

## FACULTY SENATE MINUTES

March 25, 2019

The Pittsburg State University Faculty Senate met at 3:00 p.m. on Monday, March 25, 2019 in the Sunflower Room of the Overman Student Center with Cliff Morris, President, presiding.

### Past Minutes

Minutes from February 25, 2019 meeting were approved.

### Announcements

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

There was an attempt to have Bryan Setser, Principal of rpkGroup, provide an update on PSU's Strategic Visioning, but due to technical difficulties Dr. Olson provided the update. Dr. Olson reported that there was over 80 ideas submitted in Canvas in the "SWARM." There was a recent work session held where over 40 individuals including faculty, staff, and students worked through the ideas submitted after Brian had narrowed them into primary themes. From the 18 themes, 8 were identified that would move forward. There is a Steering Committee that will begin assigning volunteers to interest groups. On April 22 and 23 rpk will be back on campus and Brian will coach leaders to lead discussions. Plan on a 90-minute session to be schedule on each day.

Dr. Olson stressed that throughout this process individuals can provide insight and ideas. The project is not over until rpk provides their report in June and then there will be more work to do. There is a handbook on Canvas that provides a schedule of the 90 day work cycle.

Dr. Olson transitioned to her report on KBOR and the topic of redefining hours required for a baccalaureate degree from a 4-year institution. KU-Edwards and Johnson County concept of moving from 60 hours at a 4-year to 45 was vetted for months by SCOCAO. University Presidents recommended a 3-year beta test to help create data to substantiate the initiative. The BOR standing committee, which is composed of Regents, took to a board meeting, passed and tweaked a little. Each year there will be a report. Some Regents are very strong advocates of this concept and are encouraging discussion on each campus to begin immediately. There is a lot of momentum on the subject. PSU needs to start structuring how this discussion will go forward and Dr. Olson is soliciting suggestions.

*PSU/KNEA – Grant Moss, President*

Grant Moss made a call for people to serve and noted that voting was in the near future.

*Student Senate – Seth George, Representative*

Mr. George noted that this was his last meeting. SGA elections are to held on April 13. He also spoke of TedX and expressed the benefits of having such a program available in Pittsburg. President Morris thanked him for his attendance and sharing SGA activities.

*Unclassified Professional Senate – Lindell Haverstic, President*

Lindell Haverstic shared the following:

- I. UPS met March 6th; next meeting is April 3rd
  - a. In March we received an update from Dr. Jan Smith on Strategic Visioning; in April we will meet at B22 and have tour of Foundry.
  - b. Election of senators to fill next round of two year appointments will take place April 3-12 by electronic ballot; 10 positions are open, five of which are in Academic Affairs.
  - c. Our May meeting will be the last of the academic year; both newly elected senators and those rotating off will attend; senate resumes meeting in September with new officers and the newly elected senators.
- II. UPS Council had teleconference March 8<sup>th</sup>; next is April 12th
  - a. Focus of March teleconference was the Job Satisfaction Survey
  - b. April agenda is not yet set

*University Support Staff – Michael Woodrum, President*

Mr. Woodrum stated that Dr. Olson gave an update on Strategic Visioning at the last USS meeting. It was much appreciated as an opportunity to learn and provide feedback. Survey went out last Monday and within the first 1 ½ days 17% had responded. Two Universities had difficulties with it being perceived as SPAM. Results are due on May 8 from Docking Institute and data collection goes through mid-April.

*Campus Activities, Prevention and Wellness – Taylor Panczer*

Ms. Panczer provided a handout and thanked those who had donated to the Gorilla Pantry. She offered to do workshops and training on any of the topics noted on the handout. (see attached)

*Faculty Senate President – Cliff Morris, President*

Mr. Morris noted that paid parental leave was on the March agenda, but was removed prior to the meeting for further review by Council of Business Officers. He still expects it will come to a vote this semester. Open Educational Resources still being discussed. Would like a response by April 8 on a recent OER proposal sent to all senators. He asks that senators discuss with peers and chairs. They are looking for system-wide ideas on Edwards/KU-JCCC as well.

Elections for PSU Faculty Senate officers will be held at the April meeting. President Morris also noted that at the last meeting he called for a vote on Academic Honors website revisions. He has since learned that since it the document was not included in the agenda, it was inappropriate to take a vote and to consider today to be a first reading of the proposed changes. Instead a vote will be taken at the April meeting.

Susan Carlson asked about 45 hour placement in major. Dr. Olson responded that we would need to accept more hours toward the baccalaureate from the community colleges.

Dr. Moss asked why there was not a first and second reading of Pitt State Pathway and where it was written in the constitution to explain the difference. Dr. Mark Johnson, Cliff Morris and others entered into the conversation in an attempt to explain the difference depending on the action needed and if a curricular matter. This is not believed to be noted in the FS Constitution, but much of legislative action is in Robert's Rules. Rion Huffman explained that there were revisions still needed after the proposal was made at the February meeting, noting that it was caught that not all minors have an academic chairperson.

**Committee Reports**

*Undergraduate Curriculum – Nico Prelogar, Chair*

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

*Academic Honors – Rion Huffman, Chair*

Rion Huffman discussed the modifications made to the Academic Honors FAQ website and reiterated that this was to be considered a first read to allow senators to take back to those they represent for discussion.

*Writing Across the Curriculum – Alex Binder, Chair*

The committee reviewed the submissions for the Writing to Learn Best Practices grant and submitted them to the Provost.

*Faculty Affairs – Tatiana Goris, Chair*

Andrea Kent-McConnaughey advised there had been 85 applications approved for a total of \$72,000 allocated and an approximate remaining balance of \$27,000.

*General Education Committee – Mark Johnson, Chair*

Dr. Johnson announced that the committee had reviewed three courses with name changes and they have been sent back to be approved by the Undergraduate Curriculum Committee.

**Unfinished Business**

None

**New Business**

None

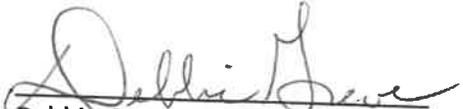
**Open Forum**

Rion Huffman announced the 4<sup>th</sup> annual Crimson Creative Awards hosted by Gamma Epsilon Tau. Submission deadline is April 5<sup>th</sup> and the ceremony will be April 18<sup>th</sup> from 6:00-8:00 in Crimson and Gold Ballroom A. (see attached)

Mark Johnson advised there are still tickets available for Tedx and to come out and see Community Theatre production of M.A.S.H. this weekend.

**Meeting Adjourned**

Motion to adjourn was approved at 3:56 p.m.

  
Debbie Greve, Recording Secretary

## Prevention and Wellness Presentations:

### **Responsible Decision Making (RDM):**

This is an interactive workshop that covers general facts about alcohol, drugs, and safer sex practices. Additionally, there is a discussion on the consequences of high risk drinking and the available resources. This workshop takes approximately 45 minutes to facilitate.

### **Stress Management:**

This workshop will define terms, help identify stressors, and teach techniques that can help manage stress. This workshop takes approximately 40 minutes to facilitate.

### **Sleep Management:**

This workshop addresses myths and facts of sleeping, sleep deprivation, sleep cycles, and provides tips to help improve sleeping habits. This workshop takes approximately 40 minutes to facilitate.

### **Hazing Bystander Intervention:**

This workshop is a 60-minute presentation on identifying hazing, how to be an active bystander in a hazing situation, and the resources to help.

### **Sexually Transmitted Infections (STIs):**

This workshop addresses the difference between sexually transmitted disease and sexually transmitted infections, the risk associated with unprotected sex, and preventative measures that can be taken to decrease your risk of STIs. This workshop takes 20 minutes to facilitate.

### **Alcohol:**

This workshop includes activities that cover the standard drink size, BAC, signs and symptoms of alcohol poisoning, and some risks associated with drinking. This workshop takes 30 minutes to facilitate.

### **Substance Use-Opioids:**

This workshop covers both illicit and prescribed opioids and impact these drugs can have on a person's life. This workshop takes 15-20 minutes to facilitate.

### **Bystander Intervention:**

This workshop is a 60-minute presentation on defining bystander intervention, how to be an active bystander in situations, and the resources to help.

## Prevention and Wellness Trainings:

### **Safe Zone Training:**

Safe Zone is a message to Lesbian, Gay, Bisexual, Transgender, Intersex, Asexual + (LGBTIA+) and Ally students and colleagues that this is a safe place where one may be open about their identity without fear. This space hereby respects all people regardless of sexual orientation and gender identity. If a person decides to display the Safe Zone placard, it signifies that the person has participated in a training workshop to increase awareness and sensitivity to LGBTI and Ally issues and is one who can serve as a referral/resource person.

### **Suicide Prevention Training:**

The Suicide Prevention Training is designed to increase both skills and awareness concerning the emotional intensity of responding to suicidal college students. The two-and half hour training culminates with a role play, which is an opportunity to practice the skills individuals are taught during the course of the training.

Taylor Panczer, MPH, CHES  
Campus Activities- Prevention and Wellness  
tpanczer@pittstate.edu  
(620) 235-4062

2019  
ENTRANCE

CRIMSON  
CREATIVE  
AWARDS

HOSTED AND SPONSORED BY:

Gamma Epsilon Tau  
Graphics and Imaging Technologies  
Honor Society

SHOW OFF YOUR  
CREATIVE WORK  
& WIN!

Designed for Pittsburg State University students  
to enter a **professionally judged** graphics/art competition,  
compete to win, and show off their creative work!

AWARDS

for **Best in Show Winner**

BEST OF SHOW  
JUDGES CHOICE  
GOLD  
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CATEGORIES

PHOTOGRAPHY  
WEB / INTERACTIVE  
VIDEO  
PACKAGING DESIGN  
GRAPHIC DESIGN / PRINT  
GRAPHITE  
PAINT  
SCULPTURE



SUBMISSIONS **DUE BY**  
**APRIL 5TH**  
at **4:30 PM**

**April 18th Ceremony 6-8 PM**  
**Crimson and Gold Ballroom A**

*All submissions will be put on display  
and/or shown digitally during the ceremony.*

**\$10**  
per submission

FEES:

**\$10**  
admission ticket (dinner included)

PAY FOR BOTH ONLINE AT  
**CCA.PITTSTATEGIT.COM**

Special thank you to our sponsors :

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

March 25, 2019 Meeting

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



# **Pittsburg State University Faculty Senate Meeting**

**Date:** Monday, March 25, 2019  
**Time:** 3:00 p.m.  
**Location:** Sunflower Room, Overman Student Center

## **AGENDA**

- I. Call to order**
- II. Approval of February 25, 2019 minutes**
- III. Announcements**
  - A. Provost and Vice President of Academic Affairs- Dr. Lynette Olson**
  - B. PSU/KNEA Remarks- Grant Moss**
  - C. Student Senate Remarks- Seth George**
  - D. Unclassified Professional Senate Remarks- Lindell Haverstic**
  - E. University Support Staff Remarks- Michael Woodrum**
  - F. Campus Activities, Prevention and Wellness- Taylor Panczer**
  - 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 (Kevin Bracker giving report)**
    - Library Services/Learning Resources Subcommittee—**Chair: Chris Childers**

- Online and Distance Learning Committee—**Chair: Liz Mascher (Gail Yarick giving report)**
- 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**

**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: April 22, 2019 -- 3:00 pm**

**Faculty Senate - Committee Reports**  
**March 2019**

**Academic Affairs Committee – Brian Moots, Chair**

- No report

**Undergraduate Curriculum Committee – Nico Prelogar, Chair**

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

**Library Service Committee – Chris Childers, Chair**

- No report

**Online and Distance Learning Committee – Liz Mascher, Chair**

- No report

**Academic Honors Committee - Rion Huffman, Chair**

- Please see the below document

**Honors College Committee – Rebeca Book, Chair**

- No report

**Writing Across the Curriculum Committee – Alex Binder, Chair**

- WAC report: We reviewed the submissions for the Writing to Learn Best Practices grant and submitted them to the Provost.

**Diversity & Multicultural Committee – Marc Daczewitz, Chair**

- No report

**Student-Faculty Committee – Barbara McClaskey, Chair**

- No report

**All-University Committee – Trina Larery, Chair**

- No report

**Faculty Affairs Committee – Tatiana Goris, Chair**

- No report

**Constitution Committee – Norman Philipp, Chair**

- Did not receive report

**General Education – Mark Johnson, Chair**

- The Gorilla Gateway Curriculum
- Revisions to Music 121
- Revisions to POLS 103

**Budget Committee – Cole Shewmake, Chair**

- No report

**Academic Honesty – Kevin Bracker, Chair**

- No report

The below document is from Academic Honors Committee:

## Academic Honors **CHANGES** FAQ from Registrar's Site

### **What kinds of projects can be involved?**

#### Standards and Guidelines for Honors Projects

Each academic department should develop baseline standards and guidelines for honors projects within their discipline. These standards and guidelines should be forwarded to the Registrar's office where they will be posted on this website (see above link). It then becomes the responsibility of the faculty and chairs of each department, as well as the College Academic Honors Committee to uphold the integrity of the standards and guidelines as they process the forms each semester.

Departments should be encouraged to approve projects that explore critical and creative thinking skills that truly push the students beyond the norm. This should not just be an exercise, but rather a project that will truly enhance student learning in the course.

The academic honors contract is designed to foster creativity in projects which are acceptable both to the honors student and the professor. The examples given here are just that—examples. While the scope and length of the project is up to the respective department/college to establish, the following list is presented to provide some historical perspective on past projects accepted by the Faculty Senate Academic Honors Committee. The list is not in any way intended to limit the scope or nature of projects.

- Class/Public presentation of research undertaken for the honors contract project. Typically in the range of 20-30 minutes, accompanied by a power point presentation or some other sort of visual aid
- Original computer program or project
- Original musical composition, sculpture, theatrical script, or other work of art, or recital of musical work (s) that is beyond the normal scope of the degree requirements for the major
- Additional laboratory experiments or mathematical problems, followed by written report, typically at least 5-8 pages in length
- Research paper or written report (usually 8-12 pages) based on interviews, library resources on a topic related to the course, a biography of a famous person in the academic field, or a review of additional readings (books, articles) related to the course

**In the case of all written documents and presentations, an appropriate bibliography is required.**

Students who participate in the Academic Honors Program are encouraged to enter the annual Research Colloquium sponsored each spring term by the Office of Graduate and Continuing Studies.

### **How many contracts are possible in a semester?**

Students are limited to one Academic Honors project per semester or summer session. Exceptions are permitted only with special permission through the College Academic Honors Committee.

### **What are the procedures and deadlines?**

Students must formally elect to take a course for honors by completing the **Enrollment For Academic Honors** form and have applications returned to the Registrar's office, Room 103

Russ Hall, by the Monday of the 3rd full week of classes. Please utilize the above linked form. **The Academic Honors Committee requires that the application be typed.** (You may type on the above linked form prior to printing). **Handwritten forms will not be accepted.** The following link provides an example of an approved honors project [Sample Honors Application](#). Note the completeness of the answers.

### **What is an academic honors contract?**

An academic honors contract is a mechanism for adding an “honors dimension” to a course within the student's degree path. The contract project should add an academic dimension to the course by introducing new material or by allowing the student to go into greater depth than normally required in some aspect of the course. Any 300-799 undergraduate level course may be taken for honors with approval of the instructor and chair or director. A student must be enrolled in the course he/she wishes to take for honors during the current semester. The course must be in the student's degree path. ~~Independent Studies and/or Readings courses are not allowed to be taken for academic honors.~~

*Independent Studies, Investigations, Special Topics, and or Readings courses may be taken for Academic Honors at the discretion of the department, but must meet all criteria.*

### **Minor Courses**

*Students wishing to complete Academic Honors projects within their Minor may do so, with the permission of the Minor Department Chairperson or Academic Unit Leader as well as their Major Department Chairperson. Projects submitted must not have been previously completed.*

### **How are honors contracts related to grades?**

The honors contract does not affect the student's grade in the course. No project/paper and/or course shall be accepted with a grade less than B. To receive honors credit for the course, however, the student must earn a grade of “A” or “B” in the course in addition to completing the contract in a satisfactory manner. All incompletes must be finished no later than four weeks after the completion of the semester they are given. In extreme circumstances, the professor involved with the project can request an extension of the committee, and this request must be in writing and provide a significant reason why the project needs to be carried longer than the four week window. In any case, no project will be carried any longer than one semester.

Students are not allowed to submit an application for another academic honors project until any previous incomplete has been finished.

### **How much work should an honors contract involve?**

The honors contract project should be one that encompasses ~~around 20 to 25 hours~~ at **least 20 hours** of work. In the case of courses which carry a credit hour other than three credits, the scope of the project should be adjusted accordingly so that the depth and length of the project is congruent with the number of credit hours being taken. For instance, a seven credit hour course in Nursing should have a project at least twice the scope of a three credit hour course project. Conversely, a two credit hour course project would then have a bit less scope than a three credit hour course project.

### **Reporting Honors Contract Results**

Contract results are reported to the Registrar's Office when the professor enters the student's grade for the course.

Any exceptions to the above guidelines must be approved by the Academic Honors Committee of the Pittsburg State University Faculty Senate.

If you have questions concerning the Academic Honors Program, please contact your instructor, advisor, or Jeanette Davied in the Registrar's Office, 235-4201 or email [jeanette.davied@pittstate.edu](mailto:jeanette.davied@pittstate.edu).

## Academic Honors FORM Changes:

### Major/Minor Checkbox:

*Please add this checkbox after the line that asks for the Student's Phone #, before the Student's Department.*

This work will be completed for my \_\_\_ Major \_\_\_ Minor

*(Note\* If submitting a Minor course for consideration, the student must get signatures from both the Major and Minor Department Chairperson/Academic Unit Leader).*

### Minor Listing:

*Please add this directly after the Student's Major.*

(If applicable) Student's Minor \_\_\_\_\_

### Double Dipping:

*Please add this directly after the line that asks "If yes, in what way?" at the end of the document before the signatures.*

(check box) By checking this box and signing below, the student verifies that they have not previously completed this project in another area (major or minor).

### Signatures:

*Please add a signature line for the (Minor) Department Chairperson at the bottom. Maybe you can push the date up to the first line with the Instructor and Student in order to make room on the bottom line?*

\_\_\_\_\_  
(Minor) Department Chairperson/Academic Unit Leader (Director, Program Coordinator)  
(required if submitting a course in the student's minor)

### Procedure for enrollment for Academic Honors:

*Please make the following changes at the very bottom of the page.*

1. Type this application and obtain signatures of instructor and ~~department~~ appropriate department chairpersons. **Handwritten forms will not be accepted.**

2. Return this application to Registrar's Office, 103 Russ Hall.

3. Upon acceptance of the honors project, the Registrar will distribute copies of this enrollment form to the following: Student - Instructor - Major/Minor Department Chairperson - Honors Committee - Permanent Record

**Over and above normal requirements**

*Please make the following changes at the very bottom of the page.*

1. Remove "Is honors work over and above requirements for regular course work? Yes \_\_\_  
No \_\_\_" and "If yes, in what way? \_\_\_\_\_"

Replace with "Please describe how the proposed project will go above and beyond the normal class requirements"

## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: HPSS College: A&SSubmission Date: 4-23-18Contact Person: Barbara Bonnekessen Faculty member  ChairRevision Effective: SP 19 (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 required in the Geography major only.Purpose/Justification for Revision to Course: Name change from "Cartography" to "Computer Mapping" to better reflect course content and aid in recognition of content by students**Existing Course:**Course Number: Geog 305Title of Course: CartographyCredit Hours: 3Prerequisite: none

Course Description (as it appears in the current catalog): An overview of maps, their formats, structures and functions. Students are taught concepts through the use of a computer-based mapping application for optimum representation of geographic phenomena.

**Proposed Course:**Course Number: Geog 305Title of Course: Computer MappingCredit Hours: 3Prerequisite: none

Course Description (as it will appear in the next catalog): An overview of maps, their formats, structures and functions. Students are taught concepts through the use of a computer-based mapping application for optimum representation of geographic phenomena.

## Additional Questions

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

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

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

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

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

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

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

Approved: Department Chairperson  
Date 2/5/19 Signature, Department Chairperson [Signature]

Approved: College Curriculum Committee  
Date 2/5/19 Signature, College Curriculum Committee Chair [Signature]

Approved: Dean of College  
Date 2/6/19 Signature, Dean [Signature]

Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_

Approved: Council for Teacher Education (if applicable)  
Date \_\_\_\_\_ Signature, Council for Teacher Education Chair \_\_\_\_\_

Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 3/6/19 Signature, Undergraduate Curriculum Committee Chair [Signature]

Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: Math College: A&SSubmission Date: 10/24/18Contact Person: Tim Flood  Faculty member  ChairRevision Effective: Fall 2019 (Semester/Year)

Offered: (check all that apply)

- Fall  
 Spring  
 Summer

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

Yes  No

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

Math 307 is only required for BSEd Math Majors (5-8 Emphasis) and the 5-8 Math Minor

Purpose/Justification for Revision to Course: Align the description and prerequisite with current standards

**Existing Course:**Course Number: MATH-307Title of Course: Geometry for EducationCredit Hours: 3 hour

Prerequisite: C or better in MATH 204 Mathematics for Education I or C or better in both MATH 143 Elementary Statistics and MATH 126 Pre-Calculus

Course Description (as it appears in the current catalog): An introduction to geometry concepts from an informal, intuitive approach. Exploration of geometry from a historical, Euclidean point of view, incorporating concepts in both two and three dimensions. The development of the measurement system, to include both customary and metric systems. Transformations of two-dimensional objects through reflections, rotations, and translations. Integrated throughout the course will be a focus on the diverse cultures that have contributed to Mathematics and Geometry in particular. Includes hands-on activities and technologies such as dynamic software, graphing calculators, and the Internet.

**Proposed Course:**Course Number: SameTitle of Course: SameCredit Hours: Same

Prerequisite: C or better in MATH 204 Mathematics for Education I, MATH 110 College Algebra with Review, MATH 113 College Algebra, MATH 143 Elementary Statistics, or MATH-126 Pre-Calculus

Course Description (as it will appear in the next catalog): An introduction to geometry concepts from an informal, intuitive approach. Exploration of geometry from a historical, Euclidean point of view, incorporating concepts in both two and three dimensions. The development of the measurement system, to include both customary and metric systems. Transformations of two-dimensional objects through reflections, rotations, and translations. Integrated throughout the course will be a focus on the diverse cultures that have contributed to Mathematics and Geometry in particular. Includes hands-on activities and a variety of educational technologies.

### Additional Questions

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

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

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

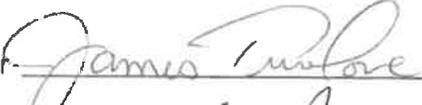
2. Will this course be required of any education majors?  Yes  No

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

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

None

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

- Approved: Department Chairperson  
Date 10/24/18 Signature, Department Chairperson 
- Approved: College Curriculum Committee  
Date 12/3/18 Signature, College Curriculum Committee Chair 
- Approved: Dean of College  
Date 12/3/18 Signature, Dean 
- Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- Approved: Council for Teacher Education (if applicable)  
Date 2/6/19 Signature, Council for Teacher Education Chair 
- Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 3-8-19 Signature, Undergraduate Curriculum Committee Chair 
- Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

**Request for Revision to Course**

(Undergraduate Course Numbers through Course Number 699)

Department: Math College: A&SSubmission Date: 10/24/18Contact Person: Tim Flood  Faculty member  ChairRevision Effective: Fall 2019 (Semester/Year)

Offered: (check all that apply)

- Fall  
 Spring  
 Summer

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

 Yes  No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*Math 636 is only required for BSEd Math MajorsPurpose/Justification for Revision to Course: We have switched the semester in which this course is offered. This change occurred a couple of years ago and we are updating the catalog to reflect this change.**Existing Course:**Course Number: MATH-636Title of Course: Basic Concepts of GeometryCredit Hours: 3 hourPrerequisite: MATH 413 Introduction to Mathematical ThoughtCourse Description (as it appears in the current catalog): Elementary geometry from an advanced standpoint with emphasis on structure and proof. Metric and synthetic approaches to two- and three-dimensional Euclidean geometries; constructions; and non-Euclidean geometries. Prerequisite: MATH 413 Introduction to Mathematical Thought. Offered spring semester.**Proposed Course:**Course Number: SameTitle of Course: SameCredit Hours: SamePrerequisite: SameCourse Description (as it will appear in the next catalog): Elementary geometry from an advanced standpoint with emphasis on structure and proof. Metric and synthetic approaches to two- and three-dimensional Euclidean geometries; constructions; and non-Euclidean geometries. Prerequisite: MATH 413 Introduction to Mathematical Thought. Offered fall semester.

## Additional Questions

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

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

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

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

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

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

None

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

- Approved: Department Chairperson  
Date 10/24/18 Signature, Department Chairperson [Signature]
- Approved: College Curriculum Committee  
Date 12/3/18 Signature, College Curriculum Committee Chair [Signature]
- Approved: Dean of College  
Date 12/3/18 Signature, Dean [Signature]
- Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- Approved: Council for Teacher Education (if applicable)  
Date 2/6/19 Signature, Council for Teacher Education Chair [Signature]
- Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 3-9-19 Signature, Undergraduate Curriculum Committee Chair [Signature]
- Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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## Request for Revision to Curriculum

Revision for:       Major       Minor       Emphasis       Certificate

Department: Music      College: Arts and Sciences

Submission Date: 11/11/18

Revision Effective: Fall, 2019  
(Year)

Contact Person: Susan Marchant

Faculty member       Chair

Name of Existing Major or Minor/Emphasis/Certificate: Bachelor of Music Education (Vocal)

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

\_\_\_\_\_

Description of Change: Change of required introductory education course

Rationale for Change (include changes to curriculum objectives):

At 3 credits, the Explorations in Education course provides a more complete foundation for music education majors than our 1-credit Introduction to Music Education can. Explorations has been an accepted/recommended substitution for our Intro course for several years. We now wish to formalize this as the required introductory course.

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

Yes       No

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

This change simply aligns our vocal BME with other CAS education programs that require the Explorations course.

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

Yes       No

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

This change simply aligns our vocal BME with other CAS education programs that require the Explorations course.

### Existing Major or Minor/Emphasis/Certificate

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

MUSIC-241: Introduction to Music Education (1 hours)

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

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

EDUC-261: Explorations in Education (3 hours)

### Additional Questions

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

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

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

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

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

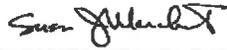
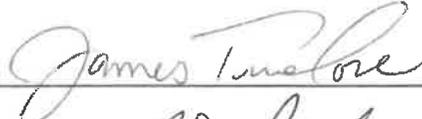
5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?  
None

### Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours)  Yes  No
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student?  Yes  No

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

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

- Approved: Department Chairperson  
Date 11/11/18 Signature, Department Chairperson 
- Approved: College Curriculum Committee  
Date 12/3/18 Signature, College Curriculum Committee Chair 
- Approved: Dean of College  
Date 2/3/18 Signature, Dean 
- Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_
- Approved: Council for Teacher Education (if applicable)  
Date 2/6/19 Signature, Council for Teacher Education Chair 
- Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 3-9-19 Signature, Undergraduate Curriculum Committee Chair 
- Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_
- Final approved packet forwarded to Provost's office.  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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

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

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

## Request for Revision to Curriculum

Revision for:       Major     Minor     Emphasis     Certificate

Department: Music      College: Arts and Sciences

Submission Date: 11/11/18

Revision Effective: Fall, 2019  
(Year)

Contact Person: Susan Marchant

Faculty member     Chair

Name of Existing Major or Minor/Emphasis/Certificate: Bachelor of Music Education (Instrumental)

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

\_\_\_\_\_

Description of Change: Change of required introductory education course

Rationale for Change (include changes to curriculum objectives):

At 3 credits, the Explorations in Education course provides a more complete foundation for music education majors than our 1-credit Introduction to Music Education can. Explorations has been an accepted/recommended substitution for our Intro course for several years. We now wish to formalize this as the required introductory course.

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

Yes     No

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

This change simply aligns our instrumental BME with other CAS education programs that require the Explorations course.

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

Yes     No

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

This change simply aligns our instrumental BME with other CAS education programs that require the Explorations course.

### Existing Major or Minor/Emphasis/Certificate

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

MUSIC-241: Introduction to Music Education (1 hours)

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

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

EDUC-261: Explorations in Education (3 hours)

## Additional Questions

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

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

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

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

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

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

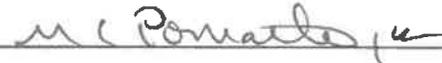
## Additional Questions for certificate only:

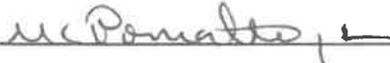
1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours)  Yes  No
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student?  Yes  No

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

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

Approved: Department Chairperson  
Date 11/11/18 Signature, Department Chairperson 

Approved: College Curriculum Committee  
Date 12/3/18 Signature, College Curriculum Committee Chair 

Approved: Dean of College  
Date 12/3/18 Signature, Dean 

Approved: General Education Committee (if applicable)  
Date \_\_\_\_\_ Signature, General Education Committee Chair \_\_\_\_\_

Approved: Council for Teacher Education (if applicable)  
Date 2/6/19 Signature, Council for Teacher Education Chair 

Approved: Faculty Senate University Undergraduate Curriculum Committee  
Date 3-9-19 Signature, Undergraduate Curriculum Committee Chair 

Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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

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## Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: Nursing College: CASSubmission Date: 11-19-2018Contact Person: Kristi Frisbee  Faculty member  ChairRevision Effective: Spring 2019 (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.*

Purpose/Justification for Revision to Course: In practice, students may take NURS 670 (capstone course) concurrently with other nursing courses. The catalog description includes all other nursing courses in the RN-BSN plan of study as pre-requisites. When students take this course in the Spring, they may be taking it concurrently with one or more nursing courses.

**Existing Course:**Course Number: NURS 670Title of Course: Family Health Care NursingCredit Hours: 4

Prerequisite: Satisfactory completion of all general education course requirements. Completion of or concurrent enrollment in NURS 304 Advancing Careers: Transitioning to Baccalaureate Nursing, NURS 321 Health Assessment for the Registered Nurse, NURS 340 Nurse's Role in Health Promotion, NURS 407 Gerontology for the Registered Nurse, NURS 484 Evidence-based Research for the Registered Nurse, NURS 503 Population-based Health Care, NURS 505 Principles of Leadership and Management, NURS 665 Pathophysiology and Pharmacology for the Registered Nurse and NURS 668 Health Care Policy Today and in the Future for the Registered Nurse.

Course Description (as it appears in the current catalog): Exploration of family nursing with emphasis on assessment, health education and promotion, application of relevant family theories and family nursing in a rural environment. Population focused assessment of health needs and education are included. The practicum with clients and families across the lifespan allows for application of concepts of family nursing.

**Proposed Course:**Course Number: NURS 670Title of Course: Family Health Care Nursing

Credit Hours: 4

Prerequisite: Satisfactory completion of all general education course requirements

Course Description (as it will appear in the next catalog): Exploration of family nursing with emphasis on assessment, health education and promotion, application of relevant family theories and family nursing in a rural environment. Population focused assessment of health needs and education are included. The practicum with clients and families across the lifespan allows for application of concepts of family nursing.

## Additional Questions

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

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

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

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

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

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

None

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

- Approved: Department Chairperson  
Date 3/5/19 Signature, Department Chairperson Cheryl Pfeiffer
- Approved: College Curriculum Committee  
Date 2/4/19 Signature, College Curriculum Committee Chair MC Pomato
- Approved: Dean of College  
Date 2/4/19 Signature, Dean MC Pomato
- 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 3-9-19 Signature, Undergraduate Curriculum Committee Chair Nico Pappas
- Approved: Faculty Senate  
Date \_\_\_\_\_ Signature, Recording Secretary, Faculty Senate \_\_\_\_\_

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

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

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**Request for Revision to Curriculum**

Revision for:         Major     Minor     Emphasis     Certificate

Department: Teaching and Leadership    College: Education

This program is to be offered 50% or more online as a Hybrid\_\_\_\_\_

This program is to be offered fully online\_\_\_\_\_

Submission Date: 11/19/18

Revision Effective: Fall, 2019

(Year)

Contact Person: Dr. Brenda Roberts

Faculty member     Chair

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

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

\_\_\_\_\_

Description of Change: 1) Add a course to the list of additional leadership courses students may choose to complete to fulfill the required 15 additional hours. Course to add: HHP 449: CPE Certified Peer Educator Training, 2 credit hours. Course syllabus attached. 2) Change course description of LDSP 601 Service Learning Seminar to include the statement: Course offered WINTER/FALL semester only. 3) Change course description of LDSP 602 Leadership Seminar to include the statement: Course offered WINTER/FALL semester only.

Rationale for Change (include changes to curriculum objectives): 1) HHP 449 Certified Peer Educator Training aligns with the intent of the Leadership Minor in that it contributes to student leadership development and skills necessary in today's job market, 2) and 3) The change to the course descriptions will clarify semesters the courses are offered.

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.*

1) This course results in the completion of Certified Peer Educator Training granted through NASPA - Student Affairs Administrators in Higher Education...See NASP letter attached. 2) and 3) Supports students and advisors when developing plan of study for the leadership minor.

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

Yes     No

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

This course is currently offered at PSU. The request seeks approval for students who complete this course to use it as an elective course for the Leadership Minor.

**Existing Major or Minor/Emphasis/Certificate**

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

- Required Courses (6 hours)
  - o LDSP-600: Foundations of Leadership (3 hours)
  - o LDSP-601: Service Learning Seminar (1 hours)

- o LDSP-602: Leadership Seminar (2 hours)
- Additional leadership courses chosen from: (15 hours)
- o COMM-450: Small Group Communication (3 hours)
- o COMM-601: Intercultural Communication (3 hours)
- o JUST-322: Ethics and Justice Policy (3 hours)
- o MGT-330: Management and Organizational Behavior (3 hours)
- o MGT-530: Advanced Organizational Behavior (3 hours)
- o MIL-100: Military Science I (1 hours)
- o PHIL-105: Ethics (3 hours)
- o POLS-301: State and Local Government and Politics (3 hours)
- o PSYCH-430: Positive Psychology (3 hours)
- o PSYCH-575: Industrial and Organizational Psychology (3 hours)
- o PSYCH-616: Introduction to Group Processes (3 hours)
- o REC-311: Program Design and Leadership (3 hours)
- o SOC-360: Community Sociology (3 hours)
- o SOC-443: Race and Ethnic Relations (3 hours)
- o TM-606: Industrial Supervision (3 hours)
- o TM-679: Presentation Skills (3 hours)

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

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

- Required Courses (6 hours)
- o LDSP-600: Foundations of Leadership (3 hours)
- o LDSP-601: Service Learning Seminar (1 hours)
- o LDSP-602: Leadership Seminar (2 hours)
- Additional leadership courses chosen from: (15 hours)
- o COMM-450: Small Group Communication (3 hours)
- o COMM-601: Intercultural Communication (3 hours)
- o JUST-322: Ethics and Justice Policy (3 hours)
- o MGT-330: Management and Organizational Behavior (3 hours)
- o MGT-530: Advanced Organizational Behavior (3 hours)
- o MIL-100: Military Science I (1 hours)
- o PHIL-105: Ethics (3 hours)
- o POLS-301: State and Local Government and Politics (3 hours)
- o PSYCH-430: Positive Psychology (3 hours)
- o PSYCH-575: Industrial and Organizational Psychology (3 hours)
- o PSYCH-616: Introduction to Group Processes (3 hours)
- o REC-311: Program Design and Leadership (3 hours)
- o SOC-360: Community Sociology (3 hours)
- o SOC-443: Race and Ethnic Relations (3 hours)
- o TM-606: Industrial Supervision (3 hours)
- o TM-679: Presentation Skills (3 hours)
- o HHP 449: Certified Peer Educator Training (2 hours)

## Additional Questions

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

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

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

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

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

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

## Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours)  Yes  No
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student?  Yes  No

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

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

Approved: Department Chairperson  
Date 11/19/18 Signature, Department Chairperson *Alice C. Jaguhn*

Approved: College Curriculum Committee  
Date 2/5/19 Signature, College Curriculum Committee Chair *James Tullone*

Approved: Dean of College  
Date 2/5/19 Signature, Dean *James Tullone*

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 3-8-19 Signature, Undergraduate Curriculum Committee Chair *Nick Johnson*

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.

## Leadership Minor – course descriptions

### Current Course Descriptions:

#### LDSP-601: Service Learning Seminar (1 hours)

Students will either plan and implement a project that provides service to the community or students will take a leadership role in an existing service learning project. Students will keep a reflective journal of their leadership activities, noting the connections between their practice of leadership and the content of their leadership minor courses. Prerequisite: completion of LDSP 600 Foundations of Leadership or concurrent enrollment.

#### LDSP-602: Leadership Seminar (2 hours)

Emphasizes the application of leadership skills within the student's chosen career setting. Students will engage in at least 10 hours field work which will include observations of leaders in a chosen career setting and experience in taking leadership roles within that same career setting. Students will also complete their leadership portfolios begun in the Foundations of Leadership course. Prerequisite: completion of LDSP 600 Foundations of Leadership and completion of at least 15 hours of leadership minor courses or permission of the instructor.

### Proposed Course Descriptions:

#### LDSP-601: Service Learning Seminar (1 hours)

Students will either plan and implement a project that provides service to the community or students will take a leadership role in an existing service learning project. Students will keep a reflective journal of their leadership activities, noting the connections between their practice of leadership and the content of their leadership minor courses. Prerequisite: completion of LDSP 600 Foundations of Leadership or concurrent enrollment. **Course offered in Fall semester only.**

#### LDSP-602: Leadership Seminar (2 hours)

Emphasizes the application of leadership skills within the student's chosen career setting. Students will engage in at least 10 hours field work which will include observations of leaders in a chosen career setting and experience in taking leadership roles within that same career setting. Students will also complete their leadership portfolios begun in the Foundations of Leadership course. Prerequisite: completion of LDSP 600 Foundations of Leadership and completion of at least 15 hours of leadership minor courses or permission of the instructor. **Course offered in Fall semester only.**

**HHP 499-02 CPE Training– Spring 2019**

Thursdays, 2:00-3:50 PM, Student Recreation Center

Instructor: Taylor Panczer, MPH

Office: Campus Activities Center

Monday-Friday: 8:30-5:30 \*various meetings throughout the week.

Phone: 620-235-4062    Email: [tpanczer@pittstate.edu](mailto:tpanczer@pittstate.edu)    Cell: 610-393-9253

**Policies:**

**Attendance**

Meaningful attendance means being attentive, listening – rather than carrying on personal conversations, joining in and/or instigating discussion with instructors and class members.

You are expected to attend all class sessions. Your grade will reflect attendance. After having 2 unexcused class meeting, a conference with the instructor will be called. Upon the third unexcused absence, your final letter grade will drop one letter grade.

If you are unable to attend class, please contact the instructor *prior* to the meeting time.

**Grading:**

Grades will be assigned at the end of the semester based upon class attendance and participation and course work.

Module Quizzes (8 total)	80 points (10 points each)
Pre-Test	20 points
Post-Test	40 points
Behavior Change	20 Points
Certification Exam	100 points
Final Project	100 points
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Total:	360 Points

**Assignments:**

Please see Canvas assignments for more instructions. Assignments will include the following:

- **Pre-Test/Post-Test-** This is the Certified Peer Education pre and post test. This is part of you becoming a certified peer educator.
- **Model Quizzes-** After each model there will be a quiz. Each quiz will have a mix of multiple choice, open-ended, and true and false questions.
- **Behavior Change-** semester long project. Pick one behavior change that you wish to work on and periodically submit updates and two page paper summarizing the process.
- **Certification Exam-** This is the Certified Peer Educator exam to pass the course and receive the certificate.
- **Final Project-** You will plan your own event. This will include a paper answering a few key questions, a timeline of events, a facilitator guide for how to run the event, and an evaluation piece.

*Academic Integrity:*

Academic honesty is a course requirement and cheating will not be tolerated. As per the PSU Catalog, “An instructor may...treat as unsatisfactory any student work which is a product of academic misconduct.” If there is evidence of academic dishonesty, the student will receive a failing grade, and will be subject to disciplinary measures. If you have any questions concerning this policy, please see your Phase Instructor

*Special Accommodations:*

If any member of this course needs special accommodations, the Phase instructor will work with you and the Center for Student Accommodations, 218 Russ Hall, to provide reasonable accommodations to ensure a fair opportunity to perform and succeed in class.

**Fall 2018 Weekly Course Topic Outline**

January 18	Welcome & Syllabus Overview & Pre-Test
January 25 peer	Module 1: Understanding the power, roles, and characteristics of quality educators
February 1	Module 2: Effecting and understanding “change making” as a peer educator
February 8	Module 3: Being an effective listener as a peer educator
February 15	Module 4: A Peer Educator’s role in responding to crisis
February 22	Module 5: Bystander Intervention as a peer educator technique
March 1	Stephanie Spitz-Campus Victim Advocate
March 8	Multicultural Training
March 15	<b>NO CLASS- SPRING BREAK</b>

March 22	Module 6: Intrapersonal Applications of Identity
March 29	Module 7: Putting the "educator" in a peer educator
April 5	Event Planning and Marketing
April 12	Evaluation
April 19	Module 8: Group Development and Moving Forward-
April 26	Certification Exam- Bring your laptops
May 3	Final Presentations
May 10	Final Presentations

If inclement weather causes the cancellation of a class, the schedule will be adjusted accordingly.

### Learning Outcomes:

#### **Module 1:**

- Students will recognize the origin and history of peer education, with an emphasis on how NASPA and the BACCHUS Initiatives further promote these efforts.
- Students will identify the value they can gain through participation in peer education activities.
- Students will define the five roles of an individual peer educator.
- Students will recognize common traps that peer educators tend to fall into.
- Students will understand how personal actions can contribute to the success of peer education activities.
- Students will learn how to incorporate the Peer Education Code of Ethics into their respective roles on campus.
- Students will identify the process of ethical decision making.
- Students will define healthy and balanced living as a learner and peer educator.
- Students will define both eustress and distress.

#### **Module 2:**

- Students will be able to describe ways to create change in various environments, including individually, as a group, and in their community.
- Students will be able to apply each of the five stages of the Transtheoretical (Stages of Change) Model.
- Students will apply knowledge from Module 2 as an approach to mitigating high-risk behaviors.
- Students will discuss the Social Change Model and its application to their role as peer educators.

#### **Module 3:**

- Students will be able to identify characteristics of a good listener as they relate to the various roles they play in their respective lives.
- Students will be able to recognize the value of being and having a good listener.
- Students will be able to identify barriers to good listening.
- Students will apply learned techniques of listening effectively and encourage individuals to share.

- Students will practice asking open-ended questions as a technique of active listening.
- Students will reflect on their nonverbal communication in relation to listening.
- Students will reflect on their own positive and negative listening skills.

#### **Module 4:**

- Students will recognize their value as helpers, both personally and professionally.
- Students will define a critical incident, a crisis, and a disaster.
- Students will reflect on the distinction between confidentiality and privacy.
- Students will explore the crisis management cycle as a theoretical model of crisis response.
- Students will develop skills that will allow them to help their peers establish a plan of action when they are in distress.
- Students will determine when referrals are needed when dealing with a peer in distress.
- Students will increase knowledge of professional, campus, and community resources available to those affected by crisis.
- Students will use a response checklist in relation to developing a plan of action to create change.

#### **Module 5:**

- Students will be able to define bystander behavior.
- Students will reflect on a time when they witnessed positive and negative bystander activity.
- Students will practice communication skills with a variety of peers who are participating in destructive decision making.
- Students will explore factors of ambivalence toward being an empowered bystander.
- Students will reflect on personal barriers that would cause them to be an inactive bystander.

#### **Module 6:**

- Students will gain an increased awareness of their own social identities.
- Students will define the difference between personal and social identities.
- Students will explore intersectionality of identities in their intrapersonal identity development.
- Students will gain a basic understanding of privileged and historically disenfranchised identities.

#### **Module 7:**

- Students will understand the steps in program planning.
- Students will gain experience in writing learning outcomes and objectives.
- Students will examine different methods of presentation planning through the four cornerstones and three parts of successful presentations.
- Students will reflect on different marketing strategies for program planning and presentations.

#### **Module 8:**

- Students will be able to identify the components of the basic cycle of group formation and development.
- Students will understand the role of their advisor/supervisor to achieve the team's goals.
- Students will understand ways to appreciate and recognize achievements of the group and individual members.
- Students will develop or re-examine their group's mission, vision, and values.
- Students will discuss habits of highly effective teams.

To Whom It May Concern:

Please accept this letter as an affirmation of completion of the 12-hour Certified Peer Educator Training that was held as part of the continuing education available for student leadership development. This nationally-renowned certification is granted through NASPA – Student Affairs Administrators in Higher Education. As a result of this individual’s completion of the program, we were pleased to extend a peer education certification to them.

At the BACCHUS Initiatives of NASPA, we feel there is a correlation between the skills they have exhibited as a peer educator and the skills necessary in the job market today. Their training included the following areas:

- Listening skills
- Communications
- Program development
- Branding and marketing
- Brainstorming and idea sharing
- Bystander intervention skills
- Ethics and decision making
- Team building

We are confident employers will benefit from the experiences gained working as a peer educator with professionals and other students on campus.

Sincerely,



David M. Arnold  
Director, BACCHUS Initiatives  
NASPA – Student Affairs Professionals in Higher Education