The Pittsburg State University Faculty Senate met at 3:00 p.m. on Monday, October 22, 2018 in the Crimson & Gold Ballroom of the Overman Student Center with Cliff Morris, President, presiding.

Past Minutes

Minutes from September 24, 2018 meeting were approved.

Announcements

President Cliff Morris began the meeting by announcing the availability of a microphone and the importance of everyone being heard. Asked that individuals speak up or wait for the microphone.

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

Dr. Olson spoke of an up-coming KBOR meeting where she expected renewed discussion on Faculty Reward Structure that was originally presented last spring. Dr. Olson indicated that at the November BOR meeting plan she hopes to learn the timeline and structural components which will need be created with assistance of KNEA and Faculty Senate presidents. Contingent faculty will also be discussed. Also, as noted in her announcements in September, KU and JCCC have an initiative redefining baccalaureate degrees. Dr. Olson is calling for faculty to provide input in order to present to BOR the PSU perspective on reducing the number of hours required for a baccalaureate degree from a 4-year institution from 60 to 45.

PSU/KNEA –Grant Moss, President

Grant Moss spoke of a recent pay raise to have been seen in the October 19th paycheck and that there would be retroactive pay on the November 2nd paycheck. He advised to look for invites on CANVAS for upcoming events and believed the recent coffee and happy hour events were a great success.

Student Senate – Seth George, Representative

Mr. George indicated that Open Resource is the topic at SGA representation at BOR and they are currently looking at other colleges use of this. Also continuing to work on the next PSU TEDx event.

Unclassified Professional Senate – Lindell Haverstic, President

Mr. Haverstic advised UPS is preparing to resume awarding professional development scholarships in November thanks to the funding from University Foundation. UPS is also looking into coordinating some sort of casual welcoming meeting or orientation for new unclassified professional staff, possibly once a semester or more often whenever there is a sufficient number of new staff.

UPS is setting up an Office 365 Sharepoint to share documents and ease leadership transition each year.

UPS Council is preparing for a November teleconference and has plans to meet in person at the December BOR. UPS Council will be reporting again to BOR during the January meeting. UPS Council is also exploring any potential for an employee tuition waiver among the KBOR Regional Institutions.

University Support Staff – Michael Woodrum, President

Mr. Woodrum indicated that USS continues to work with HR on classification and compensation plan. This will continue to be their primary focus through the end of the semester.

Director of University Police and Parking Services – Stu Hite

Stu Hite shared a Powerpoint as an introduction of himself as well as the direction of UPPS.

Faculty Senate President – Cliff Morris, President

Mr. Morris indicated he has emailed the JCCC/KU proposal requesting comments by October 26 and as of today's date only 3 replies had been received. He encouraged input on this important discussion. He then asked for Dr. Mark Johnson to provide ground rules on how motions and amendments will be heard on the general education package.

Dr. Johnson noted that every senator had a name plate and without a nameplate cannot speak unless called upon. Senators will have up to 10 minutes and can speak twice. Each motion will be voted on independently. Not only did Dr. Johnson remind the group of the voting process but also that the purpose was to come out with the best gen ed package possible.

Committee Reports

Undergraduate Curriculum – Kevin Bracker

Dr. Bracker presented the items listed in the agenda as approved by the committee. All passed with unanimous support.

Writing Across the Curriculum – Alex Binder, Chair

Dr. Zepernick reported that the WAC Committee met in September. Committee has begun review of best practices and rubric. To be submitted to Provost on October 30. (more noted in the agenda)

Diversity and Multicultural Affairs – Marc Daczewitz, Chair

Cliff Morris read the report found in the agenda.

General Education Committee – Mark Johnson, Chair

Dr. Johnson noted he was presented the general education package to Faculty Senate for discussion of amendments. There was a motion and second. No immediate discussion and unanimous approval.

It was asked that amendments be submitted in advance of the meeting to President Morris. This became the working document from which senators were able to discuss and vote. Faculty Senate Secretary Andrea Kent-McConnaughey modified each amendment as recommendations and voting took place and was visible on the overhead projector. (Attached is the original proposed amendments along with amendments as they were passed)

Due to the necessity to consider some amendments before others in order to keep the integrity of the Pathways package, discussion/voting was completed in the following order and with the following vote totals.

1) Communication proposal – unanimous support
2) Art – 25 approved, 11 opposed – passed with 36 voting
3) Biology – not approved – 26 opposed and 6 in favor

It was during this discussion that it was asked for more explanation on Gorilla Gateways. (see # 7 of the Biology Proposal) Dr. Catherine Hooey explained the justification for the course being within Pathways was two-fold. Content is meeting current goals, elements such as financial literacy being taught can be taught with a more formal intent. Not all elements are equal. Significant content in the current Freshman Experience class not seen as an academic opportunity and can be used more efficiently to address elements. The New FE (Gorilla Gateways) partly there to meet requirements of information literacy and 2 credit hours within this course needs to be included here to be part of the 120 hours.

Multiple questions were asked and answered as it pertained to the 120 hours and impact on major courses if this course was outside Pathways. Dr. Hooey spoke of this course availability online as well as face-to-face. Dr. Mike Carper added that content within this course as other gen ed courses are to provide relevance to students as well as benefit and meet the standards constituents have said students need to know.

It was noted that this course would come back through Faculty Senate for approval as a new course. There was discussion on if there should be two votes and allowing #7 to stand alone. It was decided that one vote would suffice.

4) HPASS (1) – should contain a different prefix from the student's major – 21 in favor, 12 opposed –passed with 33 voting
5) HPASS (2) – Each General Education course is limited to one "Other Element" (later described as companion element) – 27 in favor, 8 opposed with 35 voting amendment approved
6) ENGLISH/MODERN LANGUAGES – proposal made from the floor and then withdrawn as HPASS amendment covered the imbalance in humanities.

7) MUSIC – it was proposed that this was something that KBOR would decide based on possible allowance over 120 hours. After a great deal of discussion revisions were made to the original proposal from 3 credit hours to 6. Vote was 1 in favor and every other vote opposed. Amendment did not pass.

8) TCHLS - Amendment from the floor from Senator Michelle Hudiburg regarding elective choices. Any course that covers any companion element of the Pitt State Pathways. Discussion if this changes the earlier HPASS amendment, student/advisement struggle with hours and restrictions and that core elements not intended to be electives. The initial motion was withdrawn and changed to read "Any course that covers any Essential Studies or Companion Element of the Pitt State Pathway. This passed with a vote of 28 in favor and 7 opposed a total of 35 voting.

No other amendments proposed.

Called for a vote on the main motion as amended. Approved with unanimous vote of 36 members present at time of vote.

Academic Honesty Committee – Kevin Bracker, Chair
One submission received into Maxient, yet to be reviewed.

Unfinished Business
 None

New Business
 None

Open Forum
 Dr. Johnson announced the return of Pecha Kucha on Wednesday, November 14th downtown at T.J. Lelands. Reminder this is 20 slides with 20 seconds per slide. Also on March 26 the next TEDx.

Meeting Adjourned Motion to adjourn was approved at 4:45 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							
Book, (At-Large)		X							
Bracker, (Economics, Finance, & Banking)	X	X							
Carlson, (English and Modern Languages)		X							
Childers, (History, Philosophy & Social Sci)	X	X							
Cooper, (At-Large)	X	X							
Covert-Miller, (At-Large)	X	X							
Dainty, (At-Large)	X	X							
Daley, (History, Philosophy & Social Sciences)	X	X							
Fincher, (Teaching and Leadership)	X	X							
Fogliasso, (Management and Marketing)	X	X							
Frisbee, (Nursing)	X	X							
Gupta, (Chemistry)	X*								
Hendershot, (Family & Consumer Sciences)	X	X							
Hite, (Past-President)	X	X							
Hudiburg, (At-Large)	X	X							
Huffman, (At-Large)	X	X							
Jayawardhana, (At-Large)	X								
Johnson, Mark, (At-Large)	X	X							
Jones, Jon, (Technology & Workforce Learning)	X	X							
Leon, (Library Services)	X	X							
Livingston, (Communication)	X	X							
Maxwell, (Engineering Technology)	X	X							
McClaskey, (At-Large)	X	X							
McConnaughey, (Graphics & Imaging Tech)	X	X							
Moots, (English & Modern Languages)	X	X							
Morris, (President)	X	X							
Moss, (At-Large)	X	X							
Munguia, (Music)	X	X							
Norman, (Automotive Technology)	X	X							
Philipp, (School of Construction)	X	X							
Shay, (Military Science)	X	X							
Shewmake, (Health, Human Perform & Rec)	X	X							
Spera, (Psychology and Counseling)	X	X							
Tayo, (Physics)	X	X							
Thompson, Kyle, (Women's Studies)	X	X							
Thuong, (Mathematics)	X	X							
Tseng, (Art)	X	X							
Whitney, (Biology)	X	X							
Yarick, (Accounting & Computer Inf Systems)	X	X							
Zepernick, (At-Large)	X	X							
University Support Staff Senate Representative	X	X							
Unclassified Professional Senate Representative	X	X							
Student Government Representative	X	X							

Khamis Siam substituted for Ram Krishna Gupta at the September meeting.

General Education Package – Proposed Amendments
October 2018

The following proposes amendments to page 4 of the Pitt State Pathway, Communication Rubric.

1. *Creative expression* is added within the evaluation areas for **Non-verbal and Creative Expression**, in Mastery, Milestone II, Milestone I, and Benchmark, to stay consistent with language in the element of **Non-verbal and Creative Expression. (addition highlighted in yellow)**

2. *Creates, evaluates, and analyzes* replaces *creates* to align with Bloom's Taxonomy's suggestion of higher domain terms, to embody the domain, and not one of the various verb possibilities. **(addition highlighted in blue)**

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Written Communication	*Composes* evidence-based ideas and creates an appropriate written document to convey a message	*Evaluates* evidence-based ideas and critiques a written document used to convey a message	*Explains* evidence-based ideas and reviews a written document used to convey a message	*Remembers* ideas and understands documents used to convey a message	
Verbal Communication	*Creates* and delivers a clear and compelling message that is appropriate for an intended audience, supported by a variety of materials	*Analyzes* a message intended for the appropriate audience, supported by referenced materials	*Understands* the message intended for the appropriate audience, using limited materials	*Identifies* s a message not supported or referenced	
Non-verbal and Creative Expression	*Creates, evaluates, and analyzes* effective non-verbal and/or creative expression via different modes of delivery	*Demonstrates* effective non-verbal and/or creative expression	*Understands* the characteristics of effective non-verbal and/or creative expression	*Defines* the characteristics of effective non-verbal and/or creative expression	

Proposed Amendments - From the Department of Art

Concerning the newly developed Pitt State Pathway, the Art Department proposes amending the following three sections:

1. **Page two**: Please include the word, "visual," in A. COMMUNICATION. "To express and actively receive meaning in formal and informal manners via **visual**, oral, written, verbal, or nonverbal forms (e.g. nonverbal forms are any human response not expressed in words);"

2. **Page three**: In the chart listing Pitt State Pathway Requirements, in the category of "Other Elements to be Completed in Essential Studies," please replace the word "other" with "companion." So, it should read, "**Companion** Elements to be Completed in Essential Studies."

3. **Page five**: In 3. Non-verbal and Creative Expression, please change the order of the three bullet points. Move the third point, "Interpreting and delivering nonverbal communication...," and position it as the first point. Thus, the original first point becomes the second and the second the third.

Proposed Amendment - From the Department of Music

An adjustment to the General Education requirement will be allowed for the Bachelor of Music Education Degree, in order to comply with the KBOR mandate to reduce the total number of degree credits to 120. Assuming that the department's two music history courses will be incorporated into the total (one as a component of the Human Experience Pillar, and the other as an elective), this adjustment will consist of a waiver of 3 credits from the Essential Studies area of the Pitt State Pathway.

Proposed Amendment - From the Department of Biology

Biology Faculty proposed amendments to the Pitt State Pathway (General Education Package).

1. **Split the GLOBAL UNDERSTANDING AND CIVIC ENGAGEMENT core objective into two separate objectives.**
Reason: Global understanding and civic engagement are two very different things covering different courses and subject areas, and as such do not belong under the same core objective.

2. **Have two elements under the new GLOBAL UNDERSTANDING core objective:**
   1) Human experience within a global context (5-6 hours)
   2) Natural world within a global context (4-6 hours)

3. **Combine the non-verbal and creative expression element with the human experience within a global context element.**
Reason: Both of these elements seem to emphasize the arts and literature, so they should be combined into a single element.

4. **Combine the following core elements into a single core element requiring 6-7 hours: human systems within a global context, diverse perspectives within a global context, and social responsibility within a global context. The new element will be called "Human systems, perspectives, and social responsibility in a global context", and would fall under the CIVIC ENGAGEMENT core objective.**
Reason: These three elements all appear to be very similar and as such should be part of the same element. Or, they are actually different, but at present are so vaguely worded in the proposal it is difficult to decipher what they actually are.

5. **Split the QUANTITATIVE/ANALYTIC METHODS AND SCIENTIFIC LITERACY core objective into two separate objectives.**
Reason: Quantitative/analytic methods and scientific literacy are two very different things covering different courses and subject areas, and as such do not belong under the same core objective.

6. **Change the INFORMATION AND DIGITAL LITERACY core objective to just DIGITAL LITERACY.**
Reason: It is unclear what information literacy is, because understanding information is part of every class. Digital literacy does have some meaning, as it conveys understanding how to use technology.

7. Do not include the Gorilla Gateway course in the Pitt State Pathway.
Reason: This class has not been proposed or legislated yet, and as such should not appear in the general education curriculum.

Below is an example of what the Pitt State Pathway General Education Package would look like if all of the above amendments are passed.

CORE OBJECTIVES

A. COMMUNICATION

B. GLOBAL UNDERSTANDING

C. CIVIC ENGAGEMENT

D. QUANTITATIVE/ANALYTIC METHODS

E. SCIENTIFIC LITERACY

F. DIGITAL LITERACY

G. PERSONAL & PROFESSIONAL BEHAVIOR

Core Objective	Elements	Credit Hours
Communication	Written Communication	6
	Verbal Communication	3
Global Understanding	The Human Experience within a Global Context	5-6
	Natural World within a Global Context	4-6
Civic Engagement	Human systems, perspectives, and social responsibility	6-7
Quantitative/Analytic Methods	Quantitative/Analytic Methods	3
Scientific Literacy	Scientific Inquiry	3
Digital Literacy		2-3
Personal & Professional Behavior	Wellness Strategies, Financial Literacy, and Self-Management	7
	Total Hours for the *Pitt State Pathway*	**39-44**

Pitt State Pathway Requirements

Proposed Amendment - From the Department of History, Philosophy, and Social Sciences

In an effort to ensure that the gen. ed. package is as diverse as possible, courses taken for "Essential Studies" or "Other Elements to be Completed in Essential Studies" should contain a different prefix from the student's major.

This leaves the "Electives" to still enable the student to count one major course toward his/her gen. ed., but not two. The elective would also help if a student changed majors after taking a course for gen. ed. as that course would shift to count as an elective instead.

General Education Package – Proposed Amendments
October 2018 – Faculty Senate October Meeting

Proposed Amendment - From the Department of History, Philosophy, and Social Sciences - Passed

In an effort to ensure that the gen. ed. package is as diverse as possible, courses taken for "Essential Studies" or "Other Elements to be Completed in Essential Studies" should contain a different prefix from the student's major.

This leaves the "Electives" to still enable the student to count one major course toward his/her gen. ed., but not two. The elective would also help if a student changed majors after taking a course for gen. ed. as that course would shift to count as an elective instead.

Proposed Amendment - From the Department of History, Philosophy, and Social Sciences - Passed

Proposed amendment:
  Each General Education course is limited to one "Other Element".

Context:
There was concern that a faculty member might try to associate their course with as many "Other Elements to be Completed in Essential Studies" as possible, based on the logic that if a course met **more** than one element, it would be more "attractive" to students, since they could check off more than one by taking that class. As a reminder, the four "Other Elements..." include:

Diverse Perspectives
Social Responsibility
Non-verbal and Creative Expression
Scientific Inquiry

To encourage breadth in courses taken to fulfill the "Other Elements" requirements, I propose the following amendment:

Each General Education course is limited to one "Other Element".

Proposed Amendment - From the Department of Communication - Passed

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Pittsburg State University
Faculty Senate Meeting

Date: Monday, October 22, 2018
Time: 3:00 p.m.
Location: Sunflower Room, Overman Student Center

AGENDA

I. **Call to order**

II. **Approval of September 24, 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 (Cassandra Ngo giving report)

    D. Unclassified Professional Senate Remarks- Lindell Haverstic

    E. University Support Staff Remarks- Michael Woodrum

    F. Vice President for Student Life- Dr. Steve Erwin
        - Director of University Police and Parking Services- Stu Hite

    G. 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 (Mark Johnson giving report)**

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**
   - Second Reading, General Education Package

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: November 26, 2018 -- 3:00 pm

Faculty Senate - Committee Reports
October 2018

Academic Affairs Committee
- No report

Undergraduate Curriculum Committee
In our UGCC meeting we approved the following legislation.
- Reducing the automotive minor from 25 to 24 credit hours
- Revising the course name and description of BIOL 106
- Changing the prerequisites for SOC 675
- Removing Elementary Statistics from the math minor
- Deleting the minor in substance abuse services
- Adding the new course AVT 107 Remote pilot Ground School

Library Service Committee
- No report

Online and Distance Learning Committee
- No report

Academic Honors Committee
- No report

Honors College Committee
- No report

Writing Across the Curriculum Committee
- Report: We met Sept 18th at 2pm for our initial meeting. Alex Binder was elected chair and Jessica Jorgenson Borchert was elected recorder. We reviewed Writing to Learn best practices and the rubric used to evaluate submissions for the grant. We set a deadline of October 16th to review all documentation for the grants. Final review documentation will be sent to the Provost on October 30th.

Diversity & Multicultural Committee
- We have met with Jan Smith to determine possible courses of action. On Tuesday, October 16 we will meet to solidify our plans for the year. We will be examining National Survey of Student Engagement (NSSE) data and discussing whether we need more data from students. We may survey faculty as well, and the goal would be to find out what is occurring on campus regarding diversity and multiculturalism.

Student-Faculty Committee

All-University Committee
- No report

Faculty Affairs Committee
- No report

Constitution Committee

General Education
- Second Reading, General Education Package

Budget Committee
- No Report

Academic Honesty
- No new cases or tracking notices.

General Education Package – Proposed Amendments
October 2018

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Reason: This class has not been proposed or legislated yet, and as such should not appear in the general education curriculum.

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CORE OBJECTIVES

    A. COMMUNICATION

    B. GLOBAL UNDERSTANDING

    C. CIVIC ENGAGEMENT

    D. QUANTITATIVE/ANALYTIC METHODS

    E. SCIENTIFIC LITERACY

    F. DIGITAL LITERACY

    G. PERSONAL & PROFESSIONAL BEHAVIOR

Pitt State Pathway Requirements		
Core Objective	**Elements**	**Credit Hours**
Communication	Written Communication	6
	Verbal Communication	3
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	Natural World within a Global Context	4-6
Civic Engagement	Human systems, perspectives, and social responsibility	6-7
Quantitative/Analytic Methods	Quantitative/Analytic Methods	3
Scientific Literacy	Scientific Inquiry	3
Digital Literacy		2-3
Personal & Professional Behavior	Wellness Strategies, Financial Literacy, and Self-Management	7
	Total Hours for the *Pitt State Pathway*	**39-44**

Pittsburg State University
Pitt State Pathway

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.

CORE VALUES

The *Pitt State Pathway* is a student-focused program that facilitates the development of skills, knowledge, and values required for career success and global citizenship. Underpinning the entire *Pitt State Pathway* are program-wide competencies that inspire:

- Critical Thinking
- Interdisciplinary Perspectives
- Lifelong Learning
- Creative and Innovative Thinking
- Diversity
- Sustainability

CORE OBJECTIVES

A. COMMUNICATION
1. To *express* and *actively receive* meaning in formal and informal manners via oral, written, verbal, or nonverbal forms (e.g. nonverbal forms are any human response not expressed in words);
2. To *process* and *integrate* existing knowledge to *develop* and *communicate* new knowledge.

B. GLOBAL UNDERSTANDING AND CIVIC ENGAGEMENT
1. To *understand* the nature of the human experience, human systems, the natural world, and their interconnectedness in local, regional and global contexts;
2. To *understand* the importance of active citizenship through the *application* of the concepts of equity, inclusiveness, collaboration, service, and building constituency in government, civic institutions, business, and the community at large.

C. QUANTITATIVE/ANALYTIC METHODS AND SCIENTIFIC LITERACY
1. To *apply* methods of scientific inquiry and problem solving;
2. To *apply* a set of formal tools (e.g., logical or statistical inference, probability, or mathematical analysis) to draw valid conclusions.

D. INFORMATION AND DIGITAL LITERACY
1. To *identify, access, evaluate* and *synthesize* diverse forms of information;
2. To responsibly and effectively *apply* appropriate technology to access, collect, manage, integrate, and evaluate information.

E. PERSONAL AND PROFESSIONAL BEHAVIOR
1. To *manage* personal health, wealth, and time management;
2. To *work* on a team and *demonstrate* leadership skills and ethical reasoning in a professional setting.

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Pitt State Pathway Requirements	
	Credit Hours
Core Elements	**12 hrs**
Written Communication*	6
Verbal Communication*	3
Quantitative/Analytic Methods*	3
Essential Studies@	**23-24 hrs**
The Human Experience within a Global Context*	3
Human Systems within a Global Context*	12
Natural World within a Global Context*	4-5
Wellness Strategies*	4 (3 + 1)
Other Elements to be Completed in Essential Studies	
Diverse Perspectives within a Global Context*	☐
Social Responsibility within a Global Context*	☐
Non-verbal and Creative Expression*	☐
Scientific Inquiry*	☐
Electives^	**3**
Any course that covers any Element of the *Pitt State Pathway*	3
Gorilla Gateway	**2**
Information and Digital Literacy (All 5 Elements)*	
Professional Development*	
Financial Literacy*	
Leadership Initiative*	
Self-Management*	
Total Hours for the *Pitt State Pathway*	**40-41**

* Elements of the Pitt State Pathway
@ Courses must have different prefixes to meet the Essential Studies requirements to encourage breadth; exceptions to this rule are lecture/laboratory course pairings.
^ May have same prefix as a course taken for Essential Studies category

The "Writing Across the Curriculum Program" at Pittsburg State University:
- Writing to Learn (WL) courses <u>are not</u> part of the *Pitt State Pathway*. Those requirements fall under the **Writing Across the Curriculum Program** and are independent of this package.

Definition of Terms:
- **Element**.....................An assessable skill, competency, or component of knowledge.
- **Core Elements**.........Elements identified as basic skills.
- **Gorilla Gateway**......This skills-based 2 credit hour class will replace the Freshman Experience course.
- **Essential Studies**.....Courses that have been designated as essential to fulfilling the requirements of the *Pitt State Pathway*, and those skills/competencies/components of knowledge deemed necessary for a well-educated individual.
- **Electives**.................Courses that have been identified to increase the student's depth of knowledge based on the student's interest(s).

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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.*

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Written Communication	*Composes* evidence-based ideas and creates an appropriate written document to convey a message	*Evaluates* evidence-based ideas and critiques a written document used to convey a message	*Explains* evidence-based ideas and reviews a written document used to convey a message	*Remembers* ideas and understands documents used to convey a message	
Verbal Communication	*Creates* and delivers a clear and compelling message that is appropriate for an intended audience, supported by a variety of materials	*Analyzes* a message intended for the appropriate audience, supported by referenced materials	*Understands* the message intended for the appropriate audience, using limited materials	*Identifies* s a message not supported or referenced	
Non-verbal and Creative Expression	*Creates* effective non-verbal communication via different modes of delivery	*Demonstrates* effective non-verbal communication	*Understands* the characteristics of effective non-verbal communication	*Defines* the characteristics of effective non-verbal communication	

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Definitions of Elements

1. **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*).

2. **Verbal communication:**

Demonstrates the effective ability to engage others in order to increase knowledge and foster understanding. Competency in this element means:

- *Organizing* formal presentations (introduction, body with clear and concise transitions, and conclusion) so that the central idea is clear, memorable, and strongly supported;
- *Creating* a cooperative, civilized dialogue based on asking and answering questions to stimulate critical and creative thinking via informal presentations;
- *Demonstrating* language choices that are imaginative and compelling while using appropriate vocabulary for the audience;
- *Employing* 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;
- *Analyzing* presenter's credibility/authority through ethical means.

3. **Non-verbal and Creative Expression:**

Competently utilizes and demonstrates human response not expressed in words. These responses may or may not complement written and verbal information. Competency in this element means:

- *Demonstrating* effective and appropriate delivery/presentation including, but not limited to, facial expression, eye contact, body movement, and vocal variety;
- *Demonstrating* professionalism;
- *Interpreting* and *delivering* nonverbal communication as it applies to specific contexts such as art, music, illustrations, theater, dance, digital media, or other forms of context not identified above, as appropriate.

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GLOBAL UNDERSTANDING AND CIVIC ENGAGEMENT

As global citizens, students need a comprehensive understanding of where they live and of the larger, interconnected global system of which they are part, and on which they depend. While identifying commonalities among people and places is important, it is crucial that students understand and appreciate the diverse cultural, social, political, economic, and environmental contexts that create differences. Understanding the role of responsible citizens in their own community and beyond ensures effective and ethical participation at all levels. Students also need to understand how biological, physical, and chemical systems work, how they change naturally, and how they can change due to human involvement. Understanding the implications of the interaction between humans and non-human systems is essential for long-term decision-making.

Learning Outcome: *Students will explore global systems conscientiously.*

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Human Experience within a Global Context	*Analyzes* how various art forms respond to and influence society and culture	*Interprets* how various art forms respond to and influence society and culture	*Explains* how various art forms respond to and influence society and culture	*Recognizes* that various art forms respond to and influence society and culture	
Human Systems within a Global Context	*Evaluates* human organizational systems using a variety of disciplinary and interdisciplinary perspectives	*Analyzes* human organizational systems using a variety of disciplinary and interdisciplinary perspectives	*Explains* human organizational systems using a variety of disciplinary and interdisciplinary perspectives	*Describes* human organizational systems using a variety of disciplinary and interdisciplinary perspectives	
Natural World within a Global Context	*Evaluates* biological, physical and/or chemical processes and how human activities alter them	*Analyzes* biological, physical and/or chemical processes and how human activities alter them	*Explains* biological, physical and/or chemical processes and human activities that alter them	*Describes* biological, physical and/or chemical processes and human activities that alter them	
Diverse Perspectives within a Global Context	*Evaluates* the role of multiple worldviews and power structures in addressing significant global problems	*Analyzes* the role of multiple worldviews and power structures in addressing significant global problems	*Explains* the role of worldviews and power structures in addressing significant global problems	*Describes* the role of worldviews and power structures in addressing significant global problems	
Social Responsibility within a Global Context	*Evaluates* the roles and responsibilities of citizens at all levels	*Analyzes* the roles and responsibilities of citizens at all levels	*Explains* the roles and responsibilities of citizens at all levels	*Describes* the roles and responsibilities of citizens at all levels	

Pittsburg State University · **Pitt State Pathway**

Definitions of Elements

1. **Human Experience within a Global Context:**
   Understanding the diverse nature, meanings, or functions of creative endeavors through the study of literature, music, theater, visual arts, or related forms of expression helps us understand ourselves. Competency in this element means:
   - *Applying* cultural concepts and/or methodologies in the analysis of literary, performing, visual, or other art forms;
   - *Analyzing* how literature, performance, the visual arts, or other creative endeavors respond to and influence society and culture;
   - *Analyzing* creative endeavors in a contextual framework, such as critical theory, aesthetics, philosophy of art, or rhetoric;
   - *Demonstrating* concepts that characterize a polycentric view of the world in contrast to an ethnocentric perspective.

2. **Human Systems within a Global Context:**
   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.

3. **Natural World within a Global Context:**
   Biological, physical, and chemical systems form the context for life. Students need to understand how these systems work, how these change naturally, and how these can change as a result of human activities. The implications of these changes are essential for long-term decision-making. Competency in this element means:
   - *Analyzing* biological, physical, and/or chemical systems;
   - *Evaluating* the implications of changes that result from interactions between natural and human systems.

4. **Diverse perspectives within a Global Context:**
   Valuing different perspectives and analyzing the interrelationships between them leads to global respect and understanding. Competency in this element means:
   - *Applying* multiple perspectives to personal, social, cultural, disciplinary, environmental, race, ethnicity, gender, nationhood, religion, or class interactions;
   - *Analyzing* connections between worldviews, power structures, or experiences of multiple cultures in a historical or contemporary context;
   - *Analyzing* issues of diversity (i.e. religious, racial, sexual orientations, gender, or disabilities).

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5. **<u>Social Responsibility</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:

- *Applying* the concepts associated with active, responsible citizenship;
- *Analyzing* the ethical, social, and environmental consequences of local, national, and global organizations;
- *Analyzing* the historical consequences of local or national decisions on global systems.

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QUANTITATIVE/ANALYTIC METHODS AND SCIENTIFIC LITERACY

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.*

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Quantitative/Analytic Methods	*Synthesize* tools of analysis and communicate results	*Compares* tools of analysis and communicate results	*Applies* tools of analysis and communicate results	*Recognizes* tools of analysis	
Scientific Inquiry	*Evaluates* a problem by using scientific methods	*Interprets* a problem by using scientific methods	*Applies* the scientific methods to a problem	*Identifies* steps of scientific methods	

Definition of Elements

1. **Quantitative or 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.

2. **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.

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INFORMATION AND DIGITAL LITERACY

Information literacy and digital literacy are foundational to student success. The information literate student must demonstrate proficiencies in finding, using, and analyzing information and data to answer questions, develop new questions, and create new knowledge through ethical participation in communities of learning and scholarship. The digital literate student must use appropriate technologies to locate, access, evaluate, manage, and share information in appropriate ways for various disciplines.

Learning Outcome: *Students will evaluate information competently.*

Elements	4 Mastery	3 Milestone 2	2 Milestone 1	1 Benchmark	N/A
Research as Discovery	*Evaluates* information sources for appropriate use in formulating research questions and applying research methods	*Analyzes* information sources for appropriate use in formulating research questions and applying research methods	*Explains* information sources for appropriate use in formulating research questions and applying research methods	*Describes* information sources for appropriate use in formulating research questions and applying research methods	
Information Validity	*Evaluates* the information need and the contexts in which information is created and disseminated	*Analyzes* the information need and the contexts in which information is created and disseminated	*Explains* the information need and the contexts in which information is created and disseminated	*Describes* the information need and the contexts in which information is created and disseminated	
Information Design Process	*Formulates* an appropriate research scope, effectively organizing and synthesizing ideas from multiple sources, drawing reasonable conclusions	*Evaluates* an appropriate research scope, effectively organizing and synthesizing ideas from multiple sources, drawing reasonable conclusions	*Explains* the nature of an appropriate research scope, and how to effectively organize and synthesize ideas from multiple sources	*Describes* the nature of an appropriate research scope, and how to effectively organize and synthesize ideas from multiple sources	
Use Information Ethically	*Evaluates* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	*Analyze* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	*Explains* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	*Describes* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	
Evidence of Digital Competency	*Creates* effective search strategies within digital systems through skillful application of appropriate technologies to locate, access, manage, interpret and present information with clarity and insight	*Analyzes* effective search strategies within digital systems through skillful application of appropriate technologies to locate, access, manage, interpret and present information with clarity and insight	*Explains* effective search strategies within digital systems	*Describes* effective search strategies within digital systems	

Pittsburg State University · **Pitt State Pathway**

Definition of Elements

1. **Research as Discovery:**

   Research is iterative and depends upon asking increasingly complex or new questions. The analysis of the answers may lead to additional questions or lines of inquiry in any field. Competency in this element means:
   - *Evaluating* a range of information sources and pursue alternate research strategies as new understanding develops;
   - *Formulating* research questions based on existing information;
   - *Applying* various research methods based on the need, context, and type of inquiry as appropriate;
   - *Managing* and *assessing* the gathered information.

2. **Information Validity:**

   Information resources reflect the author's expertise and credibility. These resources should be evaluated based on the information need and the context in which the information will be used. Authority and relevance stems from expertise and the practice of various intellectual and scholarly communities. Competency in this element means:
   - *Understanding* how information from different sources is valued in various contexts;
   - *Recognizing* that information may be perceived or interpreted differently based on the format in which it is disseminated;
   - *Articulating* how information is created and disseminated within a particular discipline;
   - *Assessing* the fit between an information resource and a particular information need.

3. **Information Design Process:**

   Information is produced to convey a message and is shared through a selected format or delivery method. The processes of researching, creating, revising, and disseminating information vary with the resulting product reflecting these differences. Competency in this element means:
   - *Determining* an appropriate scope for investigation;
   - *Organizing* information in meaningful ways;
   - *Synthesizing* ideas gathered from multiple sources;
   - *Drawing reasonable conclusions* based on analysis and interpretation of information.

4. **Use Information Ethically:**

   Information possesses several dimensions of value, including as a commodity, as a means of education, as a means of influence, and as a means of negotiating and understanding the world. Ethical and legal interests influence information production and dissemination. The value of information is manifest in various contexts, including publishing practices, access to information, the commodification of information, and intellectual property laws. Competency in this element means:
   - *Making informed decisions* about how to ethically access, use, produce, and disseminate information;
   - *Giving credit* to the original ideas of others through proper attribution and citation;
   - *Understanding* that intellectual property is a legal and social construct that varies by culture and the distinguishing characteristics of copyright, fair use, open access, and public domain;
   - *Understanding* the implications of the commodification of personal information and the effects of information they produce or disseminate online.

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5. **<u>Evidence of Digital Competency</u>:**

Locating, accessing, organizing, and disseminating information requires an understanding of how information systems are ordered and the mental flexibility to pursue alternate avenues as new understanding develops. Competency in this element means:

- *Matching* information needs and search strategies to appropriate search tools;
- *Using* different types of search language such as controlled vocabulary and keywords appropriately;
- *Managing* search processes and results effectively;
- *Understanding* that emerging methods of information creation and dissemination with differing purposes are available for their use.

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PERSONAL AND PROFESSIONAL BEHAVIOR

To lead productive lives, students must develop personal and professional behaviors, within and across disciplines. This will develop the aptitude to make informed choices regarding general wellness, fiscal decision-making, the development of personal and professional behaviors, and leadership skills. With these abilities, students will be better prepared and more confident in their abilities to actively engage and effectively perform in society.

Learning Outcome: *Students will model productive behaviors purposefully.*

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Wellness Strategies	*Creates* wellness strategies for life long health	*Evaluates* wellness strategies for life long health	*Analyzes* wellness strategies for life long health	*Understands* wellness strategies for life long health	
Financial Literacy	*Creates* financial strategies for lifelong financial security	*Evaluates* financial strategies for lifelong financial security	*Analyzes* financial strategies for lifelong financial security	*Understands* financial strategies for lifelong financial security	
Self-Management	*Develops* ethical management, respectful engagement, and critical thinking skills	*Analyzes* ethical management, respectful engagement, and critical thinking skills	*Understands* ethical management, respectful engagement, and critical thinking skills	*Defines* ethical management, respectful engagement, and critical thinking skills	
Professional Development	*Develops* strategies for life-long learning, and the problem-solving/decision-making processes	*Analyzes* strategies for life-long learning, and the problem-solving/decision-making processes	*Understands* the need for life-long learning, and the problem-solving/decision-making processes	*Identifies* the strategies for life-long learning, and the problem-solving/decision-making processes	
Leadership Initiative	*Creates* effective leadership methods	*Evaluates* effective leadership methods	*Analyzes* effective leadership methods	*Understands* effective leadership methods	

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Definitions of Elements

1. **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 awareness, and continuous involvement in an exercise or physical/leisure time activity program to ensure students create a healthy lifestyle plan throughout their lifetime. Competency in this element means:
   - *Understanding* chronic disease prevention/management;
   - *Understanding* the principles of behavior and mental processes;
   - *Evaluating* healthy lifestyle habits;
   - *Analyzing* the benefits of exercise and physical/leisure time activity on mental health;
   - *Creating* a healthy nutritional regimen;
   - *Creating* a personalized exercise or physical/leisure time activity program;
   - *Completing* an exercise or physical/leisure time activity course.

2. **Financial Literacy:**
Financial literacy includes the ability to manage personal finances. The ability to analyze and evaluate financial decisions, and develop strong financial habits, will enable students to create positive lifelong financial plans. Competency in this element means:
   - *Creating* personal financial management practices;
   - *Developing* a working knowledge of basic consumer finance principles;
   - *Investigating* global economic issues that may impact personal financial management.

3. **Self-Management:**
To master the concept of self-management, students must develop responsible habits and personal behaviors. Competency in this element means:
   - *Making* independent decisions;
   - *Applying* ethics, values, self-awareness, and responsibility;
   - *Developing* skills for time management, meeting deadlines, task prioritization, and organization.

4. **Professional Development:**
Professional development includes the interrelated components of behavioral, attitudinal, and intellectual skills and aptitudes exhibited by successful professionals. Competency in this element means:
   - *Developing* effective job seeking skills (e.g. resume writing, interview skills, etc.);
   - *Demonstrating* professional workplace behaviors (e.g. punctuality, dress code, lifelong learning, etc.);
   - *Applying* effective negotiation and conflict management techniques;
   - *Formulating* successful project management practices and activities.

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5. Leadership Initiative:

Leadership initiative is recognizing multiple approaches to leadership and cultivating the knowledge required to apply these approaches. Leaders understand the need for individual initiative in place of direct supervision. Competency in this element means:

- *Demonstrating* successful organizational skills including planning, logistics, and delegation;
- *Fostering* accountability and responsibility;
- *Modeling* team skills including respectful engagement (complementary to leadership);
- *Implementing* effective leadership styles and techniques.

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**Verb Wheel
based on the revised
Bloom's Taxonomy**

● Domain
● Verb (measurable, observable
● Learner
  artefact/evidence
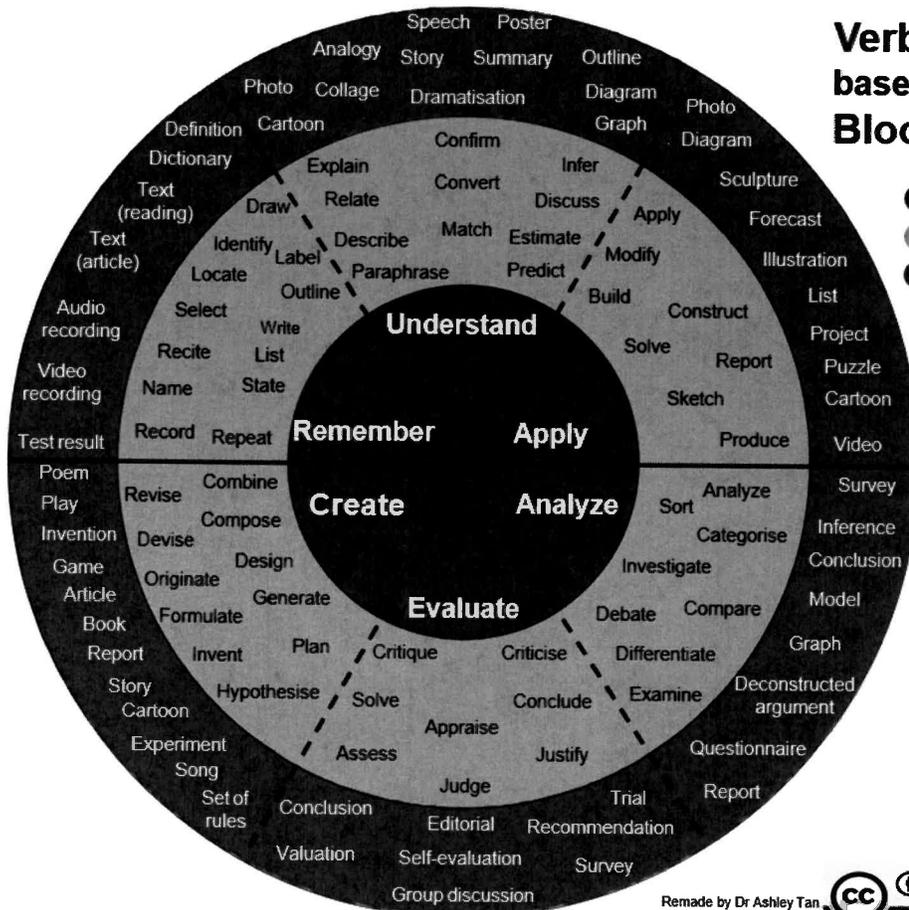
Lower order
―――――――――
Higher order

Pittsburg State University · **Pitt State Pathway**

Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: **Biology**   College: **Arts & Sciences**

12/6/2017

Submission Date:

Contact Person: **Christine Brodsky**

☒ Faculty member ☐ Chair

Revision Effective: **Fall 2018** (Semester/Year)

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

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
This course is a required course for students emphasizing in the Ecology and Field Biology emphasis area within the Biology major.

Purpose/Justification for Revision to Course: The existing course name reflects the former emphasis area names. This will update the orientation course to reflect the current emphasis in Ecology and Field Biology.

Existing Course:

Course Number: **BIOL 106**

Title of Course: **Organismic and Environmental Biology Orientation**

Credit Hours: **1**

Prerequisite: **N/A**

Course Description (**as it appears in the current catalog**): Acquaint freshman with the requirements for both agency employment and advanced degrees in the field sciences. Required for all incoming Biology majors in the Field Biology and Environment, or Ecology and Organismic Biology emphasis areas. Offered on a Pass-Fail basis only.

Proposed Course:

Course Number: **BIOL 106**

Title of Course: **Ecology and Field Biology Orientation**

Credit Hours: **1**

Prerequisite: **N/A**

Course Description (as it will appear in the next catalog): Acquaint freshman with the requirements for both agency employment and advanced degrees in the field sciences. Required for all incoming Biology majors in the following emphasis areas: Ecology and Field Biology, Botany, Fisheries and Aquatic Sciences, and Wildlife Ecology and Conservation. Offered on a Pass-Fail basis only.

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>None</u>

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

☐ Approved: Department Chairperson
Date *1-23-18* Signature, Department Chairperson _Dixie A Schmidt_

☑ Approved: College Curriculum Committee
Date *5/3/18* Signature, College Curriculum Committee Chair _MC Pomath_

☑ Approved: Dean of College
Date *5/5/18* Signature, Dean _MC Pomath_

☑ 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 *6/5/18* Signature, Undergraduate Curriculum Committee Chair _Nino Pol/an_

☐ 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: __HPSS__   College: __A & S__   Submission
Date: _5-1-2018_

Contact Person: __Gary Wilson or Marjorie Donovan – Faculty members__

Chair: Dr. Barbara Bonnekessen

Revision Effective: __Fall 2018__ (Semester/Year)

Offered: (check all that apply)
Fall X
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 X

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 proposed change to SOC 675 does not affect any other department's / college's / unit's curricula or programs at Pittsburg State University.

Purpose/Justification for Revision to Course: The proposed change will help to grow the Sociology program. It allows students more flexibility with regard to course sequencing.

Existing Course:
Course Number: __SOC 675__

Title of Course: __Sociological Theory__

Credit Hours: __3__

Prerequisite: __Nine credit hours of SOC__

Course Description (**as it appears in the current catalog**): __Major schools of sociological theory and their origins, theorists, and theoretical controversies in Sociology, with attention to problems of theory construction and the relationship between theory and research. Prerequisite: Nine hours of Sociology or permission of instructor.__

Proposed Course:
Course Number: __SOC 675__

Title of Course: __Sociological Theory__

Credit Hours: __3___

Prerequisite: _SOC 100, Introduction to Sociology

Course Description (**as it will appear in the next catalog**): _Major schools of sociological theory and their origins, theorists, and theoretical controversies in Sociology, with attention to problems of theory construction and the relationship between theory and research. Prerequisite: SOC 100, Introduction to Sociology.

Additional Questions

- Is this course to be considered for General Education?   Yes   __No X__

  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.

- Will this course be required of any education majors?   Yes   __No X__
  If "yes," please realize that it will need to have the approval of the Council for Teacher Education.

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

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

Approved: Department Chairperson
Date _____ Signature, Department Chairperson _____

Approved: College Curriculum Committee
Date _____ Signature, College Curriculum Committee Chair
Mary Carol Pomatto /u

Approved: Dean of College
Date _____ Signature, Dean _Mary Carol Pomatto_ /u

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 _10-5-18_ 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: Mathematics   College: Arts and Science

Submission Date: 3/9/18

Revision Effective: Fall, 2018
(Year)

Contact Person: Tim Flood ☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: Minor in Mathematics (Teaching Grades 5-8)

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

Description of Change: Remove Elementary Statistics from the minor requirement but requiring it as part of general education.

Rationale for Change (include changes to curriculum objectives): Debbie Greve informed the department that her office had recently uncovered in KBOR policy that minors should be no more than 24 hours. The current requirements are down to the minimal list of courses necessary to meet the KSDE licensure expectations. Debbie felt the proposed change would bring the minor into compliance.

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.
There is no net effect to the change.

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.
There is no net effect to the change.

Existing Major or Minor/Emphasis/Certificate

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

Mathematics for Grades 5-8 (27 hours)

MATH 126 Pre-Calculus 4
MATH 143 Elementary Statistics 3
MATH 304 Mathematics for Education II 3
MATH 307 Geometry for Education 3
MATH 471 Manipulatives for Teaching Mathematics 1
MATH 472 Technology for Teaching Secondary Mathematics ... 2
MATH 479 Techniques for Teaching Mathematics 3
MATH 480 Clinical Experience in Secondary Mathematics Teaching .. 1
MATH 503 Introduction to Advanced Mathematical Concepts for Education 3
MATH 879 Mathematics Education Seminar 1
CIS 230 Visual Basic Programming 3
or CIS 240 C ++ Programming
or A computer programming course approved by the mathematics department

MATH 479 Techniques for Teaching Mathematics requires admission to Teacher Education prior to enrolling in the course.

Proposed Major or Minor/Emphasis/Certificate:

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

Mathematics for Grades 5-8 (24 hours)

MATH 126 Pre-Calculus 4
MATH 304 Mathematics for Education II 3
MATH 307 Geometry for Education 3
MATH 471 Manipulatives for Teaching Mathematics 1
MATH 472 Technology for Teaching Secondary Mathematics ... 2
MATH 479 Techniques for Teaching Mathematics 3
MATH 480 Clinical Experience in Secondary Mathematics Teaching .. 1
MATH 503 Introduction to Advanced Mathematical Concepts for Education 3
MATH 879 Mathematics Education Seminar 1
CIS 230 Visual Basic Programming 3
or CIS 240 C ++ Programming
or A computer programming course approved by the mathematics department

MATH 143 Elementary Statistics is required as a general education requirement.

MATH 479 Techniques for Teaching Mathematics requires admission to Teacher Education prior to enrolling in the course.

Additional Questions

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

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

   Please give the rationale for additional student fees:
   _____

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

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

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

Additional Questions for certificate only:

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

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

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

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

☒ Approved: Department Chairperson
Date   3/9/18 Signature, Department Chairperson _____

☒ Approved: College Curriculum Committee
Date 4-11-18 Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date 4-11-18 Signature, Dean _____

☐ Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____

☑ Approved: Council for Teacher Education (if applicable)
Date _4/25/18_ Signature, Council for Teacher Education Chair _____

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date _____ Signature, Undergraduate Curriculum Committee Chair _____

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

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

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 Deletion of Curriculum

Deletion of: ☐ Major   ☒ Minor   ☐ Emphasis   ☐ Certificate

Department: <u>Psychology and Counseling</u>   College: <u>Education</u>

Submission Date: <u>March 26, 2018</u>   Revision Effective: Fall, <u>2018</u>
                                                           (Year)
Contact Person: <u>David P. Hurford</u>   ☐ Faculty member ☒ Chair

Name of Existing Major or Minor/Emphasis/Certificate: <u>Minor in Substance Abuse Services</u>

Rationale for Deletion: <u>The KBOR policy states that minors should be no more than 24 hours. The minor in Substance Abuse Services is 33 hours. This minor was originally designed for social work majors but they are not going this route now. We do not have any students at this time with the minor in Substance Abuse Services.</u>

Will this deletion affect any other department's/college's/unit's curricula or programs at Pittsburg State University?
☐ Yes   ☒ No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
<u>This program does not affect any other department as the minor is not part of any other department's minor or major. No communication is documented as there was no reason for any communication as the elimination of this minor will have a minor affect in our department and no effect whatsoever on any other department.</u>

Will this deletion involve specific General Education courses? ☐ Yes   ☒ No
If "yes," please realize that it will need to gain approval of the General Education Committee.

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

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

☒ Approved: Department Chairperson
Date 3-26-18 Signature, Department Chairperson _David P. Hartford_

☒ Approved: College Curriculum Committee
Date 4/24/18 Signature, College Curriculum Committee Chair _James Love_

☒ Approved: Dean of College
Date 4/24/18 Signature, Dean _James Love_

☐ Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____

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

☑ Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 05-18 Signature, Undergraduate Curriculum Committee Chair _____

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

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

Notification to COCAO/Kansas Board of Regents: Date: _____

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

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

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

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

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

Request for Revision to Curriculum

Revision for: ☐ Major ☒ Minor ☐ Emphasis ☐ Certificate

Department: <u>Automotive Technology</u> College: <u>Technology</u>

Submission Date: <u>2-28-18</u> Revision Effective: Fall, <u>2018</u>
(Year)

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

Name of Existing Major or Minor/Emphasis/Certificate: <u>Minor in Automotive Technology</u>

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

Description of Change: <u>Change elective requirements from 10 to 9 hours to reduce total hours required for a Minor In Automotive Technology.</u>

Rationale for Change (include changes to curriculum objectives): <u>All minors must be 15-24 hours and our current Minor is at 25 hours so we are reducing the Electives requirement from 10 to 9 hours to comply with the mandate.</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>This will not affect any degree program or minor/emphasis/certificate.</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 will not affect any other department's/college's/unit's curricula or program.</u>

Existing Major or Minor/Emphasis/Certificate
Copy and paste the existing curriculum **as it currently appears** in the online catalog:
Automotive Minor
AT 115: Mobile Electrical/Electronics 3
AT 116: Mobile Electrical/Electronics Laboratory...............................3
AT 210: Brake Systems 3
AT 211: Steering, Alignment and Suspension 3
AT 213: Engine Systems 3

Electives chosen from (10 hours)
AT 314: Manual Transmission and Drivelines 3
AT 403: Current Topics in Automotive Technology (_____) 1-3
or AT 410: Emerging Trends in the Transportation Industry 1
AT 414: Automatic Transmissions 3

AT 415: Mobile Climate Systems......................................3
AT 515: Engine Performance...3
AT 580: Dealership Service Operations............................3
AT 613: Service Techniques Laboratory...........................3
AT 687: Corporate Sales, Service, and Parts Management...............3

Proposed Major or Minor/Emphasis/Certificate:

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

Automotive Minor

AT 115: Mobile Electrical/Electronics 3
AT 116: Mobile Electrical/Electronics Laboratory................................3
AT 210: Brake Systems 3
AT 211: Steering, Alignment and Suspension 3
AT 213: Engine Systems 3

Electives chosen from (9 hours)

AT 314: Manual Transmission and Drivelines 3
AT 403: Current Topics in Automotive Technology (____) 1-3
or AT 410: Emerging Trends in the Transportation Industry 1
AT 414: Automatic Transmissions 3
AT 415: Mobile Climate Systems......................................3
AT 515: Engine Performance...3
AT 580: Dealership Service Operations............................3
AT 613: Service Techniques Laboratory...........................3
AT 687: Corporate Sales, Service, and Parts Management...............3

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 3-12-18 Signature, Department Chairperson _____

☒ Approved: College Curriculum Committee
Date _3-9-18_ Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date 4.9.18 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 _____ 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 New Course

(Undergraduate Course Numbers through Course Number 699)

Department: <u>Technology & Workforce Learning</u>   College: <u>Technology</u>
Submission Date: <u>03/31/17</u>

Contact Person: <u>David Miller</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>Course is an elective that does not pertain to any majors/minors on campus</u>

Proposed Course:
Course Number: <u>AVT-107</u>

Title of Course: <u>Remote Pilot Ground School</u>

Credit Hours: <u>1</u>

Date first offered: <u>Fall 2017</u>   ☒ Fall ☒ Spring ☐ Summer
        (Semester/Year)   (check all that apply)

Prerequisite: <u>N/A</u>

Course Description (**as it will appear in the next catalog**): <u>Introduction to small unmanned aircraft systems (sUAS, a.k.a. "drones") and how and when to register them with the Federal Aviation Administration (FAA). Preparation to take the FAA Remote Pilot Certificate sUAS rating airman knowledge test.</u>

Purpose/Justification for Proposed Course: <u>To inform students about the safe use of drones, not only on PSU campus, but with U.S. airspace. There are 3rd party training classes designed to assist students in successfully completing the FAA written exam, but this course will further allow introduction to PSU's UAS policy while providing easy access to knowledge required to pass the FAA written exam.</u>

Objectives/Student Learning Outcomes (**as it will appear in the syllabus**)
-     <u>Objective 1 – Learn the federal and local policies governing sUAS operation</u>
-     <u>Objective 2 – Learn the requirements for sUAS pilots</u>
-     <u>Objective 3 – Learn the requirements for registration and operation of a sUAS</u>
-     <u>Objective 4 – Prepare to take official FAA written exam to become a licensed sUAS pilot</u>

Assessment Strategies [e.g., exams, projects, university rubric, etc. (**as it will appear in the syllabus**)]
<u>This class is given as Pass/Fail. In order to pass the course, you must receive a passing score on the final exam. The final exam will simulate the FAA Remote Pilot Certificate sUAS rating Airman Knowledge Test; a minimum score of 70% is required to pass the FAA exam, so a minimum score of 70% on the final will constitute a passing grade for this course.</u>

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>None</u>

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:
   <u>None</u>
   Please realize that it will need to gain approval of the General Education Committee.

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

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

Pittsburg State University
Department of Engineering Technology
Mechanical Engineering Technology Program
(Prepared by David Miller, 03/2017)

COURSE TITLE: AVT-107 – Remote Pilot Ground School

COURSE SCHEDULE: Tuesday, 4:30-5:20, KTC W204

INSTRUCTOR: David Miller, PhD   Phone: (620) 235-6115
Office: KTC W224c   E-mail: djmiller@pittstate.edu
Office Hours: As posted on office door or by appointment

COURSE DESCRIPTION: AVT-107 – Remote Pilot Ground School. 1 hour (1 hour lecture).
Introduction to small unmanned aircraft systems (sUAS, a.k.a. "drones") and how and when to
register them with the Federal Aviation Administration (FAA). Preparation to take the FAA Remote
Pilot Certificate sUAS rating airman knowledge test.

TEXTBOOK/MATERIALS REQUIRED
- "Remote Pilot – Small Unmanned Aircraft Systems Study Guide" available from
  FAA.gov/UAS
- "14 CFR, PART 107—SMALL UNMANNED AIRCRAFT SYSTEMS" available from the
  U.S. Government Publishing Office (ecfr.gov)

COURSE OBJECTIVES
- Objective 1 – Learn the federal and local policies governing sUAS operation
- Objective 2 – Learn the requirements for sUAS pilots
- Objective 3 – Learn the requirements for registration and operation of a sUAS
- Objective 4 – Prepare to take official FAA written exam to become a licensed sUAS pilot

COURSE TOPICS
- Federal & local policies & regulations
- Federal Airspace & Airport operations
- Aviation Weather
- Aircraft performance and procedures
- Pilot and crew management
- UAS Registration
- Pilot Registration and Test Prep

GRADING SYSTEM: This class is given as Pass/Fail. In order to pass the course, you must
receive a passing score on the final exam. The final exam will simulate the FAA Remote Pilot
Certificate sUAS rating Airman Knowledge Test; a minimum score of 70% is required to pass the
FAA exam, so a minimum score of 70% on the final will constitute a passing grade for this course.

TENTATIVE SCHEDULE OF ACTIVITIES

Subject to change

Week	Date	Class Content
1	08/22	Introduction, Pilot Classification, Applicable Regulations and Local Policy, Useful Software & Web Resources (800WxBrief, B4UFly, Verifly)
2	08/29	sUAS Classification, Registration Requirements and Procedures
3	09/05	Basics of Flight, sUAS Loading & Performance
4	09/12	sUAS Maintenance, Pre-Flight & Record Keeping Procedures
5	09/19	**Practice Test #1**
6	09/26	Guest Speaker: Drone Photography, Surveying, etc
7	10/03	Airport Operations and Sectional Charts
8	10/10	Federal Airspace and Flight Restrictions
9	10/17	Radio Communication & Pre-Flight Notification Procedures, How to file a waiver
10	10/24	Aviation Weather and its Effect on sUAS
11	10/31	Aviation Weather Sources
12	11/07	**Practice Test #2**
13	11/14	Physiological Factors
14	11/21	Aeronautical Decision Making, Judgement, Remote Pilot/Flight Crew Performance & Emergency Procedures
15	11/28	FAA Test Registration Procedure, Introduction to IACRA, How to Apply for a License
16	12/05	**Final Exam: 4:30-6:30pm**

Pittsburg State University encourages students to take full advantage of campus resources. Information about the campus resources and other information, notifications, and policies (academic integrity, dead week, etc.) students should be aware of, can be found through the syllabus supplement link for the current semester that can be found on PSU's web site at ... http://www.pittstate.edu/office/registrar/syllabus-supplement.dot

Additional Details/Descriptions:

Attendance: This class meets for 50 minutes, once per week. Attendance will count toward your status in the class, and will be taken every week. Students who miss more than 3 class periods will be dropped from the class. An absence is defined as not being present at the time of roll call. Absences are excused only for official PSU events, emergencies, or on a case-by-case basis when approved via email in advance.

Classroom Etiquette: Students are strongly encouraged to participate in the lectures through early preparation and questions or comments in class but are asked not to monopolize the entire class period. Students are required to behave in a professional manner and respect the learning environment of others. If students must come in late or leave early, please notify the instructor beforehand and do so in a quiet, non-disruptive manner. Please silence and store all electronic devices and refrain from engaging in distracting activities on the computers. The instructor reserves the right to remove any device deemed to be causing a disruption - this includes, but isn't limited to: cell phones, tablets, eReaders, eCigarrettes.

Quizzes/Practice tests: Quizzes and Practice exams will be given periodically and will include topics from previous lectures that will be representative of those that can be found in the FAA Remote Pilot Certificate exam. Quizzes are intended to be short and take less than 10 minutes. Quizzes will not count toward your score, but are intended to allow students to practice for the FAA Exam at the end of the semester. Like the quizzes, practice tests will contain questions that simulate the type that will be given on the FAA Remote Pilot Certificate exam. Practice tests are not intended to be comprehensive, but will cover a wider range of content than a weekly quiz.

Final Examination: The official FAA exam consists of 60 questions, with a maximum time of 2 hours; therefore, the final exam will also be given during a 2-hour period and will consist of similar questions to those that will be found on the FAA exam. The FAA Exam requires a minimum score of 70%, so that is the minimum score required to pass the course.

Academic Dishonesty: Submitting someone else's work as your own will not be tolerated in this class. The exams and quizzes will be used to simulate the FAA exam experience, which includes removal of cellular phones, clearing of calculator memory and limiting the supplies allowed in the testing area. Examples of academic dishonesty include, but aren't limited to: cheating on assignments or tests, submitting someone else's work as your own, giving your work to someone else, use of solution manuals/assignments from previous semesters, not citing sources on a writing assignment. Determination of what is or is not academic dishonesty is at the discretion of the instructor. If your work is considered to be an act of academic dishonesty all parties will automatically receive a zero on that assignment, and the University Office of Student Rights and Responsibilities will be notified. Your actions could also cause you to receive an 'F' in the course and could result in severe penalties, up to and including dismissal from the university.

Canvas: The course will be administered using the Canvas system. The site will maintain course materials and be used for communications and grading. The site should be checked frequently. The quizzes and exams will be given in Canvas and there may also be team presentations done using apps within Canvas, so please make sure you are set up beforehand.

Communication Policy: Students are encouraged to interact with the instructor outside of class in person, via phone conversations and over the Internet. Questions sent via Canvas or email will typically be answered within less than 24 hours if received between 8:00am Mondays and 4:00pm Fridays; however, any questions asked outside of the "normal business week" may result in longer than normal response times.

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

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

☐ Approved: Department Chairperson
Date _5/4/18_ Signature, Department Chairperson _____

☒ Approved: College Curriculum Committee
Date _9.10.18_ Signature, College Curriculum Committee Chair _____

☒ Approved: Dean of College
Date _9.10.18_ 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 _____ 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.