

FACULTY SENATE MINUTES

January 28, 2019

The Pittsburg State University Faculty Senate met at 3:00 p.m. on Monday, December 10, 2018 in the Sunflower Room of the Overman Student Center with Cliff Morris, President, presiding.

Past Minutes

Minutes from December 10, 2018 meeting were approved.

Announcements

Provost and Vice President of Academic Affairs – Dr. Lynette Olson

Dr. Olson introduced Bryan Setser, Principal of rpkGroup who was on campus getting acquainted with his team introducing the project to many groups across campus. Mr. Setser advised there would be virtual and in-person visits throughout the next few months including some with key work groups and a customized focus. The objectives of a site visits are to understand how to view PSU's instructional programs as a Return on Innovation Investment (ROI), learn best practices for applying ROI lens to academic portfolio, discuss best practices for creating engagement with faculty and academic leaders, and identify tools to create a sustainable innovation moving forward. He stressed that he and his team come with no pre-conceived outcomes. They are here to learn about successes and challenges while also looking for career opportunities and emerging education needs in this area. Mr. Setser spoke of making a goal statement and working backwards from there with rpkGroup as an outside provocateur injecting market research for the region. A full report can be expected during a two-week visit projected for late May and early June.

PSU/KNEA –Grant Moss, President

Grant Moss advised of KNEA coffee planned for January 30th at Axe Library and an up-coming meeting on February 12th.

Student Senate – Seth George, Representative

Representation was present and spoke of upcoming events such as Big Event in April and Higher Ed Day in Topeka.

Unclassified Professional Senate – Lindell Haverstic, President

UPS met on January 9 and discussed election of officers for next year's Senate. The current UPS and USS officers are working on VOYA Employee Recognition Awards while UPS continues to work on professional development opportunities. Planning has been initiated for a welcome gathering for new unclassified professional staff after the Spring Convocation. UPS will be joining majority of its KBOR USS and UPS counterparts in a job satisfaction survey. All KBOR campuses, with the exception of KU, are reportedly participation.

On January 16th UPS Council met in Topeka focusing on two requests and an expression of appreciation. Requests included continued advocacy for restoration of funding to address salary compression and erosion of benefits while maintaining health coverage competitive with private businesses. Asking that BOR advocacy to do a better job negotiating healthcare coverage and be more fiscally responsible in maintaining a reserve pool was part of the focus. There was appreciation and support shared for the new parental leave policy for adoptive parents.

University Support Staff – Michael Woodrum, President

Mr. Woodrum shared that the USS group had been working on survey to Docking Institute and now awaiting results. USS is also reviewing by-laws. At the January BOR meeting, USS raised the same requests for benefits and support for the parental leave policy as was shared by Mr. Haverstic and UPS.

Faculty Senate President – Cliff Morris, President

Mr. Morris advised that paid parental leave was discussed in December and January. Faculty Senate Presidents also discussed Open Education Resources and student advising council.

Before beginning committee reports Dr. Mark Johnson recommended that all committees review their by-laws and constitution with a reminder that 'general education' no longer exists and there may need to update language to show Pitt State Pathway in place of gen ed.

Committee Reports

Undergraduate Curriculum – Nico Prelogar, Chair

Dr. Kevin Bracker referred to the curriculum items provided in the agenda and made a motion to approve. There was no discussion and motion passed unanimously.

Online and Distance Learning Committee – Liz Mascher, Chair

Gail Yarick referred to the minutes of the last meeting found in the agenda.

Honors College - Rebeca Book, Chair

Rebeca Book shared that there were 50 applicants to Honors College and that face-to-face interviews would be held on February 10.

Diversity and Multicultural Affairs – Marc Daczewitz, Chair

Dr. Daczewitz, spoke of the committee meeting on January 22 where the overall purpose of the committee was reviewed and Nora Hatton discussed NSSE. A brief summary of the discussion was provided for inclusion into the minutes (see attached).

General Education Committee – Mark Johnson, Chair

Dr. Johnson reported that only 8 out of the 88 Pathway courses submitted by the January deadline were being presented as approved, but he believes all courses will be approved with some recommended changes to the form and/or syllabus. He outlined 4 criteria that the committee was requiring: 1) Course identified as correct element which could or could not have an identified companion; 2) Syllabi should not include 'gen ed' language and should include PSP mission statement and definition of the element; 3) Outcomes should agree with objectives and 4) Assessment should align with learning outcome level.

Dr. Johnson indicated that within today's agenda a template created by Dr. Mike Carper was provide. The departments which had courses not approved simply need to refer to the example provided in this template. Dr. Johnson stressed that when HLC comes for their next visit and reviews the assessment criteria and learning outcomes our language needs to match. Committee members will be meeting with those who ask for assistance in an effort to clarify the requirements.

There was more discussion on the PSP policy that restricts the major prefix from being used as a course meeting an Essential Element. The intent was to allow for a diverse selection of courses. There was also discussion on academic freedom and what was asked by the committee to be added to the syllabus. Dr. Johnson agreed to academic freedom but not to the point that it allows selection of a personal approach that excludes meeting University criteria. The committee is asking that there be rethinking of terminology and looking for alignment to benchmarks and levels.

There was also some confusion on the agenda attachment showing the vote for each class. The vote was for agreement on the committee recommendation and not the acceptance of the class in PSP. Discussion returned to the Prefix Identification for education majors, interdisciplinary majors, and double majors. Registrar Debbie Greve spoke of conversations being held with Information Technology programmers and interpretation of policy and the fact that double majors had not been discussed at this point to have a definite answer. There will be a new field created that is the prefix for each undergraduate major. This prefix is more obvious for some majors such as MATH and less obvious for integrated studies majors. Where it is less obvious, the registrar's office will be seeking input from the academic director. Later discussion determined that because policy does not speak to second majors, that policy will only be applied to the student's first major.

Dr. Olson added that change is hard and thanked everyone for their patience and collegiality noting that at the end of the day it will work out and our students will be well served.

There was a motion made by Dr. Johnson to approve all courses which meet the four criteria and are approved from the committee. Motion carried.

Unfinished Business

None

New Business

None

Open Forum

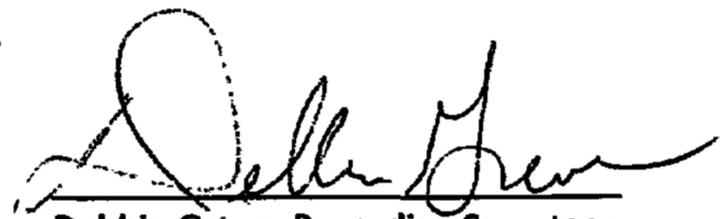
Rion Huffman announced students within his department are offering professional photography services. There is a cost associated with this service and they would be available for banquets, award ceremonies, etc. as needed across campus.

Mark Johnson announced Tedx dates and that a media release was going out to provide this information as well.

Cliff Morris reminded the group of Spring Convocation on January 31st and Apple Day on March 4th.

Meeting Adjourned

Motion to adjourn was approved at 4:11 p.m.



Debbie Greve, Recording Secretary

**FACULTY SENATE MEMBERSHIP
(2018-2019)**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Bailey, (At-Large)	X	X	X		X				
Book, (At-Large)		X	X		X				
Bracker, (Economics, Finance, & Banking)	X	X	X	X	X				
Carlson, (English and Modern Languages)		X	X	X	X				
Childers, (History, Philosophy & Social Sci)	X	X	X	X	X				
Cooper, (At-Large)	X	X		X	X				
Covert-Miller, (At-Large)	X	X	X		X				
Dainty, (At-Large)	X	X			X				
Daley, (History, Philosophy & Social Sciences)	X	X	X	X	X				
Fincher, (Teaching and Leadership)	X	X	X	X	X				
Fogliasso, (Management and Marketing)	X	X	X	X	X				
Frisbee, (Nursing)	X	X	X	X	X				
Gupta, (Chemistry)	X*		X		X				
Hendershot, (Family & Consumer Sciences)	X	X	X*		X				
Hite, (Past-President)	X	X	X	X					
Hudiburg, (At-Large)	X	X	X	X	X				
Huffman, (At-Large)	X	X	X		X				
Jayawardhana, (At-Large)	X		X	X	X				
Johnson, Mark, (At-Large)	X	X	X	X	X				
Jones, Jon, (Technology & Workforce Learning)	X	X		X	X				
Leon, (Library Services)	X	X	X	X	X				
Livingston, (Communication)	X	X	X	X	X				
Maxwell, (Engineering Technology)	X	X	X	X	X				
McClaskey, (At-Large)	X	X	X	X	X				
McConnaughey, (Graphics & Imaging Tech)	X	X	X	X	X				
Moots, (English & Modern Languages)	X	X	X*	X	X				
Morris, (President)	X	X	X	X	X				
Moss, (At-Large)	X	X	X	X	X				
Munguia, (Music)	X	X	X	X	X				
Norman, (Automotive Technology)	X	X	X	X	X				
Philipp, (School of Construction)	X	X	X	X	X				
Shay, (Military Science)	X	X			X				
Shewmake, (Health, Human Perform & Rec)	X	X	X	X	X				
Spera, (Psychology and Counseling)	X	X	X	X	X				
Tayo, (Physics)	X	X	X		X				
Thompson, Kyle, (Women's Studies)	X	X	X		X				
Thuong, (Mathematics)	X	X	X	X	X				
Tseng, (Art)	X	X	X	X	X				
Whitney, (Biology)	X	X	X	X	X				
Yarick, (Accounting & Computer Inf Systems)	X	X	X		X				
Zepernick, (At-Large)	X	X	X	X	X				
University Support Staff Senate Representative	X	X	X	X	X				
Unclassified Professional Senate Representative	X	X		X	X				
Student Government Representative	X	X		X	X				

*Khamis Siam substituted for Ram Krishna Gupta at the September meeting. Amber Tankersley substituted for Shawnee Hendershot and Grant Moss substituted for Brian Moots at the November meeting.

Diversity & Multicultural Affairs Committee Meeting Notes from 1-22-19

Nora brought document with answers to our questions

Relevant answers to other questions:

- We don't match the data pre/post, but we have the ability to do that.
- Every first year is invited to take the NSSE (everyone who is for the first time in that year declaring that they are a bachelor degree seeking student). So transfers from Comm coll would not be invited, but high schoolers with college hours would be invited.
- Every Senior is invited to take it
- Administered online. Previously pencil & paper
- Series of emails, including an email warning about the approaching series of email, there's Facebook posts, Instagram, posters, etc. They doubled their participation in 17-18.
- They reach out to First Year Experience & Capstone instructors and student government to encourage participation
- Nora publicizes how the data are used so students feel like there was a purpose to their taking it

Marc reviewed the overall purposes of the committee:

Our Goal is to identify ways in which does or could:

HLC 1C: The institution understands the relationship between its mission and the diversity of society.

1C.1: The institution addresses its role in a multicultural society.

1C.2: The institution's processes and activities reflect attention to the human diversity as appropriate within its mission and for the constituencies it serves.

1C.3: The education offered by PSU recognizes the human and cultural diversity of the world in which students live and work.

And asked... what can we do to help?

- Should we do pre/post? Likely not – NSSE covers this.
- Should we examine the NSSE questions and determine which, if any, answer the goals above?
- The NSSE data can help from a student perspective. Do we need to ask Faculty what they do?
 - FSSE - Faculty Survey of Student Engagement
 - Eval software can be used to survey faculty about their diversity efforts...
- ~~Nora Suggests:~~ Focus groups, especially student-led focus groups

Question for Moving Forward:

Should we focus on student side or faculty side or both?

If Student Side – should we move on using survey data and conduct focus groups?

If Faculty Side – should we develop a survey? What else is possible?



Pittsburg State University Faculty Senate Meeting

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

AGENDA

- I. Call to order**
- II. Approval of December 10, 2018 minutes**
- III. Announcements**
 - A. Provost and Vice President of Academic Affairs- Dr. Lynette Olson**
 - B. PSU/KNEA Remarks- Grant Moss**
 - C. Student Senate Remarks- Seth George**
 - D. Unclassified Professional Senate Remarks- Lindell Haverstic**
 - E. University Support Staff Remarks- Michael Woodrum**
 - F. Faculty Senate Report- Clifford Morris**
- IV. Committee Reports**

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

 - A. Academic Affairs Committee—Chair: Brian Moots**
 - Undergraduate Curriculum Subcommittee—Chair: Nico Prelogar
 - Library Services/Learning Resources Subcommittee—Chair: Chris Childers
 - Online and Distance Learning Committee—Chair: Liz Mascher

- **Academic Honors Subcommittee—Chair: Rion Huffman**
- **Honors College Subcommittee—Chair: Rebeca Book**
- **Writing Across the Curriculum Subcommittee—Chair: Alex Binder**
- **Diversity and Multicultural Affairs Subcommittee—Chair: Marc Daczewitz**

B. Student Faculty Committee—Chair: Barbara McClaskey

C. All University Committee—Chair: Trina Larery

D. Faculty Affairs Committee—Chair: Tatiana Goris (Andrea Kent-McConnaughey giving report)

E. Constitution Committee—Chair: Norman Philipp

F. General Education Committee—Chair: Mark Johnson

G. Budget Committee—Chair: Cole Shewmake

All University Committees or Other Appointments

- **Academic Honesty Committee—Chair: Kevin Bracker**

V. Unfinished Business:

VI. New Business:

VII. Open Forum:

VIII. Adjournment

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

Faculty Senate - Committee Reports
January 2019

Academic Affairs Committee – Brian Moots, Chair

- No report

Undergraduate Curriculum Committee – Nico Prelogar, Chair

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

Library Service Committee – Chris Childers, Chair

- No report

Online and Distance Learning Committee – Liz Mascher, Chair

- Minutes from last meeting listed below.

Academic Honors Committee - Rion Huffman, Chair

- No report

Honors College Committee – Rebeca Book, Chair

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

Writing Across the Curriculum Committee – Alex Binder, Chair

- No report

Diversity & Multicultural Committee – Marc Daczewitz, Chair

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

Student-Faculty Committee – Barbara McClaskey, Chair

- No report

All-University Committee – Trina Larery, Chair

- No report

Faculty Affairs Committee – Tatiana Goris, Chair

- No report

Constitution Committee – Norman Philipp, Chair

- No report

General Education – Mark Johnson, Chair

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

Budget Committee – Cole Shewmake, Chair

- No report

Academic Honesty – Kevin Bracker, Chair

- No report

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

Call to order

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

Attendees

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

Discussion

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

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

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

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

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

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

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

The meeting adjourned at 10:00 a.m.

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

Course	Accept as Is	Change Rubric Level	Revise documentation	Delete	Gen Ed references
PHIL 103					
PHIL 105					
PHIL 112		Change to Milestone II			
PHIL 113					
PHIL 114		Change to Milestone II			
PHIL 207			Submit 207 syllabus. One submitted was 208 Use rubric language in assessment		
PHIL 208	X		Use rubric language in assessment		
PHIL 231					
PHYS 100		WILL CONSIDER IN ROUND 2			
PHYS 104		WILL CONSIDER IN ROUND 2			
PHYS 130		WILL CONSIDER IN ROUND 2			
PHYS 160		Change to Milestone I	Use rubric language in assessment	X	
PHYS 165		Change to Milestone I	Use more rubric language in outcomes and assessment	X	
PHYS 166			Use more rubric language in outcomes and assessment	X	
PHYS 167			Use rubric language in assessment	X	
PHYS 171			Use rubric language in assessment	X	
PHYS 172			Use rubric language in assessment	X	
PHYS 175		Change to Milestone I	Use more rubric language in outcomes and assessment	X	
PHYS 176			Use more rubric language in outcomes and assessment	X	
PHYS 375		Change to Milestone I	Use rubric language in assessment	X	
POLS 101			Place pathway with course objectives	X	
POLS 103		Change to Milestone I	Add element definition	X	
PSYCH 155			Place pathway with course objectives and add element definition	X	
SOC 100	X		Add element definition	X	
WGS 200			Add element definition and include rubric language in assessment		
WGS 399			Add element definition. Use rubric language in both outcomes and assessment		
ANTH 101	X				
ECON 191					
ECON 201	X				
MATH 110			Use rubric language in assessment		
MATH 113			Use rubric language in assessment		
MATH 133			Use rubric language in assessment		
MATH 143			Use rubric language in assessment		
MATH 150			Use rubric language in assessment		
MATH 204			Use rubric language in assessment		
FCS 203			Use rubric language in assessment		
MGT 101			Use rubric language in assessment	X	
BIOL 112		change to match objective verbage, Milestone I	Include pathway element definition, match objective to pathway, information provided addresses companion element, used work general education needs to change to Pathways		remove old general education language
BIOL 113		Change to match objective verbage ; milestone I	include pathway element definition, match objective to pathway,		remove old general education language
Chem 105		lots of recognition and understand, suggest change to benchmark	Include element definition, need clearer connection with assessments, more explicit link to pathway and course objective, assessment use of rubric language currently vague connection		
Chem 106		lots of recognition and understand, suggest change to benchmark	Include element definition, need clearer connection with assessments, more explicit link to pathway and course objective, assessment use of rubric language currently vague connection		
Comm 105	X	requirements appear to match benchmark	Use rubric language in assessment		
Comm 205					
Comm 207		suggest that assessments match milestone I	Include element definition, syllabus denotes a course number of 395 and 295 Otherwise would accept		
Comm 395					

Edith 330		assessments suggest a level milestone		Include element definition in syllabus. Objectives are tied with Kansas State Standards, would help to have the objectives explicitly aligned with element definition. Not sure course fits with human systems, expect for last objective	remove old general education language
Engl 101		??, level,		no actual assessments provided to determine match to rubric level	remove old general education language
Engl 113				Revise to say "Pathway" in place of General Education for essential element. Include definition for companion element	remove old general education language
Engl 114				Revise to say "Pathway" in place of General Education for essential element. Include definition for companion element	remove old general education language
Engl 116				Revise to say "Pathway" in place of General Education for essential element. Include definition for companion element	remove old general education language
Engl 120				Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture	remove old general education language
CIS 130				Element definition needed. Strive for more rubric linkage in the language	
FCS 203				Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture are reflected where?	
Art 178				Please quote it. Do not paraphrase. Link the objectives and assessment with the language of the rubric. Where does it take place?	yes, remove old gen ed
Art 188				Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture are reflected where?	yes, remove old gen ed
Art 217				Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture are reflected where?	yes, remove old gen ed
Art 222				Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture are reflected where?	yes, remove old gen ed
Art 233				Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture are reflected where?	yes, remove old gen ed
Art 244				Element definition needed. Learner Outcome seems to be more of an assessment. Suggest calling it that (assessment)	
Art 266				Please quote the element definition. Do not paraphrase. Link the objectives and assessment with the language of the rubric	
Art 277				Element definition needed. Link the objectives and assessment with the language of the rubric	
Art 288				Element definition needed. Link the objectives and assessment with the language of the rubric	yes, remove old gen ed
Art 289				Element definition needed. Link the objectives and assessment with the language of the rubric	yes, remove old gen ed
Art 311				Element definition needed. Link the objectives and assessment with the language of the rubric. Where does it take place? Society and culture are reflected where?	
Biol 111				Element definition needed. Use the Catalog course Description "Introductory survey of concepts and theories relevant to understanding visual art." Suggest removing the elementary education major statement or revising. Perhaps, "the material in this class is geared primarily for the elementary education major." If any student can take this course (i.e. general education) then there may be non elementary ed majors that might benefit from the course. If it is only for elementary education majors then is it truly general education?	
Engl 190				Element definition needed. Link the objectives and assessment with the language of the rubric. The two sections need to align objectives. Assessment may be different, but need to attain the same rubric level	remove old gen ed reference
Engl 250		benchmark		Element definition needed. Core (syllabus) or essential (forum) element? It is confusing	yes, remove old gen ed
Engl 299				Element definition needed. Use rubric language in assessment and objectives	yes, remove old gen ed
Engl 315				Element definition needed. Use the rubric language in assessment	yes, remove old gen ed
Engl 320				Move Pitt Pathway move up front. List Diverse Perspectives as a companion element	yes, remove old gen ed
FCS 230				Element definition needed	
Geog 106				Element definition needed	
Geog 300				Element definition needed	
	yes	Outcomes should be part of the syllabus		Element definition needed. Element definition needed.	

Example
Pittsburg State University
College of
Department of
Course # and Title

Course Intended for Partial Fulfillment of the Pitt State Pathway Curriculum

Professor:

Office Hours:

Office Phone Number:

E-mail Address:

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

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

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

Example:

Communication:

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

Learning Outcome: Students will communicate effectively.

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

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

Learning Outcome: Students will analyze data logically.

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

Example:

Core Element: Written Communication:

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

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

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

Example:

Companion Element: Scientific Inquiry

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

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

Course Description: (As stated directly in PSU catalog)

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

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

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

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

Examples might be:

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

Other Content:

Required Text(s):

Course Outline/Content:

Etiquette Expectations (Netiquette): OPTIONAL

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

Course and University Policies:

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

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

Grading Policy: (faculty will design)

Minimum Technology Requirements:

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

Request for New Minor/Emphasis/Certificate

Proposal for a New: Minor Emphasis Certificate

Department: Technology and Workforce Learning (TWL) College: Technology

Submission Date: 8-30-2018

Effective: Fall, 2019
(Year)

Contact Person: John L. Iley/Andy Klenke

Faculty member Chair

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

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

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

Yes No

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

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

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

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.

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

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

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

Additional Questions

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

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

Please give the rationale for additional student fees:

3. Will this minor/emphasis/certificate have specific General Education courses required?
 Yes No

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

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

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

Additional Questions for certificate only:

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

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

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

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

- Approved: Department Chairperson
Date 9.20.18 Signature, Department Chairperson Andrew M. Kleber
- Approved: College Curriculum Committee
Date 12.6.18 Signature, College Curriculum Committee Chair William R. Johnson
- Approved: Dean of College
Date 12.6.18 Signature, Dean R. J. Lee
- 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 1-18-19 Signature, Undergraduate Curriculum Committee Chair Mark Pappas
- 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.

Zimbra

aklenke@pittstate.edu

HHPR Support

From : John Oppliger <joppliger@pittstate.edu>

Thu, Sep 20, 2018 11:40 AM

Subject : HHPR Support**To :** Andrew Klenke <aklenke@pittstate.edu>**Hello Andy,**

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

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

Respectfully,
John

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

Kansas Board of Regents

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

**PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)**

**1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)**

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

TITLE OF EMPHASIS:

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

(Title and CIP)

(Date Submitted)

(Signature of Vice-President/or Provost)

PROPOSAL FOR EMPHASIS WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

Kansas Board of Regents

Submitted by _____ **Dr. Andy M. Klenke** _____

College of Emphasis _____ **Technology** _____

Department of Emphasis _____ **Workforce Development and Technology** _____

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

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

I. Describe the Purpose of the Proposed Emphasis:

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

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

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

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

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

Existing Program with Emphases and Proposed Program with NEW Emphasis

Existing Program	Proposed Program w/ NEW Emphasis
<i>Core Requirements (to be taken from PSU) (27 hours)</i>	<i>Core Requirements (to be taken from PSU) (27 hours)</i>
<i>General Education-Related Courses (18 hours)</i>	
TM 350 Societal Influence of Technology 3	TM 350 Societal Influence of Technology 3
or GT 350 Technology and Civilization 3	or GT 350: Technology and Civilization 3
HRD 555 Diversity in Technology Management 3	HRD 555 Diversity in Technology Management 3
PSYCH 575 Industrial and Organizational Psychology 3	PSYCH 575 Industrial and Organizational Psychology 3
SOC 360 Community Sociology 3	SOC 360 Community Sociology 3
JUST 223 Basic Interviewing and Counseling Skills 3	JUST 223 Basic Interviewing and Counseling Skills 3
COMM 629 Theories of Human Communication 3	COMM 629 Theories of Human Communication 3
<i>Business Related Courses (9 hours)</i>	
MATH 143 Elementary Statistics 3	MATH 143 Elementary Statistics 3
MKTG 330 Principles of Marketing 3	MKTG 330 Principles of Marketing 3
MGT 430 Legal and Social Environment of Business 3	MGT 430 Legal and Social Environment of Business 3
<i>Workforce Development Courses (12 hours)</i>	
EST 393 Introduction to Industrial Safety 3	EST 393 Introduction to Industrial Safety 3
or EST 512 Risk Assessment 3	or EST 512 Risk Assessment 3
TM 390 Trade and Job Analysis 3	TM 390 Trade and Job Analysis 3
TM 399 Technology Management Professional Development 2	TM 399 Technology Management Professional Development 2
TM 520 Leadership in the Workplace 3	TM 520 Leadership in the Workplace 3
TM 699 Senior Assessment in Technology Management 1	TM 699 Senior Assessment in Technology Management 1
<i>Emphasis I. Supervision & Leadership Courses (21 hours)</i>	
MFGET 405 Quality Control 3	MFGET 405 Quality Control 3
MGT 330 Management and Organizational Behavior 3	MGT 330 Management and Organizational Behavior 3
EST 630 Safety Management 3	EST 630 Safety Management 3
TM 500 Industrial Organization and Technology Management 3	TM 500 Industrial Organization and Technology Management 3
TM 501 Work Measurement and Efficiency Methods 3	TM 501 Work Measurement and Efficiency Methods 3
TM 503 Facility Maintenance and Management 3	TM 503 Facility Maintenance and Management 3
TM 606 Industrial Supervision 3	TM 606 Industrial Supervision 3
OR	
<i>Emphasis II. Human Resource Courses (21 hours)</i>	
HRD 575 Instructional Media in Human Resource Development 3	HRD 575 Instructional Media in Human Resource Development 3
HRD 596 Introduction to Human Resource Development 3	HRD 596 Introduction to Human Resource Development 3
HRD 653 Workforce Preparation 3	HRD 653 Workforce Preparation 3
TM 679 Presentation Skills 3	TM 679 Presentation Skills 3
HRD 597 Organizational Staffing 3	HRD 597 Organizational Staffing 3
HRD 598 Talent Management 3	HRD 598 Talent Management 3
HRD 630 Employee and Labor Relations 3	HRD 630 Employee and Labor Relations 3
OR	
<i>Emphasis III. Hospitality Management Courses (21 hours)</i>	
REC 400 Event Planning and Management 3	REC 400 Event Planning and Management 3
REC 402 Event Entertainment and Technology 3	REC 402 Event Entertainment and Technology 3
REC 404 Event Design 3	REC 404 Event Design 3
REC 406 Resort, Spa and Lodging Operations 3	REC 406 Resort, Spa and Lodging Operations 3
REC 408 Casino, Food, and Beverage Operations 3	REC 408 Casino, Food, and Beverage Operations 3
REC 410 Tourism Planning and Development 3	REC 410 Tourism Planning and Development 3
HRD 596 Introduction to Human Resource Development 3	HRD 596 Introduction to Human Resource Development 3
<p>Total hours required for Bachelor of Science with a major in Workforce Development degree (min. 120 hours w/ 60 beyond associate degree provided by PSU)</p>	
<p>Total hours required for Bachelor of Science with a major in Workforce Development degree (min. 120 hours w/ 60 beyond associate degree provided by PSU)</p>	

III. Faculty resources:

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

A. Number of FTE Faculty (12 credit hours/semester) who will teach in the new **emphasis:** 1.75
(21 credit hour emphasis).

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

Prof. 1 (1) _____ Assoc. Prof 1 _____ Asst. Prof. 2.5 (2) _____

Instr. .5 _____ GTAs 0 _____

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

Bachelor _____ Masters 1 _____ Doctorate 4 (1.25 and 1 ABD)

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

Request for New Minor/Emphasis/Certificate

Proposal for a New: Minor Emphasis Certificate

Department: Technology and Workforce Learning (TWL) College: Technology

Submission Date: 8-30-2018

Effective: Fall, 2019
(Year)

Contact Person: John L. Iley/Andy Klenke

Faculty member Chair

Title of Proposed Minor/Emphasis /Certificate: BAS in Technology- Hospitality Management Emphasis

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

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

Yes No

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

At this time, PSU's HHPR department is offering a certificate in hospitality management, but no other Regent's university offers it. This emphasis in the BAS in Technology--Hospitality Management emphasis (BAST-HM) optimizes course enrollments, while providing a completion degree alternative to HHPR's degree. Both departments are collaborating on this interdisciplinary emphasis.

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

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.

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

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

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

Additional Questions

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

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

Please give the rationale for additional student fees:

3. Will this minor/emphasis/certificate have specific General Education courses required?
 Yes No

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

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

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

Additional Questions for certificate only:

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

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

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

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

- Approved: Department Chairperson
 Date 9.20.18 Signature, Department Chairperson Andrew M. Kleber
- Approved: College Curriculum Committee
 Date 12.6.18 Signature, College Curriculum Committee Chair Walter Johnson
- Approved: Dean of College
 Date 12.6.18 Signature, Dean R. J. Lee
- 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 1/16-19 Signature, Undergraduate Curriculum Committee Chair Chris Propper
- Approved: Faculty Senate
 Date 1/16-19 Signature, Recording Secretary, Faculty Senate Chris Propper
- 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.

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HHPR Support

From : John Oppliger <joppliger@pittstate.edu>
Subject : HHPR Support
To : Andrew Klenke <aklenke@pittstate.edu>

Thu, Sep 20, 2018 11:40 AM

Hello Andy,

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

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

Respectfully,
John

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

Kansas Board of Regents

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

**PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)**

**1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)**

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

TITLE OF EMPHASIS:

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

(Title and CIP)

(Date Submitted)

(Signature of Vice-President/or Provost)

PROPOSAL FOR EMPHASIS WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

Kansas Board of Regents

Submitted by **Dr. Andy M. Klenke**

College of Emphasis **Technology**

Department of Emphasis **Workforce Development and Technology**

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

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

I. Describe the Purpose of the Proposed Emphasis:

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

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

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

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

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

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

Existing Program	Proposed Program
<i>General Education (Minimum 36 hours)</i>	<i>General Education (Minimum 36 hours)</i>
<i>Basic Skills (9 hours)</i>	<i>Basic Skills (9 hours)</i>
ENGL 101: English Composition3	ENGL 101 English Composition 3
ENGL 299: Introduction to Research Writing3 or ENGL 301: Technical/Professional Writing or approved substitute 3	ENGL 299 Introduction to Research Writing 3 or ENGL 301 Technical/Professional Writing or approved substitute 3
COMM 207 Speech Communication or approved substitute3	COMM 207 Speech Communication or approved substitute 3
<i>Behavioral, Social, History & Political Studies (6 hours)</i>	<i>Behavioral, Social, History & Political Studies (6 hours)</i>
SOC 100 Introduction to Sociology 3 or POLS 101 U.S Politics 3 or HIST 201: American History to 18653 or GT 350 Technology and Civilization 3 or TM 350: Societal Influence of Technology3	SOC 100. Introduction to Sociology 3 or POLS 101: U.S. Politics 3 or HIST 201: American History to 1865 3 or GT 350: Technology and Civilization 3 or TM 350: Societal Influence of Technology 3
PSYCH 155 General Psychology 3 or PSYCH 575: Industrial and Organizational Psychology3	PSYCH 155. General Psychology 3 or PSYCH 575 Industrial and Organizational Psychology 3
<i>Mathematics (6 hours)</i>	<i>Mathematics (6 hours)</i>
MATH 113: College Algebra 3 or MATH 114: Elements of Technical Analysis or math substitute ... 3	MATH 113: College Algebra 3 or MATH 114: Elements of Technical Analysis or math substitute . . 3
MATH 143: Elementary Statistics 3	MATH 143. Elementary Statistics 3
<i>Sciences (Minimum 6 hours) (8 hours)</i>	<i>Sciences (Minimum 6 hours) (8 hours)</i>
BIOL 113 Environmental Life Science or natural science substitute 4	BIOL 113 Environmental Life Science or natural science substitute 4
PHYS 171 Physical Science or physical science substitute3	PHYS 171 Physical Science or physical science substitute 3
PHYS 172 Physical Science Laboratory1	PHYS 172 Physical Science Laboratory 1
<i>Producing and Consuming (3 hours)</i>	<i>Producing and Consuming (3 hours)</i>
ACCTG 201 Financial Accounting or approved business substitute3	ACCTG 201. Financial Accounting or approved business substitute 3
<i>Fine Arts (Choose one) (3 hours)</i>	<i>Fine Arts (Choose one) (3 hours)</i>
ART 178: Introduction to the Visual Arts 3	ART 178: Introduction to the Visual Arts 3
COMM 105: Performance Appreciation 3	COMM 105 Performance Appreciation 3
COMM 205: Performance Studies 3	COMM 205 Performance Studies 3
HHP 151 Dance Appreciation 3	HHP 151: Dance Appreciation 3
MUSIC 120 Music Appreciation () 3 Or approved Humanities substitute (e.g., Ethics) 3	MUSIC 120: Music Appreciation () 3 Or approved Humanities substitute (e.g., Ethics) 3
<i>Cultural Studies (choose one) (3 hours)</i>	<i>Cultural Studies (choose one) (3 hours)</i>
GEOG 300 Elements of Geography 3	GEOG 300: Elements of Geography 3
GEOG 304 Human Geography 3 Or approved Cultural Studies substitute3	GEOG 304. Human Geography 3 Or approved Cultural Studies substitute 3
<i>Business Support Courses</i>	<i>Business Support Courses</i>
<i>Business Courses (9 hours)</i>	<i>Business Courses (9 hours)</i>
MGT 330: Management and Organizational Behavior 3	MGT 330: Management and Organizational Behavior 3
MGT 430: Legal and Social Environment of Business 3	MGT 430: Legal and Social Environment of Business 3
MGT 540 Human Resources Management 3 or MKTG 330 Principles of Marketing or approved 300+ business elective 3	MGT 540. Human Resources Management 3 or MKTG 330. Principles of Marketing or approved 300+ business elective.. ... 3

- Emphases are Continued on Next Page -

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

Technology Management Emphasis Courses

Technology Management (Organization & Leadership)# (12 hr)

TM 606 Industrial Supervision	3
TM 503 Facility Maintenance and Management	3
or AMMT 602. Manufacturing Facility Maintenance and Management	3
EST 393 Introduction to Industrial Safety	3
or EST 396 Introduction to Construction Safety	3
or EST 512 Risk Assessment	3
or EST 604 Occupational Health and Safety	3
or EST 630 Safety Management	3
or approved safety substitute course	
TM 500 Industrial Organization and Technology Management	3

Technical Specialization, Support and Electives

Technical Specialization Courses (40 hours)

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

Technology Management Support Courses (15 hours)

TM 399 Technology Management Professional Development	2
MFGET 405 Quality Control or approved substitute	3
TM 501 Work Measurement and Efficiency Methods	3
TM 520 Leadership in the Workplace	3
TM 683 Internship in Technology Management	3-6
TM 699 Senior Assessment in Technology Management	1

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

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

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

Technology Management Emphasis Courses

Technology Management (Organization & Leadership)# (12 hr)

TM 606 Industrial Supervision	3
TM 503 Facility Maintenance and Management	3
or AMMT 602. Manufacturing Facility Maintenance and Management	3
EST 393 Introduction to Industrial Safety	3
or EST 396 Introduction to Construction Safety	3
or EST 512 Risk Assessment	3
or EST 604 Occupational Health and Safety	3
or EST 630 Safety Management	3
or approved safety substitute course	
TM 500 Industrial Organization and Technology Management	3

Technical Specialization, Support and Electives

Technical Specialization Courses (40 hours)

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

Technology Management Support Courses (15 hours)

TM 399 Technology Management Professional Development	2
MFGET 405 Quality Control or approved substitute	3
TM 501 Work Measurement and Efficiency Methods	3
TM 520 Leadership in the Workplace	3
TM 683 Internship in Technology Management	3-6
TM 699 Senior Assessment in Technology Management	1

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

Hospitality Management Emphasis Courses

Hospitality Management (Organization & Leadership)# (12 hr)

REC 400 Event Planning and Management	3
REC 406 Resort, Spa and Lodging Operations	3
REC 408 Casino, Food, and Beverage Operations	3
REC 410 Tourism Planning and Development	3

Hospitality Specialization, Support and Electives

Hospitality & Related Specialization Courses (40 hrs)

(These are community college transfer credits, hospitality, tourism, or career related component of AAS degree)

Hospitality Management Support Courses (18 hours)

TM 399 Technology Management Professional Development	2
REC 402 Event Entertainment and Technology	3
REC 404 Event Design	3
EST 393 Introduction to Industrial Safety	
or EST 512 Risk Assessment	
or EST 604 Occupational Health and Safety	
or EST 630 Safety Management	
or approved safety substitute course	3
TM 520 Leadership in the Workplace	3
TM 683 Internship in Technology Management	3
TM 699 Senior Assessment in Technology Management	1

Electives (Business, Education, Technology (and Recreation for Hospitality Management Emphasis only) classes selected in consultation with advisor) (9 hours)

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

III. Faculty resources:

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

A. Number of FTE Faculty (12 credit hours/semester) who will teach in the new **emphasis**: 1.75
(21 credit hour emphasis).

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

Prof. 1 (1) Assoc. Prof 1 Asst. Prof. 2.5 (2)

Instr. .5 GTAs 0

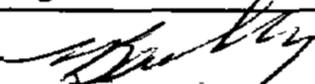
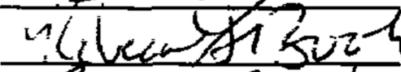
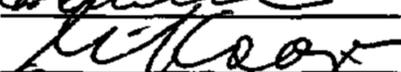
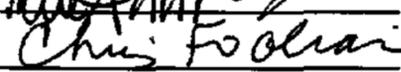
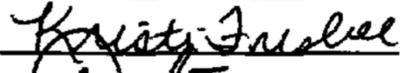
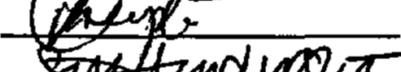
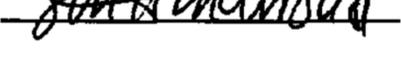
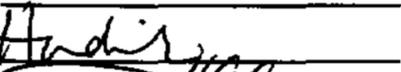
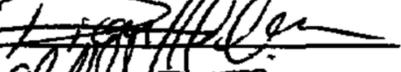
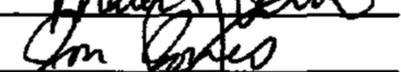
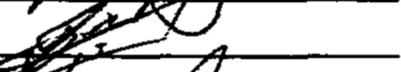
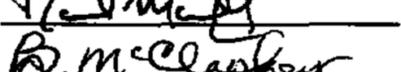
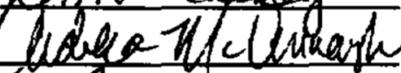
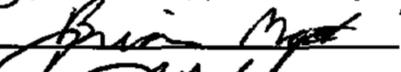
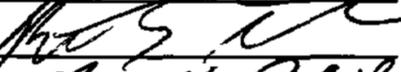
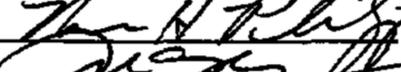
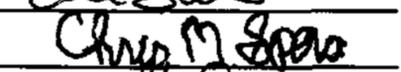
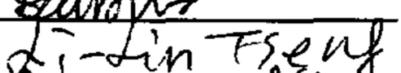
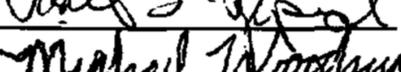
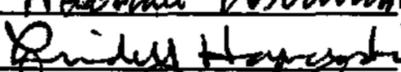
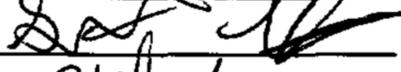
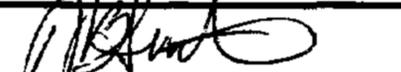
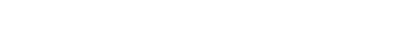
C. Preparation of Faculty (indicate number of faculty for each degree level):

Bachelor _____ Masters 1 Doctorate 4 (1.25 and 1 ABD)

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

FACULTY SENATE MEMBERSHIP (2018-2019)

January 28, 2019 Meeting

Faculty Senators	Signature	Substitute
Bailey, (At-Large)		
Book, (At-Large)		
Bracker, (Economics, Finance & Banking)		
Carlson, (English and Modern Languages)		
Childers, (History, Philosophy & Social Sci)		
Cooper, (At-Large)		
Covert-Miller, (At-Large)		
Dainty, (At-Large)		
Daley, (History, Philosophy & Social Sciences)		
Fincher, (Teaching and Leadership)		
Fogliasso, (Management and Marketing)		
Frisbee (Nursing)		
Gupta, (Chemistry)		
Hendershot, (Family & Consumer Sci)		
Hite, (Past-President)		
Hudiburg, (At-Large)		
Huffman, Rion, (At-Large)		
Jayawardhana, (At-Large)		
Johnson, Mark, (At-Large)		
Jones, Jon, (Technology & Workforce Learning)		
Leon, (Library Services)		
Livingston, (Communication)		
Maxwell, (Engineering Technology)		
McClaskey, (At-Large)		
McConnaughey, (Graphics & Imaging Tech)		
Moots, (English & Modern Languages)		
Morris, (President)		
Moss, (At-Large)		
Munguia, (Music)		
Norman, (Automotive Technology)		
Philipp, (School of Construction)		
Shay, (Military Science)		
Shewmake, (Health, Human Perform & Rec)		
Spera, (Psychology and Counseling)		
Tayo, (Physics)		
Thompson, Kyle, (Women's Studies)		
Thuong, (Mathematics)		
Tseng, (Art)		
Whitney, (Biology)		
Yarick, (Accounting & Computer Info Systems)		
Zepernick, (At-Large)		
University Support Staff Senate Representative		
Unclassified Professional Senate Representative		
Student Government Representative		

