certificate: The new minor provides a path of entry into the automation field for students outside of the EET department. A minor in automation is a solid credential for any student starting off in the field of automation. The EET department is in the process of creating more focus on automation.

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

Whether a "yes" or "no" response, please provide an explanation.
There is not a program within the six Kansas Board of Regent universities that focuses on Automation. Wichita State has a Mechatronics program but its curriculum does not have the same focus as this proposal. WSU program is a mix between mechanical and electrical engineering. The proposed PSU minor is focused on PLC programming and solutions to industrial automation problems.

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
The required courses for this minor will be constructed from existing EET courses. The elective courses are made up from both EET courses as well as courses from other programs. However the impact to the load of those courses is expected to be minimal.

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

Additional Questions

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

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

   Please give the rationale for additional student fees:
   _____

3. Will this minor/emphasis/certificate have specific PittState Pathway courses required?
   ☐ Yes   ☒ No
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

4. Will this minor/emphasis/certificate affect any education majors?   ☐ Yes   ☒ No
   If "yes," please realize that this requirement will need to have the approval of the Council for Teacher Education.

5. What additional costs will be required for this minor/emphasis/certificate (e.g. staffing, equipment, etc.)?
   _____

Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours)   ☐ Yes   ☐ No

2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student?   ☐ Yes   ☐ No

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

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

☑ **Approved: Department Chairperson**
Date 9/26/19 Signature, Department Chairperson _____

☒ **Approved: College Curriculum Committee**
Date 11.4.19 Signature, College Curriculum Committee Chair _____

☒ **Approved: Dean of College**
Date 11.4.19 Signature, Dean _____

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

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

☑ **Approved: Faculty Senate University Undergraduate Curriculum Committee**
Date 11-6-19 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 _____

Approval at Kansas Board of Regents level:

☐ **COCAO**   Date: _____

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

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

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

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

additional month added to the process, before it is sent to the Kansas Board of Regents for approval, which may result in a delay in implementation.

Kansas Board of Regents

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

PITTSBURG STATE UNIVERSITY

(NAME OF INSTITUTION)

1701 S. BROADWAY ST.   PITTSBURG, KS 66762

(ADDRESS)

620.231.7000

(TELEPHONE)

TITLE OF MINOR:

AUTOMATION ENGINEERING TECHNOLOLGY (15.0406)

(Title and CIP)

October 2019
(Date Submitted)

(Signature of Vice-President/or Provost)

PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

Kansas Board of Regents

Submitted by _____

College of Minor _____College of Technology_____

Department of Minor_____Engineering Technology_____

Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.
The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.

I.   Describe the Purpose of the Proposed Minor:

This minor will help a broader range of Pitt State graduates enter the expanding field of industrial automation. Employer demand for students with skills in the automation field outweighs the number of Electronics Engineering Technology graduates. This minor is intended to give students another entry point into this career field.

II.   Provide Curriculum for the Minor (extend course listing as needed):

Course Type	Course Name & Number	Credit Hours
Required Core Courses	EET 100 Prolog to Electronics OR EET 141 Introductory Electronics	2 OR 3
	EET 343 Automation I: Industrial Controls	3
	EET 443 Automation II: System Integration	3
	EET 543 Automation III: Immersive Experiences	3
	EET 448 Network Systems	3
Elective Courses	*(Take 6 credit hours from the following)*	
	CIS 240 Intermediate Programming	3
	CIS 615 Database Management	3
	CMCET 331 Electrical Systems	3
	EET 449 Programmable Logic Devices	3
	EET 549 Advanced Microcontrollers	3
	EET 646 Control Theory	3
	MATH 569 Numerical Methods	3
	MECET 226 Computer Aided Design	3
	MECET 420 Kinematics	3
Total Semester Credit Hours		20-21

III.   Faculty resources:

    A.   Number of FTE Faculty who will teach in the new minor: #___3*___

    B.   Rank of Faculty (indicate number of faculty for each ranking):

        Prof.____3____   Assoc. Prof_____   Asst. Prof. _____

        Instr. _____   GTAs_____

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

        Bachelor_____   Masters____2____   Doctorate____1____

    *Three faculty will teach the required core classes.

Greg Murray
Thu 9/19/2019 1:27 PM
Clark Shaver; David Miller; Jacob Lehman; Angela Ashmore; Rebeca Book; Ronny Galloway ⌄

I see no issue with your proposed changes/additions.

...

David Miller
Thu 9/19/2019 12:22 PM

There's no problem from my perspective.

--DM

...

Clark Shaver
Thu 9/19/2019 12:13 PM

Can we vote on the course changes that I sent out last week? I need to get those moving through the system.

Clark D. Shaver, PE
Associate Professor / Program Coordinator
Electronics Engineering Technology
Pittsburg State University
620.235.4357

No Trees were harmed in the sending of this message, but a large number of electrons were terribly inconvenienced.

...

Request for Revision to Curriculum

Revision for: ☒ Major ☐ Minor ☒ Emphasis ☐ Certificate

Department: <u>ETECH</u>   College: <u>COT</u>   This program is to be offered 50% or more online as a Hybrid<u>NO</u>
This program is to be offered fully online<u>NO</u>

Submission Date: <u>SEPTEMBER 2019</u>   Revision Effective: Fall, <u>2020</u>

(Year)
Contact Person: <u>Clark Shaver</u>   ☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: <u>Controls (emphasis)</u>

If proposing a name change to major or minor/emphasis/certificate, indicate Proposed Name Change:
<u>Automation (emphasis)</u>

Description of Change: <u>Three types of changes are present in this document. (1) Emphasis name change, (2) emphasis curriculum change, and (3) a change to the major curriculum. The new emphasis curriculum will reflect the newly legislated courses, EET 343 Automation I, EET 443 Automation II, and EET 543 Automation III. The Emphasis will also go from 9hrs required + 3hrs EET elective, to 15hrs required. In order to accomadate the extra 3 hours in this emphasis, approved technical elective requirements for this emphasis will be reduced from 9hrs to 6hrs. The change to the major curriculum (3) is the removal of EET 299 as a required course and the addition of the new course EET 440 Capstone Fundamentals.</u>

Rationale for Change (include changes to curriculum objectives): <u>The change will reflect the focus on automation that is found in the EET program. It reflects the nature of the jobs that EET students are obtaining upon graduation. This proposal was ratified by the EET industrial advisory committee last April. The major curriculum change is due to a change in the assessment procedures of the program, the core exam is no longer administered. The change also reflects a 3rd, prepatory course in the Senior Capstone course sequence.</u>

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.
<u>No. There is already a controls emphasis at PSU. This revised, renamed emphasis will simply better serve students who seek a career in this field.</u>

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.
<u>This emphasis is only available to EET majors.</u>

Existing Major or Minor/Emphasis/Certificate
Copy and paste the existing curriculum **as it currently appears** in the online catalog:
Core Requirements
Major Requirements (36 hours)
EET-100 Prolog to Electronics (2 hours)

EET-144 D.C. Circuit Analysis Methods (3 hours)
EET-244 Logic Circuits (3 hours)
EET-245 Electronic Devices and Circuits (3 hours)
EET-246 A.C. Circuit Analysis Methods (3 hours)
EET-299 Electronics Core Exam (1 hour)
EET-341 Signals and Systems (3 hours)
EET-344 Microcomputer Systems (3 hours)
EET-349 Analog Integrated Circuits (3 hours)
EET-540 Electronic Design Proposal (3 hours)
EET-546 Electronic Controls (3 hours)
EET-640 Application Design Problems (2 hours)
EET-641 Electric Power (3 hours)
EET-642 Electronic Technology Seminar (1 hour)

Support Courses (20 hours) See notes *1
MATH-126 Pre-Calculus (4 hours)
MATH-143 Elementary Statistics (3 hours)
MATH-154 Calculus II (5 hours)
ENGL-301 Technical/Professional Writing (3 hours)
PHYS-105 Engineering Physics II (4 hours)
and
PHYS-131 Elementary Physics Laboratory II (1 hour)
ETECH-694 Engineering Technology Laboratory Internship (_____) (1-4 hours)
Must be taken for 1 hour.
*1 MATH 126 Pre-Calculus is preferred for support courses. MATH 113 College Algebra and MATH 122 Plane Trigonometry may be substituted.

Approved Electives selected from: See notes *2
CIS-230 Introduction to Programming (3 hours)
CIS-345 Object Oriented Programming Using Java (3 hours)
CIS-470 Network and Information Security (3 hours)
CMCET-331 Electrical Systems (3 hours)
EET-742 Programmable Logic Devices (3 hours)
EET-743 Advanced Engineering Electromagnetics (3 hours)
EET-745 Advanced Microprocessor Systems and Applications (3 hours)
ETECH-300 Cooperative Education (_____) (3-6 hours)
MATH-212 Matrix Algebra (2 hours)
MATH-513 Discrete Structures (3 hours)
MATH-543 Probability and Statistics (3 hours)
MATH-553 Differential Equations (3 hours)
MATH-569 Numerical Analysis (3 hours)
MATH-617 Linear Algebra (3 hours)
MFGET-363 Principles of Tool Design (3 hours)
MFGET-405 Quality Control (3 hours)
MECET-420 Kinematics (2 hours)
MECET-423 Mechanics of Materials (3 hours)
MECET-424 Mechanics of Materials Laboratory (1 hour)
MECET-524 Fluid Mechanics (3 hours)
MECET-525 Fluid Mechanics Laboratory (1 hour)
MKTG-330 Principles of Marketing (3 hours)
PHYS-512 Electricity and Magnetism I (3 hours)

PHYS-516 Modern Physics I (3 hours)
PHYS-532 Electronic Circuits I (3 hours)
PHYS-743 Solid State Electronics (3 hours)
*2 Or upper-division courses from Mathematics or Physics, others by consent of advisor.

Controls Emphasis See notes *3
EET-340 Introduction to Industrial Automation (3 hours)
EET-646 Control Systems (3 hours)
EET-649 Advanced Programmable Logic Controllers (3 hours)
*3 An additional upper division, above 300 level, Electronics Engineering Technology emphasis.

Electronic Embedded Systems Emphasis See notes *4
EET-449 Programmable Logic Devices (3 hours)
EET-549 Advanced Microcontrollers (3 hours)
EET-647 Digital Signal Processing (3 hours)
*4 An additional upper division, above 300 level, Electronics Engineering Technology emphasis area.

Department Preferred Pathway
Core Elements

Written Communications
ENGL-101 English Composition (3 hours)
ENGL-299 Introduction to Research Writing (3 hours)

Verbal Communication
COMM-207 Speech Communication (3 hours)

Quantitative/Analytic Methods
MATH-150 Calculus I (5 hours)

Essential Studies

The Human Experience - Select 3 hours from:
ART-178 Introduction to the Visual Arts (3 hours)
ART-188 The Designed World (3 hours)
ART-217 Crafts I (3 hours)
ART-222 Jewelry Design I (3 hours)
ART-233 Drawing I (3 hours)
ART-244 Ceramics I (3 hours)
ART-266 Sculpture I (3 hours)
ART-277 Painting I (3 hours)
ART-288 Introduction to Art History I (3 hours)
ART-289 Introduction to Art History II (3 hours)
ART-311 Art Education (3 hours)
COMM-105 Performance Appreciation (3 hours)
COMM-205 Performance Studies (3 hours)
COMM-395 Theatre History (___) (3 hours)
ENGL-250 Introduction to Creative Writing (3 hours)
HHP-151 Dance Appreciation (3 hours)
MUSIC-120 Music Appreciation (____) (3 hours)
MUSIC-121 Introduction to Music Literature (3 hours)

MUSIC-321 History of Music (3 hours)
MUSIC-322 History of Music (3 hours)

Human Systems
ETECH-502 Engineering Economy (3 hours)
*And one of the following:
MECET-121 Engineering Graphics I (3 hours)
*And one of the following:
MFGET-263 Manufacturing Methods I (2 hours)
*And one of the following:
MFGET-268 Manufacturing Methods I Laboratory (1 hour)
*And one of the following:
SOC-100 Introduction to Sociology (3 hours)
POLS-103 Comparative Politics (3 hours)
HIST-101 World History to 1500 (3 hours)
HIST-102 World History from 1500 (3 hours)
HIST-201 American History to 1865 (3 hours)
HIST-202 American History from 1865 (3 hours)
ANTH-101 Introduction to Cultural Anthropology (3 hours)
MLL-124 French Language and Culture I (3 hours)
MLL-154 Spanish Language and Culture I (3 hours)
PHIL-103 Introduction to Philosophy (3 hours)
PHIL-231 World Religions (3 hours)
WGS-399 Global Women's Issues (3 hours)

Natural World
PHYS-100 College Physics I (4 hours)
or
PHYS-104 Engineering Physics I (4 hours)
PHYS-130 Elementary Physics Laboratory I (1 hour)

Wellness Strategies
HHP-150 Lifetime Fitness Concepts (1 hour)
PSYCH-155 General Psychology (3 hours)

Gorilla Gateway
UGS-150 Gorilla Gateway (2)

Pathway elective
EET 247 Computer Programming for Electronic Systems (3 hours)

Proposed Major or Minor/Emphasis/Certificate:
List below, the proposed curriculum as you wish it to appear in the online catalog:
Major Requirements (36 hours)
EET-100 Prolog to Electronics (2 hours)
EET-144 D.C. Circuit Analysis Methods (3 hours)
EET-244 Logic Circuits (3 hours)
EET-245 Electronic Devices and Circuits (3 hours)
EET-246 A.C. Circuit Analysis Methods (3 hours)
EET-341 Signals and Systems (3 hours)

EET-344 Microcomputer Systems (3 hours)
EET-349 Analog Integrated Circuits (3 hours)
EET-440 Capstone Fundamentals (1 hour)
EET-540 Senior Capstone I (3 hours)
EET-546 Instrumentation (3 hours)
EET-640 Senior Capstone II (2 hours)
EET-641 Electric Power (3 hours)
EET-642 Electronic Technology Seminar (1 hour)

Support Courses (20 hours) See notes *1
MATH-126 Pre-Calculus (4 hours)
MATH-143 Elementary Statistics (3 hours)
MATH-154 Engineering Calculus II (4 hours)
ENGL-301 Technical/Professional Writing (3 hours)
PHYS-105 Engineering Physics II (4 hours)
and
PHYS-131 Elementary Physics Laboratory II (1 hour)
ETECH-694 Engineering Technology Laboratory Internship (____) (1-4 hours)
Must be taken for 1 hour.
*1 MATH 126 Pre-Calculus is preferred for support courses. MATH 113 College Algebra and MATH 122 Plane Trigonometry may be substituted.

Approved Electives (6 hours for Automation Emphasis, 9 hours for all other emphases): See notes *2
CIS-230 Introduction to Programming (3 hours)
CIS-345 Object Oriented Programming Using Java (3 hours)
CIS-470 Network and Information Security (3 hours)
CMCET-331 Electrical Systems (3 hours)
EET-742 Programmable Logic Devices (3 hours)
EET-743 Advanced Engineering Electromagnetics (3 hours)
EET-745 Advanced Microprocessor Systems and Applications (3 hours)
ETECH-300 Cooperative Education (____) (3-6 hours)
MATH-212 Matrix Algebra (2 hours)
MATH-513 Discrete Structures (3 hours)
MATH-543 Probability and Statistics (3 hours)
MATH-553 Differential Equations (3 hours)
MATH-569 Numerical Analysis (3 hours)
MATH-617 Linear Algebra (3 hours)
MFGET-363 Principles of Tool Design (3 hours)
MFGET-405 Quality Control (3 hours)
MECET-420 Kinematics (2 hours)
MECET-423 Mechanics of Materials (3 hours)
MECET-424 Mechanics of Materials Laboratory (1 hour)
MECET-524 Fluid Mechanics (3 hours)
MECET-525 Fluid Mechanics Laboratory (1 hour)
MKTG-330 Principles of Marketing (3 hours)
PHYS-512 Electricity and Magnetism I (3 hours)
PHYS-516 Modern Physics I (3 hours)
PHYS-532 Electronic Circuits I (3 hours)
PHYS-743 Solid State Electronics (3 hours)
*2 Or upper-division courses from Mathematics or Physics, others by consent of advisor.

Automation Emphasis
EET-343 Automation I: Programmable Logic Controllers (3 hours)
EET-443 Automation II: System Integration (3 hours)
EET-543 Automation III: Immersive Experiences (3 hours)
EET-646 Control Theory (3 hours)
EET-448 Network Systems (3 hours)

Computer and Embedded Systems Emphasis See notes *4
EET-449 Programmable Logic Devices (3 hours)
EET-549 Advanced Microcontrollers (3 hours)
EET-647 Digital Signal Processing (3 hours)
*4 An additional upper division, above 300 level, Electronics Engineering Technology emphasis area.

Department Preferred Pathway
Core Elements

Written Communications
ENGL-101 English Composition (3 hours)
ENGL-299 Introduction to Research Writing (3 hours)

Verbal Communication
COMM-207 Speech Communication (3 hours)

Quantitative/Analytic Methods
MATH-150 Calculus I (5 hours)

Essential Studies

The Human Experience - Select 3 hours from:
ART-178 Introduction to the Visual Arts (3 hours)
ART-188 The Designed World (3 hours)
ART-217 Crafts I (3 hours)
ART-222 Jewelry Design I (3 hours)
ART-233 Drawing I (3 hours)
ART-244 Ceramics I (3 hours)
ART-266 Sculpture I (3 hours)
ART-277 Painting I (3 hours)
ART-288 Introduction to Art History I (3 hours)
ART-289 Introduction to Art History II (3 hours)
ART-311 Art Education (3 hours)
COMM-105 Performance Appreciation (3 hours)
COMM-205 Performance Studies (3 hours)
COMM-395 Theatre History (___) (3 hours)
ENGL-250 Introduction to Creative Writing (3 hours)
HHP-151 Dance Appreciation (3 hours)
MUSIC-120 Music Appreciation (___) (3 hours)
MUSIC-121 Introduction to Music Literature (3 hours)
MUSIC-321 History of Music (3 hours)
MUSIC-322 History of Music (3 hours)

Human Systems (12 Hours)

Required Pathways course
ETECH-502 Engineering Economy (3 hours)
Required Pathways course
MECET-121 Engineering Graphics I (3 hours)
Required Pathways course
MFGET-263 Manufacturing Methods I (2 hours)
Required Pathways course
MFGET-268 Manufacturing Methods I Laboratory (1 hour)
*AND one of the following:
SOC-100 Introduction to Sociology (3 hours)
POLS-103 Comparative Politics (3 hours)
HIST-101 World History to 1500 (3 hours)
HIST-102 World History from 1500 (3 hours)
HIST-201 American History to 1865 (3 hours)
HIST-202 American History from 1865 (3 hours)
ANTH-101 Introduction to Cultural Anthropology (3 hours)
MLL-124 French Language and Culture I (3 hours)
MLL-154 Spanish Language and Culture I (3 hours)
PHIL-103 Introduction to Philosophy (3 hours)
PHIL-231 World Religions (3 hours)
WGS-399 Global Women's Issues (3 hours)

Natural World
PHYS-100 College Physics I (4 hours)
or
PHYS-104 Engineering Physics I (4 hours)
PHYS-130 Elementary Physics Laboratory I (1 hour)

Wellness Strategies
HHP-150 Lifetime Fitness Concepts (1 hour)
PSYCH-155 General Psychology (3 hours)

Gorilla Gateway
UGS-150 Gorilla Gateway (2)

Pathway elective
EET 247 Computer Programming for Electronic Systems (3 hours)

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
   <u>no</u>

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 PittState Pathway courses required? ☐ Yes   ☒ No
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?
   <u>0</u>

Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines?
   (minimum of 24 hours) ☐ Yes   ☐ No

2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? ☐ Yes   ☐ No

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

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

☑ Approved: Department Chairperson
Date 9/26/19 Signature, Department Chairperson _____

☒ Approved: College Curriculum Committee
Date 11.4.19 Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date 11.4.19 Signature, Dean _____

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

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

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

☐ Final approved packet forwarded to Provost's office.
Date _____ Signature, Recording Secretary, Faculty Senate _____

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

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

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

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

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

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

Request for Revision to Curriculum

Revision for: ☐ Major ☐ Minor ☒ Emphasis ☐ Certificate

Department: ETECH **College:** COT

This program is to be offered 50% or more online as a Hybrid NO
This program is to be offered fully online NO

Submission Date: Sept 2019

Revision Effective: Fall, 2020

(Year)

Contact Person: Clark Shaver ☒ Faculty member ☐ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Electronic Embedded Systems

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

Description of Change: This is a name change only. Curriculum will remain the same.

Rationale for Change (include changes to curriculum objectives): The change is to reflect the content of the emphasis more acurately and to highlight the computer aspect of the degree.

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.
No. This emphasis is already being taught at PSU. This is only a modification of the name.

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
This emphasis is only available to EET majors.

Existing Major or Minor/Emphasis/Certificate

Copy and paste the existing curriculum **as it currently appears** in the online catalog:
Electronic Embedded Systems Emphasis
See notes *3
- EET-449 Programmable Logic Devices (3 hours)
- EET-549 Advanced Microcontrollers (3 hours)
- EET-647 Digital Signal Processing (3 hours)

*3
- An additional upper division, above 300 level, Electronics Engineering Technology emphasis area.

Proposed Major or Minor/Emphasis/Certificate:

List below, the proposed curriculum **as you wish it to appear** in the online catalog:
Computer and Embedded Systems Emphasis
See notes *3

- EET-449 Programmable Logic Devices (3 hours)
- EET-549 Advanced Microcontrollers (3 hours)
- EET-647 Digital Signal Processing (3 hours)

*3

- An additional upper division, above 300 level, Electronics Engineering Technology emphasis area.

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
   <u>no</u>

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 PittState Pathway courses required? ☐ Yes   ☒ No
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?
   <u>0</u>

Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours) ☐ Yes   ☐ No

2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? ☐ 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
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Date 11.4.19 Signature, Dean _____

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

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

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 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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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: ETECH   College: COT   Submission Date: SEP 2019

Contact Person: Clark Shaver   ☒ Faculty member ☐ Chair

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
This course will replace EET 340 - Introduction to Industrial Automation. EET 340 is a required technical specialty for plastics majors, manufacturing majors and mechanical majors. EET 343 will be a direct replacement for EET 340.

Proposed Course:
Course Number: EET 343

Title of Course: Automation I: Industrial Controls

Credit Hours: 3.00

Date first offered: FALL 2020   ☒ Fall ☒ Spring ☒ Summer
(Semester/Year)   (check all that apply)

Prerequisite: EET 100 Prolog to Electronics or EET 141 Introductory Electronics or PHYS 101 College Physics II or PHYS 105 Engineering Physics II.

Course Description (**as it will appear in the next catalog**): (2 hours lecture 2 hours laboratory). Fundamentals of automated systems. Automation hardware: discrete I/O, mechanical relays, motors, Programmable Logic controllers (PLC). Relay ladder logic and PLC ladder logic. Programming concepts: addressing, latching circuits, memory and data, timers, counters and computation. Prerequisite: EET 100 Prolog to Electronics or EET 141 Introductory Electronics or PHYS 101 College Physics II or PHYS 105 Engineering Physics II.

Purpose/Justification for Proposed Course: This course will replace EET 340. The new course aligns course name and number with two new automation courses.

Objectives/Student Learning Outcomes (**as it will appear in the syllabus**)
1. Demonstrate a knowledge of relay ladder logic.
2. Compose PLC based solutions utilizing latching circuits
3. Demonstrate a knowledge of PLC timers and counters

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

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.):
   <u>none</u>

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. Will this course be submitted for Departmental Academic Honors? ☐ Yes ☒ No

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

   _____

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
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Date 9/26/19 Signature, Department Chairperson _____

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Date 11.4.19 Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date 11.4.19 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 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: ETECH   College: COT   Submission Date: SEPT 2019

Contact Person: Clark Shaver   ☒ Faculty member ☐ Chair

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
This course will be a required course for Electronic Engineering Technology Majors only.

Proposed Course:

Course Number: EET 440

Title of Course: Capstone Fundamentals

Credit Hours: 1.00

Date first offered: SPRING 2020   ☐ Fall ☒ Spring ☐ Summer
              (Semester/Year)   (check all that apply)

Prerequisite: At least six (6) credit hours of EET courses 300 or above.

Course Description (**as it will appear in the next catalog**): Preparation for the Senior Capstone course sequence. In addition to project idea generation, students are introduced to product development processes, fundamentals of project management, business plans for engineering technologists, generation of system specifications and development of qualification tests. Prerequisites: At least six (6) credit hours of EET courses 300 or above.

Purpose/Justification for Proposed Course: This course will prepare students for the 2-semester capstone course sequence.

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

• Generate viable projects for electronics engineering technology senior capstone course.

• Articulate fundamentals concepts pertaining to:
      o Project management
      o Business plans
      o Product specifications
      o Qualification test plans

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

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. Will this course be submitted for Departmental Academic Honors? ☐ Yes   ☒ No

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

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
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☐ Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____

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Date _____ Signature, Council for Teacher Education Chair _____

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Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: ETECH   College: COT   Submission Date: SEP 2019

Contact Person: Clark Shaver   ☒ Faculty member ☐ Chair

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
This course in essence will replace EET 649, which is a required course for mechanical engineering technology students with an emphasis in mecatronics. The course is intended primarily as a required course for Electronic Engineering Technology Majors with an emphasis in Automation.

Proposed Course:
Course Number: EET 443

Title of Course: Automation II: System Integration

Credit Hours: 3.00

Date first offered: WF 2020   ☒ Fall ☐ Spring ☐ Summer
          (Semester/Year)   (check all that apply)

Prerequisite: EET 343 Automation I: Programmable Logic Controllers

Course Description (**as it will appear in the next catalog**): (2 hours lecture 2 hours laboratory). PLC Interfacing, analog I/O, HMI programming, Ethernet networks, alarm topology, DDE/OPC communication, SCADA interfaces, Variable Frequency Drives (VFD), user defined types and add-on instructions. Prerequisite: EET 343 Automation I: Programmable Logic Controllers

Purpose/Justification for Proposed Course: This course will replace the current EET 649 Advanced PLCs that is required in the Controls emphasis. Well over half of PSU's EET graduates enter the field of Automation This course is designed to better serve these graduates.

Objectives/Student Learning Outcomes (**as it will appear in the syllabus**)
1. Demonstrate a knowledge of industrial ethernet networks
2. Develop automation solutions based on interconnected devices such as PLCs, VFDs, and HMIs
3. Demonstrate a knowledge of PLC programming concepts such as - data scaling, user defined types, produced/concumed tags, add on instructions, etc.

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

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.):
   <u>none</u>

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:
   _____

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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. Will this course be submitted for Departmental Academic Honors? ☐ Yes   ☒ No

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

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Request for Revision to Course
(Undergraduate Course Numbers through Course Number 699)

Department: <u>ETECH</u>   College: <u>COT</u>

Submission Date: <u>SEPT 2019</u>

Contact Person: <u>Clark Shaver</u>   ☒ Faculty member ☐ Chair

Revision Effective: <u>WF/2020</u> (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
<u>This is course is only for Electronics Engineering Technology Majors</u>

Purpose/Justification for Revision to Course: <u>The old name and course description is not indicative of what this course is. The new name and course description will indicate the content of the course and illustrate that is one part of a two part course sequence.</u>

Existing Course:
Course Number: <u>EET 540</u>

Title of Course: <u>ELECTRONIC DESIGN PROPOSAL</u>

Credit Hours: <u>3.00</u>

Prerequisite: <u>Prerequisites: EET 299 Electronics Core Exam, EET 341 Signals and Systems, EET 344 Microcomputer Systems, EET 349 Analog Integrated Circuits and three additional hours of EET credit 300 level or above.</u>

Course Description (as it appears in the current catalog): <u>Research culminating in a circuit or system design proposal. Prerequisites: EET 299 Electronics Core Exam, EET 341 Signals and Systems, EET 344 Microcomputer Systems, EET 349 Analog Integrated Circuits and three additional hours of EET credit 300 level or above.</u>

Proposed Course:
Course Number: <u>EET 540</u>

Title of Course: <u>SENIOR CAPSTONE I</u>

Credit Hours: <u>3.00</u>

Prerequisite: <u>Prerequisites: EET 440 Capstone Fundamentals and nine additional hours of EET credit 300 level or above.</u>

Course Description (as it will appear in the next catalog): Students propose project ideas, develop conceptual design, write product specifications, hold a critical design review to evaluate their preliminary design and work toward developing a prototype. Additionally, students will manage all aspects of their project, generate business and marketing data, and provide valid methods for product validation. Prerequisites: EET 440 Capstone Fundamentals and nine additional hours of EET credit 300 level or above.

Additional Questions

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

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

    ___

    Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

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

☑ Approved: Department Chairperson
Date 9/26/19 Signature, Department Chairperson _____

☒ Approved: College Curriculum Committee
Date 11.4.19 Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date 11.4.19 Signature, Dean _____

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

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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

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Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: <u>ETECH</u>   College: <u>COT</u>   Submission Date: <u>SEP 2019</u>

Contact Person: <u>Clark Shaver</u>   ☒ 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.
<u>This course is intended to be a required course for Electronic Engineering Technology Majors with an emphasis in Automation.</u>

Proposed Course:
Course Number: <u>EET 543</u>

Title of Course: <u>Automation III: Immersive Experinces</u>

Credit Hours: <u>3.00</u>

Date first offered: <u>SPRING 2020</u>   ☐ Fall ☒ Spring ☐ Summer
            (Semester/Year)   (check all that apply)

Prerequisite: <u>EET 443 Automation II: Sytem Integration</u>

Course Description (**as it will appear in the next catalog**): <u>(2 hours lecture 2 hours laboratory). Process Visualization, industrial robotics, machine vision and Industry 4.0 topics. The course will focus on hands-on, real world application of automated systems. Prerequisites: EET 443 Automation II: System Integration</u>

Purpose/Justification for Proposed Course: <u>This course will be required for the Automation emphasis. Well over half of PSU's EET graduates enter the field of Automation This course is designed to better serve these graduates.</u>

Objectives/Student Learning Outcomes (**as it will appear in the syllabus**)
<u>1. Develop solutions to real world automation problems by integrating multiple control technologies.</u>
<u>2. Produce servo robotic code to perform basic tasks</u>
<u>3. Be familiar with motion control technologies</u>
<u>4. Demonstrate a knowledge of industrial computer vision technology</u>

Assessment Strategies [e.g., exams, projects, university rubric, etc. (**as it will appear in the syllabus**)]
<u>Exams</u>
<u>Laboratory</u>
<u>Quizzes</u>

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.):

    _____

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. Will this course be submitted for Departmental Academic Honors? ☐ Yes ☒ No

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

    _____

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

☑ Approved: Department Chairperson
Date 9/26/19 Signature, Department Chairperson _____

☒ Approved: College Curriculum Committee
Date 11.4.19 Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date 11.4.19 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 12/6/19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: ETECH   College: COT   Submission Date: SEP 2019

Contact Person: Clark Shaver   ☒ Faculty member ☐ Chair

Revision Effective: SP/2020 (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
EET546 is a course required for EET majors only.

Purpose/Justification for Revision to Course: This is a name change and a course description change. The name change is made to (1) better align the name with the content and (2) to help alleviate confusion. EET currently has a course named Electronic Controls and a course named Control Systems. Students are consistently confused by the term "controls".

Existing Course:
Course Number: EET 546

Title of Course: Electronic Controls

Credit Hours: 3

Prerequisite: EET 349 Analog Integrated Circuits

Course Description (as it appears in the current catalog): (2 hours lecture, 2 hours laboratory). Fundamental control devices and concepts. Includes discrete semiconductor devices, microprocessors and integrated circuits in a controls setting. Prerequisite: EET 349 Analog Integrated Circuits.

Proposed Course:
Course Number: EET 546

Title of Course: Instrumentation

Credit Hours: 3

Prerequisite: EET 349 Analog Integrated Circuits

Course Description (as it will appear in the next catalog): (2 hours lecture, 2 hours laboratory). Fundamental control devices and concepts. Includes discrete semiconductor devices, microprocessors and integrated circuits in a controls setting. Prerequisite: EET 349 Analog Integrated Circuits.

Additional Questions

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

    If "yes," please indicate the University's PittState Pathway Goals met by this course AND the assessment data that will be collected to measure these goals:
    _____
    Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

3. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
    <u>0</u>

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

☑ **Approved: Department Chairperson**
Date 9/26/19 Signature, Department Chairperson _____

☒ **Approved: College Curriculum Committee**
Date 11.4.19 Signature, College Curriculum Committee Chair _____

☒ **Approved: Dean of College**
Date 11.4.19 Signature, Dean _____

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

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

☒ **Approved: Faculty Senate University Undergraduate Curriculum Committee**
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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

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Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: ETECH   College: COT

Submission Date: SEPT 2019

Contact Person: Clark Shaver   ☒ Faculty member ☐ Chair

Revision Effective: WF/2020 (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
This is course is only for Electronics Engineering Technology Majors

Purpose/Justification for Revision to Course: The old name and course description is not indicative of what this course is. The new name and course description will indicate the content of the course and illustrate that is one part of a two part course sequence.

Existing Course:
Course Number: EET 640

Title of Course: APPLICATION DESIGN PROBLEMS

Credit Hours: 2.00

Prerequisite: EET 540 Electronic Design Proposal.

Course Description (as it appears in the current catalog): Continuation of EET 540 Electronic Design Proposal. Capstone course resulting in a working electronic prototype of design proposal from EET 540 Electronic Design Proposal. Prerequisite: EET 540 Electronic Design Proposal.

Proposed Course:
Course Number: EET 640

Title of Course: SENIOR CAPSTONE II

Credit Hours: 2.00

Prerequisite: EET 540 SENIOR CAPSTONE I

Course Description (as it will appear in the next catalog): Continuation of EET 540 Senior Capstone I. Students will develop working prototype of design generated in EET 540.

Additional Questions

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

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

   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

3. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
   <u>none</u>

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

☑ Approved: Department Chairperson
Date 9/26/19 Signature, Department Chairperson _____

☒ Approved: College Curriculum Committee
Date 11.4.19 Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date 11.4.19 Signature, Dean _____

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

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

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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

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Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: ETECH   College: COT

Submission Date: SEP 2019

Contact Person: Clark Shaver   ☒ Faculty member ☐ Chair

Revision Effective: SP/2020 (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
EET646 is a course required for EET majors only.

Purpose/Justification for Revision to Course: This is a name change and a course description change. The name change and the course description change is made to better align the catalog with the content.

Existing Course:
Course Number: EET 646

Title of Course: Control Systems

Credit Hours: 3

Prerequisite: EET 341 Signals and Systems.

Course Description (**as it appears in the current catalog**): (2 hours lecture, 2 hours laboratory). Control system theory and analysis. Investigations of both electronic and non-electronic control systems including magnetic, mechanical, hydraulic, pneumatic, and optical. Prerequisite: EET 341 Signals and Systems.

Proposed Course:
Course Number: EET 646

Title of Course: Control Theory

Credit Hours: 3

Prerequisite: EET 341 Signals and Systems.

Course Description (**as it will appear in the next catalog**): (2 hours lecture, 2 hours laboratory). Control theory of SISO feedback loops. Time and frequency domain analysis, stability, design tools including root locus, state variables and Bode plots. Prerequisite: EET 341 Signals and Systems.

Additional Questions

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

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

   _____

   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

3. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
   <u>0</u>

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

☑ Approved: Department Chairperson
Date 9/26/19 Signature, Department Chairperson _____

☒ Approved: College Curriculum Committee
Date 11.4.19 Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date 11.4.19 Signature, Dean _____

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

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

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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Request for New Course
(Undergraduate Course Numbers through Course Number 699)

Department: __TWL__   College: __College of Tech__   Submission Date: __10/7/2019__

Contact Person: __Matthew Brown__   ☒ 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 current GT 190 introductory course in the College of Technology is 2 credit hours which doesn't fit mathematically into the new Pitt Pathway that requires 15 hours in the Human Systems and Human Experience Essential Studies Areas added together. Also a 2 credit hour class will not suffice in the new Pitt Pathway Elective Area that requires a 3 credit hour elective course. That being said, there needs to be a 3 credit hour introductory course in the College of Technology to fit the Pitt Pathway, and that is what is being proposed with this course.

Proposed Course:
Course Number: __GT 210__

Title of Course: __Technology in the World Today__

Credit Hours: __3__

Date first offered: __2020__   ☒ Fall ☒ Spring ☐ Summer
          (Semester/Year)   (check all that apply)

Prerequisite: __N/A__

Course Description (**as it will appear in the next catalog**): Introductory examination of technological systems, including production, communication, transportation, and bio-related technologies with emphasis on how various forms of technology impact students personally as well as the world around them.

Purpose/Justification for Proposed Course: Based on the current stucture of the Pitt Pathways a 3 credit hour course in the Human Systems within a Global Context Essential Studies area is needed in the College of Technology. The "Technology in the World Today" course was developed by using the existing GT 190 Introduction to Technological Systems curriculum and then adding 2 additional assignments (The individual Technography presentation and the indiviudal Digital Technology Cleanse assignment or the group Recycled Product assignment) where students will be required to examine, assess and then report how various forms of technology impact them personally as well as have impacts around them in the world where they live.

Objectives/Student Learning Outcomes (**as it will appear in the syllabus**)
1.   Explain human organizational systems using a variety of disciplinary and interdisciplinary perspectives.
2.   Explain the roles and responsibilities of citizens at all levels.
3.   Define and give examples of key terms and concepts related to technology.
4.   Recognize and explain the pervasiveness of technology in everyday life.
5.   Explain basic engineering concepts & terms such as systems, constraints, and trade-offs.
6.   Describe the nature of limitations of the engineering design process.

7. Describe some of ways technology has shaped human history and how people have shaped technology.
8. Identify that all technology entails risk, only some of which can be anticipated.
9. Appraise the development and use of technology using concepts like trade-offs, costs, and benefits.
10. Describe how technology reflects the values and culture of society.
11. Provide examples of how technology is an integral part of cultures and societies.
12. Analyze and project possible consequences of technological progress on society.
13. Provide an opportunity for students to critically examine the relationship between technology and society.
14. Perform as competent and responsible technologically literate people as they carry out their daily functions as an informed consumer, user and citizen.
15. Apply basic mathematical concepts related to probability, scale, and estimation to make informed judgments about technological risks and benefits.
16. Use the design-thinking process to solve a problem encountered in daily life.
17. Assess information about technological issues of concern from a variety of sources.
18. Develop pertinent questions, of self and others, regarding the benefits and risks of technologies.
19. Evaluate available information about the benefits, risks, costs, and trade-offs of technology in a systematic way.
20. Participate, when appropriate, in decision about the development and uses of technology.
21. Develop a personal belief system that will guide their own personal use of technology today and in the future.

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

The tests, in and out-of-class assignments, projects, class presentation and final exam are a form of assessment, designed to help the student learn, reinforce and practice the course objectives. The tests, in and out-of-class assignments, projects, class presentation and final exam are assessment tools designed to evaluate the student's ability to recall, intelligently communicate and demonstrate understanding of the stated Course Objectives and Pitt State Pathway Student Learning Outcomes, at the Milestone I level. The tests, in and out-of-class assignments, projects, class presentation and final exam will require students to explain Human Systems within a Global Context, relating to various technological systems, using a variety of disciplinary and interdisciplinary perspectives all within a global context.

1. The student is graded on ability to answer questions on objective tests and final exam.
2. The student is evaluated on the completion and quality of in and out-of-class assigned work and quizzes.
3. The student is judged on basis of participation in class and completion of individual pres. and final project.

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

Additional Questions

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

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 PittState Pathway? ☒ Yes   ☐ No

   If "yes," please indicate the University's PittState Pathway Goals met by this course AND the assessment data that will be collected to measure these goals:
   <u>Learning Outcome: Students will explore global systems conscientiously.</u>
   <u>Essential Studies Element: This course meets the Pitt State Pathway essential studies element Human Systems within a Global Context at the assessment level Milestone I.</u>
   <u>Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:</u>
   - <u>Analyzing the structure, development, and change of human economic, political, social and/or cultural systems over time;</u>
   - <u>Analyzing the individual's role and responsibility to society at all levels;</u>
   - <u>Evaluating how human systems are interconnected at all levels.</u>

   <u>Companion Element: This course includes a companion element to the Pitt State Pathway in Social Responsibility within a Global Context at the assessment level Milestone I.</u>
   <u>Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:</u>
   - <u>Applying the concepts associated with active, responsible citizenship;</u>
   - <u>Analyzing the ethical, social & environmental consequences of local, national, and global organizations;</u>
   - <u>Analyzing the historical consequences of local or national decisions on global systems.</u>

   <u>The tests, in and out-of-class assignments, projects, class presentation and final exam are a form of assessment, designed to help the student learn, reinforce and practice the course objectives. The tests, in and out-of-class assignments, projects, class presentation and final exam are assessment tools designed to evaluate the student's ability to recall, intelligently communicate and demonstrate understanding of the stated Course Objectives and Pitt State Pathway Student Learning Outcomes, at the Milestone I level. The tests, in and out-of-class assignments, projects, class presentation and final exam will require students to explain Human Systems within a Global Context, relating to various technological systems, using a variety of disciplinary and interdisciplinary perspectives all within a global context.</u>
   1. <u>The student is graded on ability to answer questions on objective tests and final exam.</u>
   2. <u>The student is evaluated on the completion and quality of in and out-of-class assigned work and quizzes.</u>
   3. <u>The student is judged on basis of participation in class and completion of individual pres. and final project.</u>
   Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?
   <u>N/A</u>

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

☑ Approved: Department Chairperson
Date 10/7/19 Signature, Department Chairperson _Andy M Neill_

☒ Approved: College Curriculum Committee
Date 11.4.19 Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date 11.4.19 Signature, Dean _____

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

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

☒ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 12-6-19 Signature, Undergraduate Curriculum Committee Chair _____

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

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

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

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

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

COLLEGE OF TECHNOLOGY
PITTSBURG STATE UNIVERSITY
Spring 2020

Course Number:	GT 210	**Title:** Technology in the World Today	
Credit Hours:	3	**Course Time Schedule:** 9:30 Tuesdays & Thursdays	
Instructor:	Matthew Brown	**email:** mbrown@pittstate.edu	
Office:	S206 KTC	**Office Phone:** (620) 235-4023	

Office Hours:

Monday:	10:00 a.m. – 2:30 p.m.	**Wednesday:**	10:00 a.m. – 2:30 p.m.
Tuesday:	9:00 a.m. - 9:30 a.m.	**Thursday:**	9:00 a.m. - 9:30 a.m.
Friday:	by appointment (phone or e-mail)		

COURSE DESCRIPTION
An introductory study of the systems of technology as applied in Communication, Manufacturing, Construction, Power/Energy/Transportation, and Bio-Related technologies with emphasis on how the student's understanding, use, management, and/or assessment of these technological systems have impacts on them as well as in the world around them. Format is primarily lecture, with student presentations, guest speakers, out-of-class assignments, in-class quizzes & tests.

PREREQUISITE
None

PURPOSE OF THE COURSE
The Technology in the World Today course is designed to provide students with information and experiences that will make them more technologically literate, and requires students to examine, assess and then report how various forms of technology impact them personally as well as have impacts around them in the world where they live.

PITT STATE PATHWAY OBJECTIVES
Learning Outcome: Students will explore global systems conscientiously.
Essential Studies Element: This course meets the Pitt State Pathway essential studies element **Human Systems within a Global Context** at the assessment level **Milestone I.**
Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:
- *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
- *Analyzing* the individual's role and responsibility to society at all levels;
- *Evaluating* how human systems are interconnected at all levels.

Companion Element: This course includes a companion element to the Pitt State Pathway in **Social Responsibility within a Global Context** at the assessment level **Milestone I.**
Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:
- *Applying* the concepts associated with active, responsible citizenship;
- *Analyzing* the ethical, social & environmental consequences of local, national, and global organizations;
- *Analyzing* the historical consequences of local or national decisions on global systems.

COURSE OBJECTIVES and PITT STATE PATHWAY STUDENT LEARNING OUTCOMES:

Upon completion of the course, in a global context students should be able to:

1. Explain human organizational systems using a variety of disciplinary and interdisciplinary perspectives.
2. Explain the roles and responsibilities of citizens at all levels.
3. *Define and give examples of key terms and concepts related to technology.*
4. Recognize and explain the pervasiveness of technology in everyday life. (K1)
5. Explain basic engineering concepts & terms such as systems, constraints, and trade-offs. (K2)
6. Describe the nature of limitations of the engineering design process. (K3)
7. Describe some of ways technology has shaped human history and how people have shaped technology. (K4)
8. Identify that all technology entails risk, only some of which can be anticipated. (K5)
9. Appraise the development and use of technology using concepts like trade-offs, costs, and benefits. (K6)
10. Describe how technology reflects the values and culture of society. (K7)
11. *Provide examples of how technology is an integral part of cultures and societies.*
12. *Analyze and project possible consequences of technological progress on society.*
13. *Provide an opportunity for students to critically examine the relationship between technology and society.*
14. Perform as competent and responsible technologically literate people as they carry out their daily functions as an informed consumer, user and citizen. (C1, C2, C3)
15. Apply basic mathematical concepts related to probability, scale, and estimation to make informed judgments about technological risks and benefits. (C3)
16. Use the design-thinking process to solve a problem encountered in daily life. (C4)
17. Assess information about technological issues of concern from a variety of sources. (C5)
18. Develop pertinent questions, of self and others, regarding the benefits and risks of technologies.(CT&DM1)
19. Evaluate available information about the benefits, risks, costs, and trade-offs of technology in a systematic way. (CT&DM2)
20. Participate, when appropriate, in decision about the development and uses of technology. (CT&DM3)
21. *Develop a personal belief system that will guide their own personal use of technology today and in the future.*

REQUIRED TEXT AND MATERIALS

1. Wright, T.R., Strimel, G.J., Grubbs, M.E., (2019) Foundations of Engineering and Technology 7th ed. Tinley Park, Illinois Goodheart-Wilcox. ISBN 978-1-63126-886-1 (Textbook)
2. (For the Fall 2019 semester, the Library has purchased a copy of the required GT 190 textbook for students to place on reserve at the KTC Library (S 221). Each textbook will be available for a two-hour checkout during the KTC Library hours of operation (**Sunday: 6:00-10:00 p.m., Monday – Thursday: 8:00 a.m. – 10:00 p.m. & Friday: 8:00 a.m. – 5:00 p.m.**). This isn't to discourage students from acquiring their own copy of the textbook, but simply, to support student success in every possible way.
3. **1 - 1" three ring presentation binder** (for supplementary resource materials, handouts, and notes) [Recommended]

INSTRUCTIONAL RESOURCES

1. Periodicals and books in libraries; information sheets; other video presentations and visual aids; and lab material and equipment.

TEACHING STRATEGIES/METHODS

To achieve the instructional objectives of the course, the instructor will employ lecture, discussion, demonstrations, and student oral and written responses. In addition the instructor will rely on the PSU online CANVAS system to help supplement classroom instruction, and the instructor **may** also employ some combination of other instructional methods including but not limited to:

- in-class activities and worksheets
- problem solving/creative thinking
- outside-class computer assignments
- cooperative learning methods
- individual project/reports/presentations
- outside speakers
- video presentations
- out-of-class readings, assignments & responses
- online course supplementation
- class presentations

REQUIREMENTS FOR COURSE

Successful completion of all tests, assignments, individual project, class presentation, final project, & final exam.

GENERAL SAFETY RULES:

1. Accept the "zero accident" philosophy when working with and around technology.
2. Approved hardhats, safety glasses, hearing protection and/or shoes should be worn anytime necessary, and approved safety glasses must be worn in all KTC labs.
3. All clothing worn should be in accordance with general work and safety practices such as:
   - Do not wear clothing that could get caught in machinery or otherwise cause an accident (such as dragging or baggy pants, torn or loose long sleeves, loose neck jewelry and rings).
     - o Shirts with sleeves are to be worn at all times and must cover the shoulders and torso.
     - o Tank tops and football type net shirts are not acceptable.
   - Pants must be full length (no cut-offs or shorts).
   - Shoes or boots must be of sturdy leather, thick-soled and cover the ankle.
     - o Dress shoes, athletic shoes or sandals are not acceptable.
4. Use tools, equipment, and personal protective equipment the way they were designed.
5. Inspect tools and equipment prior to use.
   - Do not use damaged or unsafe tools and equipment. Damaged tools and equipment shall be removed from service until fully repaired or replaced.
6. Only perform tasks for which you have been trained.
7. Correct or report all unsafe conditions immediately to a course instructor.
8. Everyone has the right to refuse to perform work which is believed to be unsafe. Explain your concerns to a course instructor.
9. Good housekeeping requires the attention and cooperation of all involved. Pick up tools, store materials properly, and pick up trash daily.
10. Safety is everybody's business. Suggestions are welcomed and shall be directed to the course instructor.

EVALUATION/ASSESSMENT STRATEGIES - Grades will be awarded <u>strictly</u> based on total points earned, not by percentage. Overall Evaluation (Grades will be reported on Canvas)

The tests, in and out-of-class assignments, projects, class presentation and final exam are a form of assessment, designed to help the student learn, reinforce and practice the course objectives. The tests, in and out-of-class assignments, projects, class presentation and final exam are assessment tools designed to evaluate the student's ability to recall, intelligently communicate and demonstrate understanding of the stated Course Objectives and Pitt State Pathway Student Learning Outcomes, at the Milestone I level. The tests, in and out-of-class assignments, projects, class presentation and final exam will require students to explain Human Systems within a Global Context, relating to various technological systems, using a variety of disciplinary and interdisciplinary perspectives all within a global context.

1. The student is graded on ability to answer questions on objective tests and final exam.
2. The student is evaluated on the completion and quality of in and out-of-class assigned work and quizzes.

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3. The student is judged on basis of participation in class and completion of individual pres. and final project.

EVALUATION/ASSESSMENT STRATEGIES CRITERIA

		Grading System
Tests 1, 2, & 3 (75 pts. each)	= 225 points – 22.5% of Overall Grade	1000 – 895 points 100-89.5% = A
Out-of-Class Assignments	= 225 points – 22.5% of Overall Grade	894 – 795 points 89.4-79.5%= B
In-class Assign. & Quizzes	= 200 points – 20% of Overall Grade	794 – 695 points 79.4-69.5%= C
Technography Presentation	= 125 points – 12.5% of Overall Grade	694 – 595 points 69.4-59.5%= D
Final Project Report	= 125 points – 12.5% of Overall Grade	594 – 0 points 59.4-0% = F
Final Exam	= 100 points – 10% of Overall Grade	

TOTAL = 1000 points

Notes concerning evaluation criteria:

1. *Attendance:* There **are no excused or unexcused absences**. Students are expected to be "on time" and ready to begin class at the published start time for the class. Late arrivals and early departures will be counted as absent. Students are expected to attend class regularly. More than 3 absences is considered excessive in a class that meets 2 days per week. **Students with excessive absences may be dropped.** Students **may attend a different class** covering the same topic to make-up absences, but **prior arrangements must be made with the instructor.**

2. *Tests:* Tests will be administered online using Canvas. Online Canvas tests are open book and open note and can be taken as many times as the student would like with the last **COMPLETED** score being the student's final grade on the test. Students are required to complete each test by the due date and time listed in the course schedule. If the test is not completed within the allotted time, a **Zero (0)** will be entered as the grade. Numerous computer labs are available on campus; therefore, no computer or problems with your personal computer are **UNACCEPTABLE** excuses.

3. *In-Class Assignments & Quizzes:* During certain class periods, multiple choice, fill in the blank, matching, and short answer in-class assignments and quizzes worth between 5 and 10 points will be given over previously covered or daily lecture material. These in-class assignments and quizzes will be open note and open book and will be designed to check each student's comprehension of course the material in class. Also these in-class assignments and quizzes will give students an idea of what types of questions to expect on the unit tests and final. If the student misses an in-class assignment or quiz, the student can attend a different class period covering the same topic to make up the in-class assignment or quiz, but arrangements **MUST** be made with the instructor **PRIOR** to attendance. **Under NO other circumstances can in-class assignments and quizzes be made up or turned in late for credit.**

4. *Out-of-Class Assignments:* All out-of-class assignments are expected to be completed **individually** and not in violation of the academic misconduct policy set forth by the university. Out-of-class assignment due dates are listed in course schedule, and out-of-class assignments will be submitted at the beginning of class in hard copy and/or in electronic form through Canvas as indicated in the course schedule. Out-of-class assignments turned in later than the due date indicated in the course schedule will be considered late. **Late assignments will be reduced by 50%.** Out-of-class assignments may be turned in early.

5. *Technography Project:* For the Technography Project the student will select a specific technology, then research and present the impacts of the technology in an **INDVIDUAL PRESNATION** in front of the class. However, this is not a passive project; in fact, the student will have to perform covert observations (action based research) in a particular place or setting in addition to traditional research

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of the technology. The student will report the findings of his or her research by organizing a 3 to 4 minute presentation to be given in front of the class.

6. *Final Project/Report:* For the final project/report the student will have the option of completing either the **INDVIDUAL Digital Technology Cleanse Assignment** that involves abstaining from using all forms of digital technology for 7 consecutive days or the **GROUP Recycled Product Assignment** that involves selecting **ONE OTHER** person in the class to work through the Engineering Design Process to make a finished product that includes a minimum of 75% recycled material.

7. *Final Exam:* A written, **IN-CLASS, COMPREHENSIVE** final will be given during finals week. The final will be a no laptop/tablet/phone, closed book, closed notes 100 point test, and students may attend any of the final times identified on the course schedule. **Finals will NOT be given early, or in the instructor's office or at any other times than those identified on the course schedule.** The instructor will provide the ScanTron© and paper final. All the student needs to bring is a #2 pencil.

8. *Extra Credit Assignments:* There will be a few extra credit opportunities throughout the semester explained in detail as those extra credit opportunities become available, but no extra credit points will be figured into the student's grade until after the last final is given for all classes on **May 14th**.

9. *Class Writing Policy:* When submitting <u>any</u> response (be it a discussion post, an essay, a homework answer, etc.) the student must use complete sentences and proper spelling and grammar. Common errors include: misspellings, forgetting to capitalize the beginning of a sentence, forgetting to capitalize the letter "I" in reference to yourself, etc. Students should always run a "spellcheck" and carefully review responses before submitting an assignment. **The student will lose available points for writing errors.**

10. For assistance with the basics of writing, please to go the PSU Writing Center located at 210 Hartman Hall, contact them at 620-235-4694 or schedule a visit at www.pittstate.mywconlinc.com.
    PSU Writing Center: 112 Axe Library
    Email: writingcenter@pittstate.edu
    Schedule an appointment: Monday – Thursday 9:00 a.m. – 6:00 p.m.
    Walk-ins Welcome: Monday – Thursday 6:00 p.m. – 10:00 p.m.

Additional Information:
- If a student is absent for whatever reason, it is the student's responsibility to get notes off Canvas, from other students or from the instructor. Also if a student is absent for whatever reason, it is the student's responsibility to have out-of-class assignments and tests completed and/or turned in on time according to the dates listed in the course schedule.
- Only electronic devices being used for in-class activities or assignments are allowed to be used during class. If the student is not using an electronic device for a class activity or assignment, it needs to be put away. Cell phones must be placed on silent when class begins.
- Announcements, reminders, notifications, and grades will be posted on CANVAS regularly.
- **Cheating and plagiarism will not be tolerated. Students are expected to complete assignments <u>individually</u> and responses should be "in your own words". Students failing to follow the guidelines of academic conduct may receive an F for the course.** Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without

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explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing other individuals' ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.

- o For more information regarding Academic Integrity, please refer to https://studentlife.pittstate.edu/code-of-student-rights-and-responsiblities.html#undefined30
- Additional semester information about (including the following Academic Integrity Policy link above and the Weapons and Concealed Carry Policy link below), campus resources, expectations, notifications, severe weather, grades, semester important dates, the approved Dead Week Policy, etc. can be found at https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2019-updated-5-1-19.pdf

Weapons and Concealed Carry Policy:

Weapons Policy website https://www.pittstate.edu/police/policies.html#undefined1 & Concealed Carry Weapons Policy https://www.pittstate.edu/police/_files/documents/Concealed-Carry-Weapons-Policy.pdf

The handgun must be in the person's custody & control at all times with safety mechanism engaged. Handguns must be carried securely in a suitable carrier (backpack, purse, handbag, or other personal carrier designed and intended for the carrying of an individual's personal items). The suitable carrier must at all times remain within the exclusive and uninterrupted control of the individual. This includes wearing the carrier with one or more straps consistent with the carriers design, carrying or holding the carrier, or setting the carrier next to or within the immediate reach of the individual.

COURSE CONTENT

I. Introduction to Technology
A. What is the Definition of Technology?
B. Technology Systems Model Problem Solving & Engineering Design

II. Communication Technology
A. Communication Systems – Definition, Description, Systems Model, History, Impacts, Trends
B. Information Technology –Word Processing, Desktop Publishing, CAD and Graphics, Internet
C. Electronic Communication –Telephone, Radio, Television, Satellite Communication Systems
D. Graphic Communication –Visual Design, Printing, Photography, Drafting/Design

III. Careers and Opportunities in Technology

IV. Manufacturing Technology
A. Manufacturing Systems – Definition, Description, Systems Model, History, Impacts, Trends
B. Production & Modern/Emerging Manufacturing Techniques & Technologies
C. Manufacturing Materials & Processes
D. Product Design & Development

V. Environment & Technologies
A. Green Technologies
B. Goals of Green Technologies

VI. Construction Technology
A. Construction Systems – Definition, Description, Systems Model, History, Impacts, Trends
B. People in Construction & Financial Terms for the Future Homeowner
C. Preparing & Managing Construction
D. Building Homes and Other Structures
E. Other Construction Projects

VII. Power & Energy Technology
A. Definitions of Energy, Power & Work & Forms of Energy & Power
B. Different Types of Energy Sources

VIII. Transportation Technology
A. Alternative & Renewable Fuels
B. Transportation Systems – Definition, Description, Systems Model, History, Impacts, Trends
C. Types and Modes of Transportation–Air/Space, Water, Land & Intermodal Transportation
D. Vehicle Automotive Technology Literacy for Consumers

IX. Bio-Related Technologies
A. Bio-Related Systems – Definition, Description, Systems Model, History, Impacts, Trends
B. Applications of Bio-Related Medical Technology
C. Applications of Bio-Related Agriculture Technology
D. Ergonomic & Bio-Related Waste Management

X. Technological Literacy for All Americans
A. What is technological literacy?
B. Why be should we be technologically literate?