

FACULTY SENATE MINUTES

November 30, 2020

The Pittsburg State University Faculty Senate met at 3:00 p.m. on Monday, November 30, 2020, with Cole Shewmake, President, presiding.

Past Minutes

Minutes from the October 26, 2020 meeting were approved.

Announcements

Guest Speakers – Dr. Steve Erwin and Deatrea Rose

Dr. Erwin started by thanking everyone for their efforts this semester. Dr. Erwin introduced Deatrea Rose who has assumed the role of Senior Diversity Officer. Ms. Rose expressed her appreciation to those who completed the campus climate survey. The response rate for faculty, staff and administrators was around 70% and the response rate for students was around 32%. She mentioned that they noted a significant increase in number of student responses once the information was pushed out using social media. A final report from the consultants is expected the end of December. The committee will review the results in the spring and begin developing a strategic diversity plan. Information will be released to the campus sometime in the spring. Ms. Rose also shared that she is still available to visit with classes and is training additional staff to do similar workshops.

Provost and Vice President of Academic Affairs – Dr. Howard Smith

Dr Smith started by thanking those who participated in Commencement. The comments from attendees have been very positive. Dr. Smith stressed that we do plan to start the spring semester on January 19th. There are only seven weeks until the start of spring 2021 and only 23 weeks until May 2021 Commencement. News from KBOR included information on the University Press of Kansas. The University Press has been dipping into reserves for the past 6-7 years and currently only has resources for approximately 12 months. They have been asked to provide a plan that addresses solvency, but no plan has been submitted. There have been questions regarding if it's worth continuing. Dr. Smith also shared that the working group on transfer general education continues to meet. Lastly, KBOR is looking at low enrollment programs and discussions have recently taken place regarding the additional information that may need to be included in an institution's low enrollment report. It was expressed to KBOR that the new criteria will likely take additional time to collect.

PSU/KNEA –Khamis Siam, President

No report.

Student Senate – Bella L'Heureux, Representative

Ms. L'Heureux reported on the survey that was sent to students regarding the proposed mental health days. There were 709 responses. Approximately 92% of respondents supported or strongly supported the proposal. In addition, 65% of students supported the proposal even if it meant adding instructional days to the semester. Concerns were raised by several faculty regarding the information that was shared with students about the survey that was done with faculty (approximately 60% of faculty were not in favor of the proposal), specifically if students were provided the rationale for why some faculty did not support the proposal. The inclusion of the rationale statements may have helped soften the message to students. Also, it may have been helpful if the proposal had been attached to the student survey. It was noted during the conversation that stress is being felt across campus, both with students and with faculty and staff. Ms. L'Heureux shared that she thinks many students understand this, but expressed that many students are also struggling financially due to the pandemic. A suggestion was made that faculty communicate with their students to see if something can be done at the individual course level to help. In addition, it was noted that students need to let faculty know when they are experiencing an issue. L'Heureux agreed, but shared that not all faculty respond to inquiries in a timely manner. Ms. L'Heureux thanked everyone for their comments.

Unclassified Professional Senate – Jason Kegler, President

No report.

University Support Staff – Terri Blessent, President
No report.

Faculty Senate President – Cole Shewmake, President

Dr. Shewmake shared that the free expression statement is still being reviewed by Faculty Senate Presidents. The goal is to have final edits completed by December 9th. If you have any comments, please contact Dr. Shewmake. Dr. Shewmake also reported that the Faculty Senate Presidents discussed the situation with the University Press of Kansas. Pittsburg State has three representatives on the Editorial Board: Randy Roberts, Shirley Drew and Julie Allison. The University Press has yet to address their financial issues. Other news from KBOR included an update from Daniel Archer on the transfer general education working group. The next step is to add faculty representatives to the group. The question was asked if once the transfer general education package was completed, would it have to then go through Faculty Senate. The specific implementation steps and timeline have not yet been confirmed. Ms. Roelfs shared that the working group is not looking at a prescribed general education list, but instead a list of learning outcomes. There would be many course options available for each learning outcome, providing some flexibility. There have been two surveys sent to institutions, the first was to collect a listing of courses required in general education and the second was to collect the learning outcomes represented in general education. The working group will begin looking at the information collected. Lastly, Dr. Shewmake reviewed the results of the faculty survey on the SGA mental health days proposal. Please see the agenda for details. The information has been shared with the Administration.

Committee Reports

Academic Affairs – Steve Cox, Chair
No report.

Undergraduate Curriculum – Mary Jo Goedeke, Chair

Dr. Shewmake reported that the committee approved and recommends all curriculum items on the agenda.

All curriculum items recommended by the Undergraduate Curriculum Committee were approved.

Library Services/Learning Resources – Stella Hasting, Chair
No report.

Online and Distance Learning – Krissy Lewis, Chair

Dr. Shewmake reported that the committee met on November 9th to begin looking at sample distance education plans, scorecards and DFW rates at PSU for online courses.

Academic Honors – John Daley, Chair
No report.

Honors College – Michael Davidsson, Chair

Dr. Fuchs, on behalf of the Honors College Advisory Committee, presented the Honors College Support Document. (See attached.) He was made aware that some concerns were raised in Faculty Senate regarding the cost and benefits of the Honors College. After talking with Dr. Smith, it was decided that a support document might be helpful in answering questions and addressing concerns. Honors College students both current and past were interviewed for the study. In addition, information was collected from a variety of sources: faculty, students and various PSU offices. Please direct any questions you have after reviewing the document to Dr. Fuchs.

Writing Across the Curriculum – Laura Covert-Miller, Chair
No report.

Diversity and Multicultural Affairs – Jessica Jorgenson-Borchert, Chair

Dr. Jorgenson Borchert reported that the committee continues to discuss items from their previous meeting.

Student-Faculty – Gail Yarick, Chair
No report.

All University Committee – Tatiana Goris, Chair
No report.

Faculty Affairs – Trina Larery, Chair
No report.

Constitution Committee – James Whitney, Chair
No report.

Pitt State Pathway Committee – Michelle Hudiburg, Chair
No report.

Budget Committee – Tatiana Goris, Chair

Dr. Goris reported that the committee met with Doug Ball on November 16th. Mr. Ball provided a financial overview of FY 20-21 and FY 21-22 and answered questions from the committee. Please see agenda for additional details.

Academic Honesty – Shawnee Hendershot, Chair
No report.

Unfinished Business

Dr. Shewmake presented a draft statement on the election of the executive committee.

“Article III E The president of the Faculty Senate shall appoint an election committee of not less than three members including the current President and President-elect not later than the last week of March of each year. In the first two weeks of April, the electorate shall be provided with a ballot listing those faculty senate members who consent to the listing for the purpose of serving on the new Faculty Senate Executive Committee. A vote shall be cast for each of the officer's position (Article IIB) and for five additional members during the April meeting of the new Faculty Senate.”

It was motioned and approved to send the statement to the constitution committee. Dr. Shewmake also shared that the idea of a repository is still being discussed.

The second reading of the proposed amendments to the constitution bylaws will take place at the next Faculty Senate meeting, Monday, December 7th.

New Business

Dr. Hermansson asked how can we get information on the current status of study abroad. Angela Moots provided her some information, but it would be helpful if information could be shared more routinely. It was suggested that Dr. Moots could be included in one of the existing committees. Dr Smith mentioned that we could invite the International Programs and Services office to attend a meeting to provide a general overview including current visa issues and study abroad. He also shared that a Study Away program has been discussed. This would allow students to experience different regions of the US. Dr. Hermansson suggested that we look at creative ways to engage students from other countries. Dr. Smith invited faculty to submit a proposal if they have an idea that they'd like to be considered.

A question was raised regarding the possibility of using Zoom for Faculty Senate meetings if a faculty is in quarantine or isolation. Dr. Shewmake responded that the executive committee will discuss that option at their next meeting.

Open Forum

None.

Meeting Adjourned

Meeting adjourned Monday, November 30, 2020 at 4:07 p.m.


Melinda Roelfs, Recording Secretary



PITTSBURG STATE UNIVERSITY
Honors College Support Document

Honors College Support Document

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Question: Why should Pittsburg State University have and financially support an Honors College program?

Assertion: The Honors College is the primary group on campus that is dedicated to attracting, retaining, and engaging high achieving students and student-leaders and providing them with a community of their peers. The Honors College member span the entire academic setting across campus. A strong Honors College directly correlates with strong student leadership, enhanced academic engagement, and a strong university.

Pillars of the Honors College:

Academic Achievement

Honors College students strive to achieve academically and to seek out opportunities beyond the classroom to enhance their collegiate educational experience.

Involvement and Leadership

Honors College students strive to continue to develop their leadership skills, both within the Honors College Association and through active involvement and leadership in campus clubs and organizations.

Service to Others

Honors College students understand and appreciate the importance of giving of their time and energy to the campus and surrounding communities.

Service to the Honors College

Honors College students understand and appreciate the importance of investing their time and efforts to work for the good of the Honors College Association, including programs such as the Peer Mentor Program and active participation in TEAM efforts.

Community

Honors College students thrive best in a community of like-minded students who engage in social activities to build a strong, long-lasting bond with others in the organization. For this reason, Honors College students will strive to be active and engaged in various social events sponsored by the organization.

Supporting Evidence:

Programming:

Students in the Honors College are required to do a minimum of 2 hours of community service each semester they are in the program through HCA sponsored projects. The group is constantly seeking out new opportunities and some of the ongoing projects they are involved in include:

Natural Ties

2nd Grade ESOL Reading at Westside Elementary

Via Christi Nursing Home monthly visits
 Special Olympics Basketball
 Special Olympics Track and Field Day
 Salvation Army Toy Sorting
 Salvation Army Bell Ringing
 The PITT Project
 The Big Event

Students are strongly encouraged to participate in undergraduate research, as well as the Academic Honors program and in many cases the outcome of their research is presented, shared, and incorporated into the pedagogy within their respective departments

Students not only form a community of scholars within the Honors College where they support and mentor the younger students and each other, but this mentoring and support spreads beyond the group through serving as tutors and providing other academic support for non-honors students in the department

Students who participate in internships help to build connections between PSU and the various companies and organizations they work for, sometimes resulting in new funding such as the Black and Veatch scholarships in the College of Technology

Facts about Honors College:

Of the 80 freshman, sophomore, and junior students in the program during the 2019-2020 school year, the students completed 298 total community service hours in HCA sponsored community service projects in that timeframe, even amidst the Covid pandemic which started in March. This does NOT include hours they completed in projects outside of the HCA.

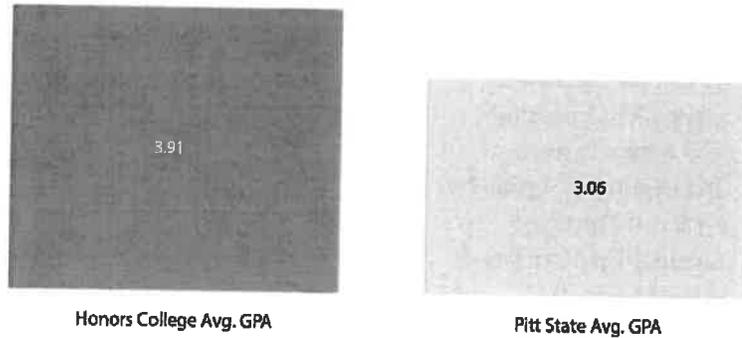
Members started/founded the following student organizations or community service projects

The PITT Project
 Gamma Alpha Lambda (GAL)
 The Food Recovery Network project
 Psychology and Counseling Club

16 members are involved D-II athletics as follows:

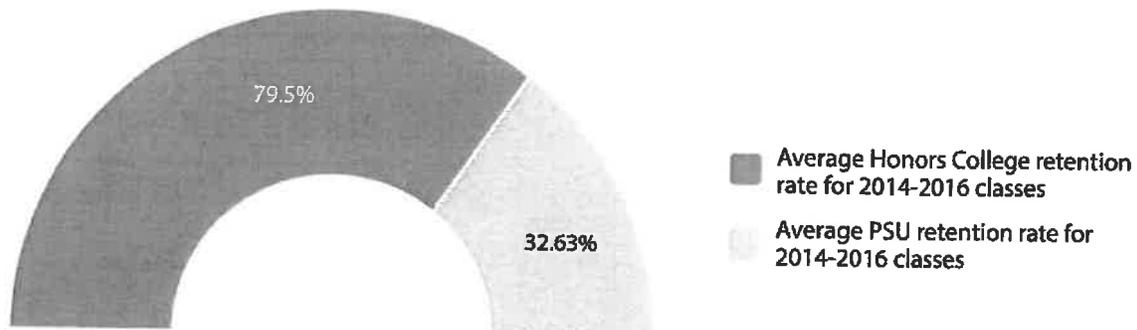
Cross Country and Track-5
 Cross Country only-1
 Track only-2
 Football-1
 Volleyball-4
 Baseball-2
 Cheer-1

In the spring of 2020, members had an average GPA of 3.91 compared to the university average of 3.06. 49 of the 111 members in the spring of 2020 had a cumulative GPA of 4.0



Members have a higher four-year retention rate than their non-honors peers as shown here

	Honors College	University
Fall 13 cohort	25 of 32=78%	29.6%
Fall 14 cohort	26 of 33=79%	33.8%
Fall 15 cohort	28 of 36=78%	31.7%
Fall 16 cohort	25 of 30=83%	35.4%



105 members are involved in the various student clubs and organizations across campus, with a total of 94 different clubs and organizations represented. *Please see the appendix for a detailed listing of those organizations*

67 members have been inducted into an honor society on campus, with a total of 13 different societies represented. Below is a listing of the honor societies and membership records

Phi Eta Sigma-62
 Lambda Sigma-13
 NSLS-6
 Phi Kappa Phi-9
 Omicron Delta Kappa-6
 Pi Kappa Lambda-2
 Kappa Mu Epsilon-5
 Chi Alpha Omega-1
 Beta Gamma Sigma-1
 Order of Omega-2
 Gamma Epsilon Tau-5
 Kappa Delta Pi-2
 Sigma Tau Delta-1

Over the course of their time at PSU, 19 members have served as the President of a student club or organization, 34 have served as Vice-President, 14 have served as Secretary, 16, have served as Treasurer, 9 have served as a Chair, and 40 have served in leadership positions listed as “other”. *Please see the appendix for a detailed listing of those leadership positions*

21 members have been involved in undergraduate research projects over the past three years. *Please see the appendix for a detailed listing of those research projects*

Members have participated in 70 study abroad programs in the window from Fall 2015 through Fall 2019, which represents 15% of the total PSU students participating

22 members have had internships over the past three years

16 members have served as student employees around campus including positions in:

Chemistry
 Biology
 Technology and Workforce Learning
 Center for Reading
 Axe Library
 Manufacturing Engineering Technology
 Mathematics
 Writing Center
 History
 Campus Activities Center

There are 44 students in the past four years who have represented the university in an official capacity such as Crimson Club, Admissions Office Ambassador, University Advancement Ambassador, Gorilla Gateway Peer Mentors.

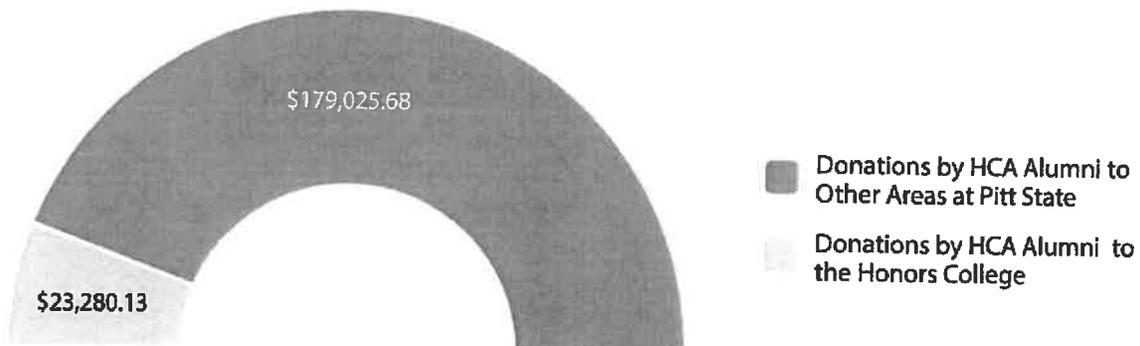
Admissions Office Ambassador-9
 Advancement Ambassador-8
 Crimson Club-10
 Peer Mentor-4
 Pitt Cares-2
 Resident Assistant-8
 PASS Project-2
 Department of Teaching and Leadership Ambassador-1

Each year at commencement, the university recognizes two seniors who have proven themselves across the campus community and are selected for the Outstanding Senior Award. Here is the list of recipients since 2012 who were members of the Honors College:

2012 Holly Hrabik and Zach Krumsick
 2013 Jessica Berberich
 2014 Nick Popejoy
 2015 Ellen Wieberg and Michael Giffin
 2017 Katelyn Flood
 2018 Kolleen Gladden and Nick Bartelli
 2019 Gretchen Reed
 2020 Piper Misse

Honors College Alumni Donation Records:

Upon review of a giving report created by the Office of University Advancement, in the period from 1993 to 2020, there have been a total of 371 alumni of the Honors College donate money to the university in some capacity. Within those 371, there have been a total of 2,811 individual donations made to various programs and fundraising initiatives. Of those donations, which total \$202,305.81, a total of \$23,280.13 has gone directly to the Honors College and the remaining \$179,025.68 going to other areas of the university.



Testimonials:

Alumni Testimonials:

Jessi Headrick
 Christina Metzger Kromminga
 Ann Hutchison
 Rachael Sachs
 Rikki Miller Eckols
 Charles Ault
 Ellen Wieberg and Dustin Bonzo
 Carson Letchworth
 Mary Clow
 Erin Geeding
 Nick Bartelli
 Austin Masters
 Katie Nance

Jessi Headrick

The first goal of the Honors College is **to attract high-quality applicants and retain them as high-achieving students until graduation.**

As a senior in high school, I considered other college options that offered more financial support, but I was drawn to the Honors College at Pittsburg State after attending interview day. Throughout the interview process, it was clear that Dr. Fuchs cared immensely about the program and its members, and I was eager to surround myself with other high-quality, high-achieving students I met on interview day that would challenge and inspire me throughout my college journey. Simply put, I was attracted and committed to Pittsburg State because of the Honors College.

The second goal of the Honors College is **to provide educationally enriched experiences for its members.** This includes intellectually stimulating general education honors courses at the freshman and sophomore level and departmental academic honors courses at the junior and senior level.

Looking back, it is those classes that were the most helpful and beneficial to me personally and professionally. To this day, I find myself applying what I learned in my general education honors courses to both my personal life and my career as a teacher. The departmental academic honors courses I took in American literature prepared me to teach that subject myself at the high school level.

The third goal of the Honors College is **to provide a socially responsive, supportive environment for its members, whereby they feel personally connected to others throughout the college.**

Between living-learning communities in the residence halls, peer-mentorships, monthly meetings, annual social events, and community service opportunities, I always felt connected to my fellow members in the Honors College. Ask any Honors College alum, and they will tell you that those personal connections extend well beyond their college years.

The final goal of the Honors College is to **promote a sound start for incoming freshmen.**

As a first-generation college *student*, I was and still am incredibly grateful for the advice and support I received my freshman year through orientation, enrollment, and advisement. Without the Honors College, I do not know how I would have navigated my college experience, let alone my freshman year. I am a first-generation college *graduate* today thanks in large part to the Honors College.

In short, I believe the Honors College is important to have and support because it succeeds in fulfilling its goals. I sincerely hope that the program will continue to benefit students of Pittsburg State for years to come.

Christina (Metzger) Kromminga

How did HC help you get to where you are today?

- The Honors College is the reason I came to Pitt State
- Gave me a scholarship that (along with running) helped me graduate debt free
- The HCA connected me with people and classes who challenged me academically and made me a better person.

What was the most helpful and beneficial part personally and professionally?

- I loved being around people who were motivated in all areas of their lives- the organization breeds excellence
- Honors courses were incredibly enjoyable and insightful - the format and classmates helped me learn
- the requirements pushed me to learn beyond my field of study and allowed me to expand my learning within music education
- I was fortunate enough to go on two study abroad trips which were fantastic life experiences and major highlights of my collegiate career

Why is HC important to have and support?

- The honors college is a group that attracts and supports some of the brightest students
- These students are incredible members of their departments and help the community of Pittsburg
- This learning culture is invaluable and a positive/unique aspect of Pittsburg State University - it would be a detriment to the university and larger community if it no longer existed.

Ann Hutchison

1. During my college search, I had planned to attend a larger university that I felt could better serve my needs. The presence of the Honors College was the reason I applied to PSU and my interactions with the program during the interview that subsequently led me to choose Pitt State for my undergraduate education.
2. The Honors College is important as it not only recruits highly motivated students to our university, it also creates an environment for collaboration across disciplines. This gives our students an invaluable foundation for the skills they will need following graduation. The experience I gained interacting with my classmates uniquely prepared me for my interdisciplinary work as a physician.
3. During my time with the HCA, I had the opportunity to serve as president of our association. The leadership skills I gained have been invaluable in my current position. Not only did I learn important skills, I also gained the confidence to know I was capable of making relevant and sustainable changes in my local healthcare system. This has pushed me into a leadership position despite my
4. During my senior year at PSU, I had the chance to create a community wide service project that has continued since my graduation. The honors college supported me in a colossal undertaking and supported the following classes in continuing a project that benefited the surrounding communities, in particular the elderly and disabled.
5. The travel stipend provided to Honors Scholars provided me an opportunity I otherwise would not have been able to afford. I was able to travel to Romania on a medical missions trip which provided a unique view on healthcare in severely underserved areas. This stimulated my interest in rural healthcare which has led to my current career in general surgery with plans to return to an underserved area to provide healthcare to those most in need.
6. While the education and leadership skills I gained being a part of the Honors College are invaluable, I would argue the most important things I gained are the relationships. From the friends I can still call despite being hundreds of miles apart to the professors who still check in from time to time, the people I met in the Honors College are the people who have made me the person I am today. I truly believe I owe them my success (both personally and professionally) and will be forever grateful to the HC for bringing us together.

Rachael Sachs

Dr. Fuchs,

I cannot emphasize how much the PSU Honors College helped me to grow into who I am today! Thank you for all that you have done to make the program what it has become. I still remember our first year going through Freshmen Experience together, having a roommate who also prioritized academics, and then having the unforgettable experience of studying abroad in Italy and Greece. Wow!

How did the Honors College help you get to where you are today?

The Honors College gave me an instant community of excellence with others who pushed me to have high expectations. Not only did they prioritize academics, but also community involvement and service.

Looking back, what was the most helpful and beneficial part of the Honors College for you personally and professionally?

I think the most beneficial part of Honors College was taking the Honors courses. Being surrounded by peers who also pushed themselves academically helped me to engage in discussions and learn how to have positive discourse.

In your opinion, why is the Honors College at PSU important to have and support?

Honors College is vital to not only the university but also the community. I am not sure that I would have attended PSU if not for the Honors College. I am from Wichita originally but now have chosen to reside and work in the Pittsburg area. The Honors College attracts students who not only want to better themselves but also those around them.

I am so grateful for the support and community of the PSU Honors College. Thank you, Pitt State!

Rachael

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Mrs. Rachael Sachs
Girard High School
Mathematics

Rikki Miller-Eckols

How did the Honors College help you get to where you are today?

- Today, I am a dental hygienist, which is not at all what I set out to do while attending PSU. With that being said, the experiences I had, primarily due to HC, directly relate to my field. I am cultured and can relate to various people, in part, because of my study abroad trip to Europe. I now work with special needs patients, in which my skills have been enhanced because of my work with special Olympics. I am a leader amongst my colleagues because I was able to lead my HC class as a representative. I am analytical because the honors college classes were more than just busy work, they forced me to think for myself as a young adult. The list of skills I have today as a result of the HC is lengthy, but I was told to keep this brief. In short, the HC at PSU played an incredibly large part in who I am today as both a member of the workforce and a member of society.

Looking back, what was the most helpful and beneficial part of the Honors College for you personally and professionally?

- Professionally, the HC provided countless opportunities for leadership and service, which not only look great on a resume, but more importantly teach character. Between special Olympics, community cleanups, food pantries, the list of ways to serve and lead was endless.

-Personally, it provided me with a second family and a home away from home. I absolutely hate change and that first week of college was brutal for me. I was homesick, stressed, and just plain unhappy. My honors college family came to the rescue (even before we really knew each other) and made me feel like I belonged. We had movie nights, ice cream runs, and jam sessions. These are friends I will have for the rest of my life. I even got a husband out of the Honors College deal. I never knew I would have so many doctors as members of my wedding party, but thanks to the HC, I have really successful friends.

In your opinion, why is the Honors College at PSU important to have and support?

- I could go on and on about how wonderful this program is. I believe it is vital to PSU in the way that it draws hardworking, successful students. I can say without hesitation that I would not have attended PSU had it not been for the Honors College and the scholarship I received. Looking back, that thought is heartbreaking because I now consider PSU to have been one of the best decisions I have ever made. It's sad to think that I would have missed out simply because the Honors College did not exist. I may have initially joined the HC because of the scholarship, but it didn't take me long to realize that the organization provided so much more than a financial gift.

Dr. Fuchs,

If you need anything else, please don't hesitate to ask! I would bend over backwards (which is a lot for me) to make sure this program stays at Pitt. Garrett and I send our love.

Rikki

Charles Ault

I hope all is going well- or at least as well as it can be going given the state of the world.

I saw your post on the Honors College Facebook page and figured I'd give my responses to your questions:

Q: How did the Honors College help you get to where you are today?

A: First and foremost, the Honors College helped me pay to attend Pitt State. Without the financial assistance the Honors College offered I likely would not have been able to afford to attend PSU. But the impact of the Honors College offers extend well beyond that. Through my involvement in the Honors College I made many friendships and even met my wife, which has had a great and lasting impact on the way that my life has progressed since then.

It is safe to say that without the Honors College I would not have attended PSU and I cannot fathom how different my life would be as a result of that.

Q: Looking back, what was the most helpful and beneficial part of the Honors College for you personally and professionally?

A: There are two things that I really got out of the honors college that I do not think college would have provided me had I not been involved- access to superior instruction and the opportunity to engage in meaningful public service.

The honors classes that I was able to take through the Honors College- namely Honors English Composition and Intro to Political Science- are perhaps the most influential classes I have ever taken. I still use or think about many of the things I learned in those classes on a daily basis. By taking specially-selected classes with peers who were also engaged and interested in the material I was able to get what I would characterize as the best that PSU had to offer. I felt that it helped me to develop into a well-rounded citizen-scholar rather than just a specialist.

The community service opportunities offered by the Honors College are genuine and fulfilling. The network of student-led volunteering that springs from the Honors college is truly amazing both in size and in scope. With the exception of my last semester I always did the minimum acceptable amount of community service to maintain membership. It is perhaps my greatest regret about my time at PSU is that I did not make better use of this network and volunteer more. The times that I did volunteer were perspective-granting and humbling.

Q: In your opinion why is the Honors College at PSU important to have and support?

A: As an out-of-state student who did not participate in athletics the Honors College was the only substantial scholarship available to me. Without the Honors College I would not have been able to afford to attend PSU and I would have ended up going somewhere else. Without the Honors College and the scholarship opportunities it grants incoming students it will be difficult to attract students who have scholarship opportunities at other universities. Many Honors College students go on to be leaders around campus- Leaders in Student Government, Club Presidents, Outstanding Seniors, Undergraduate Researchers, and much more. Without the Honors College Pitt State will lose the opportunity to attract these students.

But the benefits of the Honors College extend beyond the financial. By directing us and holding us to high standards we are led to be our best and to reach our greatest potential- academically, interpersonally, and for our communities. The Honors College provides a network of academic and well as personal support. The relationship that Dr. Fuchs fosters with each and every one of us is often vital to our success as students. I know that it got me through one of the darkest chapters in my life.

Q: Any more input?

I once compared the scholarships given out to the Honors College to those given to the football team at PSU and found them to be roughly equal. During times of budget constraints everyone has to make sacrifices, but eliminating the Honors College and the opportunities it provides students will gut PSU of many of its most impactful who make PSU what it is and return some of the greatest dividends over time. I think that eliminating or cutting the Honors College would result in lasting negative change to the University as a whole.

I hope this is useful!

Warmest regards,

Charley Ault

Ellen Wieberg-Bonzo and Dustin Bonzo

I'm writing this on behalf of Bonzo and myself since a lot of our story overlaps but let us know if you need separate answers or in a different format.

- Personal: My husband and I met because of our involvement with Honors College. We were in separate classes, separate majors, and our only overlap was from HC activities and the friends we met there. Without HC, our lives would have been forever changed as we would not have met each other at PSU.
- Personal: The HC is able to create bonds that last forever. We have both met our closest friends from the HC (in all different grades) and they remain our closest friends today. HC is a strong advocate for relationship-building, which is so beneficial to college students. It is similar to the bonds formed in residents hall, sororities, or sports activities - and should be valued as such.
- Professional (Bonzo): The HC provides academically minded students a place to come together to study and work together to learn more and better. The strong biology students that we had in my class led most of us to the medical path and created a solid group of doctors who can consult and work together still today. I have the ability to contact doctors across the country if needed because of the HC.
- Importance: Neither of us would have come to Pitt State if it wasn't for the direct involvement of the HC. We tell people that all the time when speaking about our college experience and what led us to PSU. Both Dustin and I were paying for school by ourselves, and as high-achieving/frugal students, HC gave us an outlet to have the best experience possible while able to work during and save as much as we could. To come out of college without debt is a blessing that most do not have the luxury of saying about their college experience.
- As a corporate recruiter for a Fortune 500 Company, with its main location in Kansas, we had never been to a PSU Career Fair to recruit students. As a graduate of the HC, I was able to prove the value in recruiting and retaining students from local Kansas schools. As a large corporation, we are now recruiting at PSU - starting in 2019 - due to the HC and the high-quality students that we can place to stay in KS.
- If I had not gotten into Honors College, I would not have gone to Pitt State. I am currently planning on coming back to SE Kansas to be a doctor in the area and help support the town as best we can. We do not have family in the area and without this connection to HC and PSU, we would not be planning to move to Pittsburg to build a home.

Ellen and Dustin Bonzo

Carson Letchworth

Dr. Fuchs,

I hope all is going well in this weird time. I saw your post to the Facebook group and wanted to contribute. I plan on writing small sections about different points.

The HCA is a springboard for like minded people who want to excel in their collegiate career. People who actually go to a college for the education purposes alone are few and far between. The HCA brings 30+ freshmen in every year who are there to learn, to better themselves, and to better the PSU community. I learned to appreciate my time spent volunteering during my tenure with the HCA. Since I've graduated, I still volunteer every winter for the salvation army ringing bells at local stores in my community, I started a Harvesters volunteer group for incoming interns with my employer, and I've led groups to clean up trash and perform small home repairs. This was inspired by my time spent volunteering for the HCA during the Big Event. The HCA not only gave me great opportunities on the education front but it broadened my respect for the person sitting next to me.

The HCA's study abroad program was something I never really thought I would appreciate up until I participated in it. Being able to travel to different countries and experience their culture, architecture, history, and art all of the while feeling secure knowing that I am traveling with a group of people who are looking out for me was an incredible sensation. Since traveling abroad with HCA, I have traveled to 4 continents, 21 countries, and experienced incredible things all because of what the HCA was able to introduce me to.

If I think of something else to write, I'll send it your way!

Carson

Mary Clow

Hi Dr. Fuchs! I hope you are doing well. Here are my reflections on the honors college, I hope it helps. Feel free to paraphrase or pull out points as needed.

The PSU Honors College is the entire reason I chose to attend Pitt State. When I talked about wanting to go to a state school, many teachers and family members tried to convince me that my brains were better suited for an Ivy League or other elite university. When I met with college representatives from various institutions to choose a college, I was impressed by the honors college program at Pitt State. I felt confident that the Honors College would provide an enriching academic experience that I wanted, and I was right. Being part of HCA activities like meetings and study abroad trips allowed me to be surrounded by academic peers and the honors gen ed classes challenged me in ways that I was used to from high school honors and AP classes. Without the honors college I wouldn't have attend Pitt State, and if I did my experience would have been much less fulfilling.

Mary Clow, class of 2015

Erin Geeding

I know I transferred before I was able to technically graduate from the honors college, but I saw your post on the Facebook page and wanted to provide my input.

Because of the Honors College I was able to figure out exactly what I wanted to do and where I wanted to be. Like many freshmen entering college, I had a very vague idea of a career path (emphasis on the vague). The Honors College connected me to the right people and helped me develop that vague idea into a real plan.

Through the Honors College I was able to step outside of my comfort zone and serve the community. I remember our parking lot clean-ups after football tailgates, just as a quick example. There were constant opportunities to serve in the Honors College in many different capacities making it easy to be involved and feel like I was making a difference, however small.

Academically, the courses the Honors College provided were always pushing me. I still credit the Honors College for teaching me the skills necessary to be successful in graduate school. From something as simple as learning how to study properly, the Honors College taught me to stick to the grind, even when things got tough, and that I always had support from the faculty at PSU.

Finally, the association of the Honors College cannot be matched. The friends I made at the overnight have lasted through graduations, moves to different states, and major life events. Those friends are still some of my best, and they're the first I want to share anything with.

I loved my program at MSU and I know I am exactly where I am supposed to be, but nothing can beat the Honors College. I'll promote it to anyone and everyone!

Hopefully you're receiving lots of helpful messages and that things are going well! Let me know if there is anything else I can do to help.

Thanks!

Nick Bartelli

"If it went for the Honors Program and scholarships I simply would never have chosen PSU. Even if it meant paying more at other schools with their scholarship offers, I would have chosen a school that offered me a program and scholarship over one that didn't

I would have never gone on to be Outstanding Senior Man, I would have never been Academic Affairs Director and expand the free printing service at SGA for students or created a study grant scholarship program.

Even though I would've loved Pitt State regardless, I have to be honest in saying I wouldn't be a Gorilla today if it weren't for the Honors Program."

Austin Masters

Hey Dr. Fuchs,

It's been a long time! Hope you are doing well, even with everything that's happening in the world. I saw your post in the Honors College Facebook group and wanted to respond because Honors College was incredibly important to my college experience and helped provide a springboard to start my career.

The Honors College shaped every aspect of my college experience and was vital to my success in college. When I was making a decision on where to go to school I had applied for multiple different programs and being offered the scholarship helped me make my decision to attend Pitt State. In all honesty If I wasn't given that scholarship I definitely would've gone to a different university that offered more incentives.

The Honors College overnight helped me become more comfortable with the transition out of my small town and begin to develop relationships with my classmates before I started in the fall. In high school I had known all my closest friends since we were really young and spent all my time with them in sports, but I knew college was going to be different. I never had that built in friend group that so many others have because of what they're involved in. The friend group I was able to find was through the Honors College. My friends were all incredibly different, but everyone had a common drive to explore whatever their interests were and weren't afraid to be uniquely themselves. That's something I really valued in my time with the Honor College at Pitt State.

Growing up and through college money was always something that I had to be worried about. My friends were always better off financially and were able to pursue opportunities that always seemed out of reach for me. The financial impact of the Honors College truly changed the trajectory of my life. The study abroad stipend allowed me to spend half a summer in Europe that I would've never even considered without this assistance. It was this trip that led me to pursue the career that I now am in and inspired my interest in understanding people of different backgrounds and cultures.

During my years in school I was able to have an on campus job for less than 20 hours to provide for my basic needs. If I didn't have my scholarship I'm certain that I would've worked a more time intensive job that would have really detracted from studies and my experience at Pitt State. If I would've graduated with the same debt that many of my non-Honors College peers were in I'm also sure that I wouldn't have immediately pursued my graduate degree that is necessary for the job that I now do.

The impacts of the Honors College and financial benefits that come with it are incredible when looking at my college experience and now my life, but that's not the only reason this program should continue to be funded. The program should be funded because it helps attract the kind of

students who enrich the Pitt State experience. The students in the Honors College have a wide range of interests and fields of study, they are a diverse group, and they are leaders throughout the campus. They are the kind of students that have options and offering the financial incentive to get them to become part of the Pitt State family and the support that the Honors College gives to ensure they are successful in their time on campus is important. These people become leaders in their professions and communities and model what it means to be a Pitt State Gorilla. These are the kind of representatives the college should aspire to attract and the Honors College is important in turning these prospective students into Gorillas.

The Honors College has truly changed my life and I hope that it continues to change the lives of the next generation of Pitt State students as they try to make their way in the world.

Wishing you the best,
Austin Masters

Katie Nance

Hi Dr. Fuchs,

Hope you and your family are doing well! I saw your post on Facebook and wanted to send this email as the Honors College was such an important part of undergrad for me. It's so sad to hear the validity of it is being called into question.

The Honors College provided so much during my time at PSU and for that I'll always be extremely thankful. The Presidential scholarship made it so that money and loans were not items to stress about. Which, in an already stressful environment, was a huge weight off my shoulders and allowed me to focus more fully on classes. Additionally, the travel stipend allowed me to study abroad, making me open my eyes to a more global environment and allowing me able to think from the perspective of a global citizen, not just an American citizen.

As well as providing opportunities, having the honor of being in the Honors College does grant individuals a reputation. In classes at PSU, Honors College students are usually held to higher standards while also knowing that we will likely produce high quality work. When I interviewed for graduate school, my committee was impressed that I was in the Honors College and had attained such a distinguished scholarship. This helped me to get a full ride fellowship to graduate school at one of the top colleges in the nation for my discipline.

And lastly, it provides a friendship network that you have throughout undergrad. I remember starting classes as a Freshman more at ease because I already knew several people. I also appreciated Honors classes for the same reasons: knowing that I'd be in a class full of friends who studied just as hard as I did.

To take away the Honors College would mean taking away funding opportunities for students who are working extremely hard to succeed. It would take away potential future recognition, as you would no longer be able to proudly say that you were part of an Honors College or had a full

ride to undergrad. And it would take away connecting with others who are of a like mind, attitude, and determination to succeed.

I hope that this will help, but please let me know if there is anything else I can do!

Best regards,

Katie Nance

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Faculty Testimonials:

Dr. Barbara McClaskey
Dr. Paul McCallum
Dr. David Hurford
Dr. Susan Carlson
Dr. Rion Huffman

Dr. Barbara McClaskey

Over the years the Honors College students have added to the accomplishments of our university students as well as the rigor in classes. Based on interactions and experiences with these students, they add to class discussions and often ask challenging questions leading to additional explorations of different perspectives. The students who are part of the Honors College are not the only students at Pittsburg State that value academic rigor, research, and service to others, but they have been excellent examples and role models. By demonstrating their commitment to academic excellence, they can serve as an inspiration to others. One of the most recent Honors College students that truly was admired and inspired by her peers in nursing, peers on the cross country and track team, as well as faculty and students across campus was Piper Misse. These students find the time to serve others and participate in university activities while maintaining high academic standards, demonstrating to others that one can effectively manage time and energy if one chooses to adopt those commitments. Honors college students often are found leading organizations and activities throughout campus.

Barb McClaskey, PhD, APRN, RNC
BSN Coordinator and University Professor
Irene Ransom Bradley School of Nursing
Pittsburg State University
Pittsburg, KS
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Dr. Paul McCallum

If memory serves, I first taught an Honors College section of Composition in the Fall 2000 semester. With the exception of Spring 2004, when I was on sabbatical, I have taught an HC section of Composition every spring since. I feel lucky that I have been able to do so. Students in the HC are some of PSU's best and brightest. They bring intelligence, initiative, curiosity, and a critical acumen to their classes. Teaching them can be a challenge--and I know that I've become a better instructor for having taught HC students over the past two decades. Students in the HC expect much of their professors, and I've had to "raise my game" when facing classroom after classroom full of sharp, critical, and restless minds. Among other things, I've had to create writing and research assignments that are challenging, engaging, and (let's admit it) fun to complete and to assess; I've had to find works of literature and non-fiction that make bright young people think, and think deeply about the world around them and their place in it; and I've had to develop a classroom persona that can accommodate a rapid flow of ideas and opinions from highly diverse perspectives. Having to do all this has made me, I think, a better instructor in all my classes, and it's a certainty that the assignments and techniques I've developed over the years in my HC classes have greatly informed those in my non-HC courses. In ways both direct and indirect, PSU's Honors College Program benefits all students at this university, and I hope it remains strong and vital for many years to come.

Dr. David Hurford

I hope that you are doing well. I am sorry for the delay in responding. This semester has been quite challenging for a number of reasons.

I have and will always support the concept and reality of an honors college. I am sure that you will be able to generate considerable anecdotal information, but there is also scientific data to support an honors college. I am surprised, to be honest, that anyone on any campus would not immediately see the virtue of an honors college.

I cannot remember the source right now, but a study several decades ago found that the intelligence quotients of children in elementary school could be estimated by the IQs of those who sat near them in class. Those who score highly on entrance exams who will become honors students are likely to have higher intelligence levels and their presence on campus elevates us all, students, faculty, and administrators, alike.

Here is an example:

<https://digitalcommons.unl.edu/nhcjournal/420/>

I wish you well on your quest. We NEED the honors college!!!!

David

"Who Benefits from Honors: An Empirical Analysis of Honors and Non-Hono" by Ted M. Brimeyer, April M. Schueths et al.

Supporters of university honors programs argue that these programs benefit the university and entire student body while critics argue that honors programs reproduce socioeconomic and racial privileges. In an attempt to address these issues, we have used quantitative survey data to compare the background characteristics, behaviors, and attitudes of honors and non-honors students at a medium ...

digitalcommons.unl.edu

Dr. Susan Carlson

Statement on Honors College Students

Dr. Susan Carlson, Professor of English, PSU

I would like to write this statement in support of the current admissions policy for the PSU Honors College. There have been two arguments brought up to change the current system: 1) Honors College students should be chosen mainly on quantitative data (ACT scores and GPA) and 2) Honors College recipients should not be given such a generous tuition and housing package. Although I understand why these arguments have merit, I want to discuss why the current system should remain as it is.

I've taught Honors College classes in English for the last five years, and have been a member of the committee that chooses Honors College students for the last two years. The students themselves are great to work with, and one reason for that is that they have emotional intelligence as well as academic ability. These are young people who are interested in others' views, respectful, able to listen, and aware of the limits of their own knowledge. If we want graduates from the PSU Honors College to become leaders in their communities, then these personal qualities are as important as academic success.

When we choose students for the Honors College, the students' community service and/or high school activities are taken into account, because we are looking for students who can work with others and have practiced the basic skills you need for leadership. The interviews required for Honors College are also critical, because often students who look good on paper are actually not able to communicate well or show personality issues that could create conflict in groups. This is important because students in the Honors College work together, travel together and build a network of support.

The process for choosing Honors College students prioritizes academic ability (ACT and GPA). However, these other issues need to be considered as well in order to choose students who will flourish in the program and go on to successful professional careers.

Finally, I'd like to add that there has been an argument that Honors students should not receive such generous financial support. The problem with this argument is that the students we are recruiting for this program are highly sought after by other four-year institutions and actually represent a very small population. (For example, in 2019 the average overall ACT score in Kansas was 21.2 (out of 36) [Edwards] and in 2017, only 29% of Kansas test-takers reached the college benchmark in all four areas (Reading, Writing, Math and Science ["Kansas"]). When I talked to Honors College applicants in the interviews, I found that many of them wanted to attend Pittsburg State University because it has a great reputation, is a smaller school and is close to home. They've also heard about the Honors College from previous alumni and are excited about joining the program. However, if we reduce the tuition package, we may make it likely that these students turn to other universities with better funding offers.

Thank you for reading this document and considering these arguments.

Edwards, Halle. "Average ACT Scores by State" (Most Recent). PrepScholar. 1 December 2019. <https://blog.prepscholar.com/act-scores-by-state-averages-highs-and-lows>. Accessed 24 September 2020.

"Kansas ACT test results show decline." KASB (Kansas Association of School Boards). 7 September 2017. <https://kasb.org/0907/>. Accessed 24 September 2020.

Appendices

Volunteer Work/Organizations Formed:

- Gorillathon fundraising, educational incentive program for Tri Sigma, Founders Day for Tri Sigma, Educators Rising Regional and State Competitions
- I'm currently helping develop the food recovery network organization, however Covid has slowed us down a little.
- I started the Via Christi Village monthly community service visits through the HCA
- I also helped lead service projects with PES to nursing homes and the animal shelter.
- Community Service- Wooden Toys for Tots, Clubs- Lacrosse Club
- GAL was founded in 2015 on our campus and during my time on that executive team was the first year we doubled and retained almost all of our membership both semesters (60+). We also created many new ways for girls to become involved and leaders within our faith-based social sorority!
- Panhellenic Pays - a scholarship/closet clean-out event for college students and community members. As Panhellenic's Scholarship Chairwoman I developed and implemented this event that raised a \$150 scholarship for a PSU graduate student, and it won "Program of the Year" at PSU's annual Leadership and Awards Banquet.
- Friday night outreach program through The Homestead
- In Lambda Sigma, I am receiving the opportunity to form a new community service project.
- Started and ran school supply drive through premedical and chemistry clubs, organized goodwill and fostering connections service projects through the honors college
- Club lacrosse, Pi Kappa Alpha blood drive
- PACS Food Donation- Director
- Friends Helping Friends
- Pitt Project, school supplies drive for pre med club , bone marrow drive (before it was a club)
- In 2020, our Chapter became recognized by The Wildlife Society on the national level
- English Club is currently preparing a high school video contest/outreach that I am spearheading. I was integral to both the design and creation of the initial Pitt Lit Podcast and Emerald City Lit Mag.
- Psychology and Counseling Society and Mental Health Week put on by Psychology and Counseling Society
- Created a community service project through Gamma Alpha Lambda that benefited VIE medical clinic. It has not become a biannual event through the organization. We make baby blankets to donate to the clinic that are then donated to families.
- Sigma sigma sigma march of dimes craft sale
- I have been actively and directly involved in developing the Cru campus ministry; the ministry is brand new here and I was asked to be a leader for this group

Detailed listing of all clubs and organizations the members to or have belonged to over the past three years

Organization	Participants
Pre-Med Club	14
Bio Club	22
Chem Club	23
NRHH	2
RHA	6
Hall Council	4
History Club	1
Campus Democrats	1
French Club	1
Alpha Sigma Alpha	3
Graphic Arts Club	6
SGA	14
GAB	2
Gamma Alpha Lambda	13
Panhellenic	2
Society of Plastics Engineers	2
Society of Women Engineers	3
Student Sustainability Fund Committee	5
Alpha Gamma Delta	2
Dance Club	1
Nursing Christian Fellowship	1
Kansas Association of Nursing Students	5
Marching Band	7
Chi Omicron Rho	2
Pre-Vet Club	2
Hispanics of Today	1
BSA	1
International Student Association	1
Pitt Pals	3
PACS	8

<u>Campus Christians</u>	11
<u>Rock Climbing Club</u>	2
<u>Marketing Association</u>	1
<u>Bowling Club</u>	2
<u>Cow Creek Review</u>	2
<u>English Club</u>	1
<u>Christian Challenge</u>	3
<u>Blank Page</u>	2
<u>Pitt Lit Podcast</u>	1
<u>Emerald City</u>	1
<u>Plastics Club</u>	1
<u>Pre-Nursing Club</u>	7
<u>Enactus</u>	1
<u>Econ Club</u>	2
<u>Finance Club</u>	1
<u>Wildlife & Fisheries Society</u>	5
<u>IIASC</u>	1
<u>Newman Club</u>	8
<u>FCA</u>	4
<u>Sigma Alpha Iota</u>	3
<u>Intermural Sports</u>	4
<u>Food Recovery Network</u>	5
<u>Natural Ties</u>	13
<u>Society of Automotive Engineers</u>	1
<u>Society of Automotive Engineers Baja</u>	1
<u>Society of Manufacturing Engineers</u>	1
<u>American Foundry Society</u>	1
<u>Students for Violence Prevention</u>	1
<u>American Chemical Society</u>	1
<u>Ultimate Frisbee</u>	3
<u>Gorilla Gamers Gathering</u>	2
<u>Circle K</u>	2
<u>Prism</u>	3

Anime Club	1
Horror Club	1
Sigma Tau Gamma	2
Interfraternity Council	1
Outdoor Activities Club	1
KNEA	1
SAW Club	1
Pi Kappa Alpha	2
Pre-Dental	2
Social Work Plus	1
Ping Pong Club	2
Sigma Sigma Sigma	4
Be the Match	1
Educators Rising	1
Slam Poetry Club	1
Rugby Intermural Team	1
Nation Community Council	1
Cru	1
Associated General Contractors of America	1
Rec League Softball	1
PSU Film Makers Club	1
Collegio	1
PR & Advertising Club	1
Phi Mu Alpha	1
International Interior Design Association	2
Homecoming Committee	2
Greek Week	2
Crimson Commons Community Council	1
Math Club	1
Campus Republicans	1
Lacrosse Club	2

Secretary		Treasurer	
Pre-Med	x2	Society of Women Engineers	
Bio Club	x2	Natural Ties	x2
Pitt Litt Podcast (and host)		PACS	x3
Wildlife & Fisheries Society		Graphic Arts Club	
Phi Eta Sigma	x2	Phi Eta Sigma	
PACS		Nation Hall Council	
Gamma Epsilon Tau		Wildlife & Fisheries Society	
SAW Club		Hispanics of Today	
Natural Ties		Lambda Sigma	
Lambda Sigma		Lacrosse Club	
IIDA		Food Recovery Network	
		Chem Club	
		Campus Christians	
		Gamma Alpha Lambda	
Chair		Other	
Music & Alumnae Relations Committees		Section Leader (Marching Band/Wind Ensemble)	
Alpha Sigma Alpha Scholarship Chair		Co-Concert Master	
Alpha Sigma Alpha Ritual Chair		Editor	
Alpha Sigma Alpha Best Friend's day Chair		NCF Officer	
Newman Club Faith Formation Chair		SGA Academic Affairs Director	
Panhellenic Council Chairwoman		Pre-Nursing Exec	
Pi Kappa Alpha Scholarship Chair		Food Recovery Network Leader	
Pi Kappa Alpha Homecoming Chair		SGA Senator	x6
Sigma Sigma Sigma Chaplain Chair		Chem Club Events Coordinator	x2
		Food Recovery Network Partner Coordinator	
		Baseball Sac Rep	
		Cross Country Captain	
		Society of Plastics Engineers KS Liason	
		Student Sustainability Fund Committee Vice chair of promotions	

Alpha Sigma Alpha Parliamentarian
Gorilla Gamers Gathering Board Gameshead
Graphic Arts Club Production Coordinator
PASS Project Study Group Leader
Pi Kappa Alpha Sergeant at Arms
 Food Recovery Network food donor coordinator
Sigma Sigma Sigma Education Director
Sigma Sigma Sigma Bible Study Leader
Educators Rising National Competition Judge
 Be the Match Exec Board Member
 GAB Committee Member
 Cru Leader
 SGA Chief of Staff
 Natural Ties Social Media Director
Alpha Gamma Delta Director of Property
 Phi Mu Alpha Fraternal Education Officer
 Gorilla Gamer Gathering Exec Officer
Sigma Tau Gamma New Member Educator
 Greek Week Exec Board
 Homecoming Committee Exec Board

Undergraduate research projects:

- Murray, M., Hammesfahr, A., & Rega-Brodsky, C. (2020). Comparison of bat communities captured over ponds and streams in Southeastern Missouri. Kansas Natural Resources Conference. Poster. Murray, M., Hammesfahr, A., Rega-Brodsky, C., & Whiney, J. (2020). Threatened Bat Capture Rates Using an Acoustic Lure: The Impacts of Habitat Features. Pittsburg State University Research Colloquium. Poster. Designed a human dimensions survey for the Southeast Kansas Nature Center to evaluate park visitor demographics, needs, and natural values for the Center's Director. (Dr. Brodsky) Assisted Dr. Christine Brodsky with a nationwide camera trap study for the Smithsonian Institution (Snapshot USA) to observe urban wildlife present in Pittsburg, KS
- The educational system of Italy with Dr. Stuck and Dr. Fincher Raising levels of suicide in schools with Dr. Brannock Digital literacy with Mrs. Abbott STEAM with Dr. Bartlow
- Perception of Atheists with Dr. Bradley, ADHD in college students with Dr. Wood, Music and dementia with Morgan Henning and Dr. Allison

- Font Development Research - Rion Huffman Currently conducting Color Science Research - Rion Huffman
- Departmental Academic Honors with Dr. Gloria Flynn, Mrs. Angela Abbott, and Dr. Bridgette Fincher
- Involved in Researching the Efficiency of Manual vs. Motorized Technical View Camera Apparatus'
- Graphics Research Project (Presented at the Capitol Undergraduate Research Day) - Rion Huffman
- I will soon be added to Dr. Santra's research lab and added into the KINBRE program.
- An advertising research project discovering the view of sports businesses in Kansas.
- I do research with Dr. Gupta and have presented research I have worked on 3 times
- Several, all with extremely long names that I cannot recall; Dr. Ram Gupta (Brooks Neria)
- Morgan Henning - Music and Memory in mild-moderate Alzheimer's patients
- AIW National Cabinet Strength Testing- Mr. Charlie Phillips
- I briefly worked with Dr. Hurford and his dyslexia research
- PASS Quality Initiative Project Peer Mentor for Dr. Thuong
- Development of Transgenic Soybean Plant with Dr. Zurek
- Honors Engagement Project on vaccination with Dr Zurek
- Lab Assistant at the Kansas Polymer Research Center
- Polymer Chemistry Research Dr. Ram Gupta
- Hurford in Developmental Psychology
- Dr. Harries - Research Paper

Professor Rion Huffman Testimonial

October 15, 2020

To Whom It May Concern:

In my seven years at Pittsburg State University, I have been fortunate enough to have many experience's with Honors College students. I have been an advisor for nearly all Honors College students that have gone through the Graphics and Imaging Technologies (GIT) Department, and I have worked with many, if not all of them on Academic Honors projects, on traditional classroom projects or larger scale research projects that have garnered national and international recognition.

I strongly support the Honors College as I have witnessed the effect the organization has upon students. The students that come from Honors College are driven to succeed and consistently go above and beyond the typical classroom expectations.

Here are a few examples of these exceptional students in the GIT department and my interactions with them:

- Audrey Dainty (2020 Graduate):
 - Four National Conference Research Presentations (2019, 2020)
 - One mural project still underway (post-graduate)
 - One grant proposal written and funded
 - One photographic image in a National Gallery
 - Two photographic images/graphic design works in Regional Galleries
 - Multiple American Advertising Federation Awards
 - The ONLY two term President of Gamma Epsilon Tau (Graphics Honor Society)
- Josh Tegarden (current student):
 - Presentation at the Capitol Research Summit in Topeka
 - National Conference Research Presentation
 - Currently working on a Needs Assessment for the GIT Department to assess gaps in curriculum in our Digital Media emphasis courses
- Brandon Lee (current student):
 - Brandon is the first student to declare a triple emphasis in our department, which means he will almost be taking every single course we offer. He has still maintained an exceptional GPA despite the heavy course load
 - Acceptance to a National Conference for a Research Presentation (could not present because of COVID)
- Kolleen Gladden (2018 Graduate):
 - 2018 Outstanding Senior Woman
 - Founder of the campus chapter of the Christian sorority Gamma Alpha Lambda Delta
 - Delivered a TEDx speech
 - Currently completed her law degree at the University of Virginia

These are just a few examples of outstanding students that have come from the Honors College. I could list accolades of literally every single Honors College student that has come through the GIT program. These accolades do not even include their many Academic Honors projects that give immense service to the department in many ways.

I have been invited to the Honors College banquet multiple times and I can say that after meeting students from other departments, the accomplishments of the GIT Honors College students are not outliers. The Honors College does a great service to PSU by encouraging these students to come here and give lend their incredible talents and ambition to making PSU a better place in so many ways.

I want to close this letter by saying that I thoroughly support the Honors College at PSU and I appreciate the work that they do in every regard. All students help me grow as an educator, but many times Honors College students are the ones that push me a little harder and help me think critically about issues I may have become complacent with long ago, and for that I am grateful.

Respectfully,

A handwritten signature in black ink, appearing to read "Chauncey Rion Huffman". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Chauncey Rion Huffman

**FACULTY SENATE MEMBERSHIP
(2020-2021)**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Cole Shewmake, (President)	X	X	X						
Bracker, (Past President)	X		X						
Bailey, (At-Large)	X								
Binder, (Undergrad Kelce)	X	X	X						
Butler, (Physics)									
Carlson, (English & Modern Language)	X	X							
Coltharp, (Mathematics)	X	X	X						
Conrad, (Women's Studies)	X	X	X						
Coomes, (Nursing)	X	X	X						
Cox, (Library)	X	X	X						
Cronister, (Family & Consumer Science)		X	X						
Daczewitz, (Teaching & Leadership)									
Drew, (Communication)		X							
Frisbee, (Nursing)	X	*							
Goedeke, (At-Large)		X							
Goris, (At-Large)	X								
Hendershot, (At-Large)	X	X							
Hermansson , (At-Large)	X	X	X						
Hite, (At-Large)	X	X	X						
Jones, (TWL)		X	X						
Jorgenson-Borchert, (At-Large)	X	X	X						
Kehle, (Music)	X	X	X						
Lawson, (History, Philosophy & Social Science)	X	X	X						
Maxwell, (Engineering)		X	X						
McConnaughey, (Graphics)									
Moss, (At-Large)	X	X	X						
Neef, (Chemistry)		X							
Pennington, (Automotive Tech)	X	X	X						
Philipp, (Construction)	X	X	X						
Rojas, (English & Modern Language)	X	X	X						
Runyan, (At-Large)		X	X						
Schiefelbein, (At-Large)	X	X							
Shay, (Military Science)									
Siam, (At-Large)	X	X	X						
Spera, (Psychology & Counseling)		X	X						
Tseng, (Art)		X							
Whitney, (Biology)	X	X	X						
Wilson, (History, Philosophy & Social Sciences)	X	X	X						
Yarick, (Undergrad Kelce)	X		X						
Zepernick, (At-Large)	X	X							
University Support Staff Senate Representative									
Unclassified Professional Senate Representative		X							
Student Government Representative									
Student									
Student									

*Substitutes: 10/26/20 Hilary Gorman for Kristi Frisbee,



Pittsburg State University Faculty Senate Meeting

Date: Monday, November 30, 2020
Time: 3:00 p.m.
Location: Ballroom, Overman Student Center

AGENDA

- I. Call to order**
- II. Approval of October 26, 2020 minutes**
- III. Announcements**
 - A. Guest Speaker- Deatrea Rose, Steve Erwin**
 - B. Provost and Vice President of Academic Affairs- Howard Smith**
 - C. PSU/KNEA Remarks- Khamis Siam**
 - D. Student Senate Remarks- Bella L'Heureux**
 - E. Unclassified Professional Senate Remarks- Jason Kegler**
 - F. University Support Staff Remarks- Terri Blessent**
 - G. Faculty Senate Report- Cole Shewmake**
- IV. Committee Reports**

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

 - A. Academic Affairs Committee—Chair: Steve Cox**
 - Undergraduate Curriculum Subcommittee—**Chair: Mary Jo Goedeke (Shawnee Hendershot Reporting)**
 - Library Services/Learning Resources Subcommittee—**Chair: Stella Hastings**

- Online and Distance Learning Committee—**Chair: Krissy Lewis (Cole Shewmake Reporting)**
- Academic Honors Subcommittee—**Chair: John Daley**
- Honors College Subcommittee—**Chair: Michael Davidsson**
- Writing Across the Curriculum Subcommittee—**Chair: Laura Covert-Miller (Alex Binder Reporting)**
- Diversity and Multicultural Affairs Subcommittee—**Chair: Jessica Jorgenson-Borchert**

B. Student-Faculty Committee—Chair: Gail Yarick

C. All University Committee—Chair: Tatiana Goris

D. Faculty Affairs Committee—Chair: Trina Larery (Cole Shewmake Reporting)

E. Constitution Committee—Chair: James Whitney

F. Pitt State Pathway Committee—Chair: Michelle Hudiburg

G. Budget Committee—Chair: Tatiana Goris

H. Academic Honesty Committee—Chair: Shawnee Hendershot

V. Unfinished Business:

A. Nomination process for Faculty Senate Executive Committee

B. Repository of Minutes for FS Committee Meetings

VI. New Business:

VII. Open Forum:

VIII. Adjournment

Next Faculty Senate Meeting: December 7, 2020 -- 3:00 pm

Academic Affairs – Chair: Steve Cox
Recorder: Kevin Bracker

No Report

Undergraduate Curriculum – Chair: Mary Jo Goedeke
Recorder: Mary Jo Goedeke

Items for approval

Library Services – Chair: Stella Hastings
Recorder: David Miller

Online and Distance Learning – Chair: Krissy Lewis
Recorder: Robert Lindsey

November Report

The online and distance learning committee met on November 9, 2020. We began to look at sample distance education plans, scorecards, and D/F/W rates at PSU regarding online courses. This data will help to aid with the development of a distance education plan for PSU.

Academic Honors – Chair: John Daley
Recorder: John Daley

No Report

Honors College – Chair: Michael Davidsson
Recorder: Susan Carlson

Writing Across the Curriculum – Chair: Laura Covert-Miller
Recorder: Alex Binder

No Report

Diversity and Multicultural Affairs – Chair: Jessica Jorgenson-Borchert
Recorder: Lori Martin

Continued discussion from previous meeting

Student-Faculty – Chair: Gail Yarick
Recorder: Grant Moss

No Report

All-University – Chair: Tatiana Goris
Recorder: Browyn Conrad

Faculty Affairs – Chair: Trina Larery
Recorder: Jennifer Harris

No Report

Constitution – Chair: James Whitney
Recorder: Hazel Coltharp

No Report

**Pitt State Pathway – Chair: Michelle Hudiberg
Recorder: Bob Kehle**

No Report

**Budget Committee – Chair: Tatiana Goris
Recorder: John Franklin**

Met on 11/16---See notes below

**Academic Honesty – Chair: Shawnee Hendershot
No Report**

The Budget Committee met via Zoom Monday, November 16, 2020, 4—5pm.

Members present: Doug Ball; Mark Diacopoulos; John Franklin;
Tatiana Goris (Chair); Josh Shay; Gail Yarick
Member absent: Lori Martin

Doug Ball presented information in two parts:

- 1st, an informational report on Fiscal Year 2020-- 21 and Fiscal Year 2021-- 22; and,
- 2nd, a question (from Committee members) and response (from Doug) session.

- Highlights from FY 2020—21:
 - Spring, 2020's fiscal shortfall caused by closing campus are covered by funds provided by the Federal government;
 - extraordinary expenses associated with creating and maintaining a safe campus are covered by funds managed by the Governor, the Board of Regents and Crawford County
 - the anticipation is that reductions in labor costs are not required at this time
- Highlights from FY 2021—22:
 - projections are murky because there is no guarantee that Federal funding will continue
 - the anticipation is that State support will be reduced 10%
 - the hope is that State revenue will increase, helping to offset the 10% reduction

Q: What are the prospects of replacing faculty who retire or relocate?

R: a hiring ban is undesirable; but, we need to be thoughtful and careful in determining which hires are essential

- the Provost would have more details about this process

Q: Are there any outcomes from the consultant (RKG)?

R: their report is influencing decisions

- for example, their net revenue model is a very useful tool that affects hiring

Q: Is there a chance of salaries being reduced?

R: not any specific planning of which I am aware

Q: Can you tell us about any effect COVID has had on student on-campus housing and dining?

R: in Spring, 2020, we lost \$1.4 M because we closed campus before Spring Break; this amount was covered by Federal funds

- in the Fall we have encountered expenses from quarantining and isolation
--we provide local housing; or, students may go home with a housing credit
- our change in this Fall's schedule reduced our income by two weeks
- according to Steve Erwin, overall the situation is manageable
- we have a good response from students in dorms for managing COVID risk:
--we have had a lower-than-expected number of on-campus cases

Q: Is there any news about a simulation hospital?

R: 3 donor groups are contributing toward the \$6M goal

Q: Will there be changes to summer teaching?

R: that question could be better answered by Dr. Smith; there is no change of which I am aware

Q: Will there be changes in the \$100K disbursed by the Faculty Affairs Committee?

R: that will be an area of focus when things are more normal

Q (to all): When is a good time for our next meeting?

R (from all): mid-February might be good

Notes recorded and report written by John Franklin.

Summary of Faculty Comments from SGA's Mental Health Days Proposal

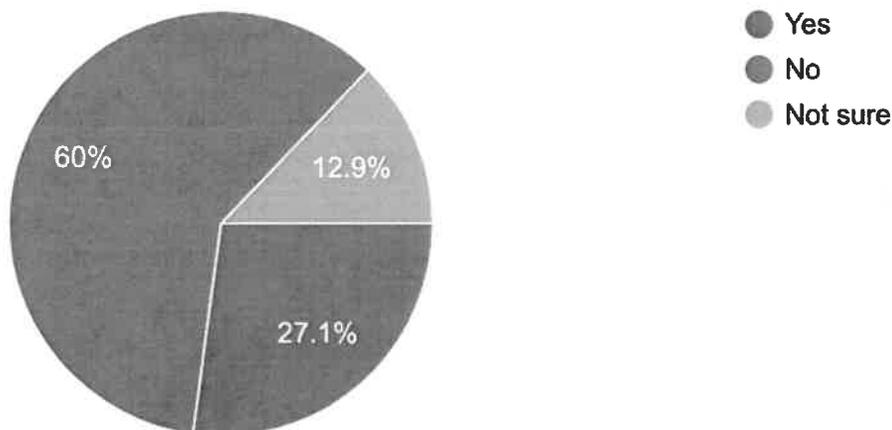
Comments in Support

- Mental health of our students is a very important subject
- 15 weeks straight can be daunting
- A day to decompress is refreshing
- Opportunity for mental health days for faculty too

Comments Opposing

- Reduces instructional time, thus causing *more stress* on the other days to complete all necessary material in the semester (The same amount of work we need to be completed in less days)
- Many programs on campus are crunched for time to complete required hours for certifications, licensures, clinicals, and practicums. Taking even one day off from a semester would restrict certifications, etc. from being offered by those programs
- With a vast majority of our courses already being Online, Hybrid, Hyflex, there is already some flexibility built for time built in to the schedule
- Students choose their own mental health days when they decide to not attend class at certain times throughout the semester
- Students will not use the Mental Health Day for its intended purpose (break from stress) and will pick up another shift at work or play "catch up" with school work
- In straw polls of individual classes, faculty found that most students a) don't support (don't think it is needed/necessary) Mental Health Days, b) would pick up another shift at work

Do you support SGA's Mental Health Days Proposal? (85 responses)



UGCC Meeting 11/10/2020

	Voting Members					Hendershot (Ex Officio)
	Goedeke	Gupta	Lewis	Wood	Fleming	
Dept: BIOL						
Request for Deletion of Curriculum BSED Biol	X	X	X	X	X	
Request for Revision to Curriculum Add Education Emphasis						
DEPT: KCOB						
Request for Revision to Curriculum Revise Marketing Minor to include MKTG 201	X	X	X	X	X	
Dept: COMM						
Request for Deletion of Curriculum BSED Comm Major	X	X	X	X	X	
Request for New Emphasis Add Comm Education Emphasis	X	X	X	X	X	
Dept: EML						
Request for Revision to Curriculum Revision to Creative Writing Minor Courses	X	X	X	X	X	
Request for Deletion of Course						
IEP-031 Intermediate I Structure	X	X	X	X	X	
IEP-032 Intermediate I Compositon	X	X	X	X	X	
IEP-033 Intermediate I Reading	X	X	X	X	X	
IEP-034 Intermediate Listening/Speaking	X	X	X	X	X	
IEP-041 Intermediate II Structure	X	X	X	X	X	
IEP-042 Intermediate II Composition	X	X	X	X	X	
IEP-043 Intermediate II Reading	X	X	X	X	X	
IEP-044 Intermediate II Listening/Speaking	X	X	X	X	X	
IEP-051 Advanced I Structure	X	X	X	X	X	
IEP-052 Advanced I Composition	X	X	X	X	X	
IEP-053 Advanced I Reading	X	X	X	X	X	
IEP-054 Advanced Listening/Speaking	X	X	X	X	X	
IEP-061 Academic Preparation Text/Lecture	X	X	X	X	X	
IEP-062 Academic Preparation Writing	X	X	X	X	X	
Request for Revision to Curriculum Revision to EDUC emphasis courses	X	X	X	X	X	
Request for New Course						
IEP-045 Intermediate Structure and Compositi		X	X	X	X	
IEP-046 Intermediate Reading/Listening/Speal		X	X	X	X	
IEP-065 Advanced Structure and Composition		X	X	X	X	
IEP-066 Advanced Reading/Listening/Speaking		X	X	X	X	
Dept: MFGET						
Request for Revision to Curriculum MECET 420 moved to Automation/Auto/Manu		X	X	X	X	
Request for Revision to Course Modify MFGET 666	X	X	X	X	X	
Dept: HHPR						
Request for New Course Add REC 473	X	X	X	X	X	

Request for Deletion of Curriculum

Deletion of: Major Minor Emphasis Certificate

Department: Biology College: Arts and Sciences

Submission Date: 4-25-2020

Revision Effective: Fall, 2020
(Year)

Contact Person: Virginia Rider Faculty member Chair

Name of Existing Major or Minor/Emphasis/Certificate: Bachelor of Science in Education with a Major in Biology

Rationale for Deletion: The current emphasis areas under the BSED will become emphasis areas under the BS. This will streamline our offerings and make them more efficient.

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

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

The required course in this degree program are being kept as a new emphasis in the Biology major

Will this deletion involve specific PittState Pathway courses? Yes No
If "yes," please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

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

Approved: Department Chairperson
Date 4-25-20 Signature, Department Chairperson Virginia Rider

Approved: College Curriculum Committee
Date 9/8/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto

Approved: Dean of College
Date 9/8/20 Signature, Dean Mary Carol Pomatto

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

Approved: Council for Teacher Education (if applicable)
Date 10/7/20 Signature, Council for Teacher Education Chair James Trumbore

Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair [Signature]

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

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

Notification to COCAO/Kansas Board of Regents: _____ 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 SharePoint, 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 send to your College Admin.

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: Biology College: Arts and Sciences This program is to be offered 50% or more online as a Hybrid _____
This program is to be offered fully online _____

Submission Date: ~~4-25-10~~ Revision Effective: Fall, 2020
(Year)

Contact Person: Virginia Rider Faculty member Chair

Name of Existing Major or Minor/Emphasis/Certificate: Bachelor of Science in Education with a Major in Biology

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

Description of Change: The current BSED Major in Biology will become an emphasis areas under the BS. The coursework is the same.

Rationale for Change (include changes to curriculum objectives): This will streamline our offerings and make them more efficient

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

Yes No

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

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

Yes No

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

The course work requirements remain the same.

Existing Major or Minor/Emphasis/Certificate

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

Bachelor of Science in Education with Major in Biology

Biology Requirements (38 hours)

BIOL 211: Principles of Biology I	4
BIOL 212: Principles of Biology II	4
BIOL 257: Anatomy and Physiology	3
and BIOL 258: Anatomy and Physiology Laboratory	2
BIOL 300: Assisting in the Biology Laboratory	1
BIOL 322: Genetics	3
and BIOL 323: Genetics Laboratory	2
BIOL 330: Principles of Ecology.	3
BIOL 371: General Microbiology	3

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

and BIOL 372: General Microbiology Laboratory	2
BIOL 479: Techniques for Teaching Biology	3
Biology electives (including 3 hour field course) (8 hours)	
BIOL 479 Techniques for Teaching Biology can only be taken after admission to Teacher education	

Professional Education Requirements*

(12 hours)

EDUC 261: Explorations in Education	3
EDUC 520: Methods and Materials for Academic Literacy	3
PSYCH 263: Developmental Psychology	3
PSYCH 357: Educational Psychology	3
SPED 510: Overview of Special Education	3

*See Admission to Professional Semester for professional education grade point requirements.

EDUC 520 Methods and Materials for Academic Literacy and PSYCH 357 Educational Psychology must have admission to Teacher Education to enroll.

Professional Semester (17 hours)

BIOL 579: Supervised Student Teaching and Follow-Up of Teachers	2
EDUC 458: Methods and Curriculum	3
EDUC 462: Secondary and Middle Level Education	2
EDUC 464: Foundations of Measurement and Evaluation	2
EDUC 480: Supervised Teaching in the Secondary School	3
EDUC 482: Supervised Teaching in the Secondary School	5

Minor Requirements* (20 hours)

CHEM 215: General Chemistry I	3
and CHEM 216: General Chemistry I Laboratory	2
CHEM 320: Introductory Organic Chemistry.	3
and CHEM 326: Organic Chemistry Laboratory	2
PHYS 100: College Physics I	4
and PHYS 130: Elementary Physics Laboratory I	1
or PHYS 171: Physical Science	3
and PHYS 172: Physical Science Laboratory	1

Additional hours chosen from chemistry or physics (5-11 hours)

*This curriculum assumes a physical science minor. Other minors are available. Persons interested in biology as a second teaching field should contact the BSEd advisor in the Department of Biology or the Director of Teacher Education, Hughes Hall, for specific requirements.

PHYS 171/172 Physical Science/Laboratory hours do not count toward 20 hour physical science minor total.

Proposed Major or Minor/Emphasis/Certificate:

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

Major in Biology with Emphasis in Biology Education

Biology Requirements (38 hours)

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

2

Pittsburg State University

BIOL 211: Principles of Biology I	4
BIOL 212: Principles of Biology II	4
BIOL 257: Anatomy and Physiology	3
and BIOL 258: Anatomy and Physiology Laboratory	2
BIOL 300: Assisting in the Biology Laboratory	1
BIOL 322: Genetics	3
and BIOL 323: Genetics Laboratory	2
BIOL 330: Principles of Ecology	3
BIOL 371: General Microbiology	3
and BIOL 372: General Microbiology Laboratory	2
BIOL 479: Techniques for Teaching Biology	3
Biology electives (including 3 hour field course) (8 hours)	
BIOL 479 Techniques for Teaching Biology can only be taken after admission to Teacher education	

Professional Education Requirements*

(12 hours)

EDUC 261: Explorations in Education	3
EDUC 520: Methods and Materials for Academic Literacy	3
PSYCH 263: Developmental Psychology	3
PSYCH 357: Educational Psychology	3
SPED 510: Overview of Special Education	3

*See Admission to Professional Semester for professional education grade point requirements.

EDUC 520 Methods and Materials for Academic Literacy and PSYCH 357 Educational Psychology must have admission to Teacher Education to enroll.

Professional Semester (17 hours)

BIOL 579: Supervised Student Teaching and Follow-Up of Teachers	2
EDUC 458: Methods and Curriculum	3
EDUC 464: Measurement and Evaluation	3
EDUC 475: Supervised Clinical Experience	9

Minor Requirements* (20 hours)

CHEM 215: General Chemistry I	3
and CHEM 216: General Chemistry I Laboratory	2
CHEM 320: Introductory Organic Chemistry	3
and CHEM 326: Organic Chemistry Laboratory	2
PHYS 100: College Physics I	4
and PHYS 130: Elementary Physics Laboratory I	1
or PHYS 171: Physical Science	3
and PHYS 172: Physical Science Laboratory	1

Additional hours chosen from chemistry or physics (5-11 hours)

*This curriculum assumes a physical science minor. Other minors are available. Persons interested in biology as a second teaching field should contact the BSEd advisor in the Department of Biology or the Director of Teacher Education, Hughes Hall, for specific requirements.

PHYS 171/172 Physical Science/Laboratory hours do not count toward 20 hour physical science minor total.

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 4-25-20 Signature, Department Chairperson Virginia Rider
- Approved: College Curriculum Committee
Date 9/8/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 9/8/20 Signature, Dean Mary Carol Pomatto
- Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date 10/17/20 Signature, Council for Teacher Education Chair James Truelove
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair [Signature]
- Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____
- Final approved packet forwarded to Provost's office.
Date _____ Signature, Recording Secretary, Faculty Senate _____

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

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

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

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

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

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

Pittsburg State University

Request for Revision to Curriculum

Revision for: Major Minor Emphasis Certificate

Department: Kelce Undergraduate School of Business College: Kelce College of Business This program is to be offered 50% or more online as a Hybrid NO

Submission Date: 10/1/2020

This program is to be offered fully online NO

Revision Effective: Fall, 2021

(Year)

Contact Person: Dr. Lynn Murray

Faculty member Chair

Name of Existing Major or Minor/Emphasis/Certificate: Minor in Business Administration

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

Description of Change: Changing course requirements

Rationale for Change (include changes to curriculum objectives):

This change will align the curriculum to the needs of the students taking the program. Currently, these minors take MGT 330 Management and Organizational Behavior and MKTG 330 Principles of Marketing, classes aimed at business majors. Requiring MGT 201 Introduction to Management and MKTG 201 Fundamentals of Marketing instead will allow for BA minors to focus specifically on what they need in the areas without the deeper focus. Additionally, students will be able to take the courses earlier in their academic program, allowing them to devote more effort to their upper division major courses.

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 affects only BA minors at Pittsburg State.

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.

We sent an email to academic chairs asking for comments regarding the impact this change would have on other department's/college's/unit's curricula or programs at PSU. We received responses from two of these indicating an impact: Graphics and Imaging Technologies and School of Construction.

From Graphics and Imaging Technologies:

GIT approves the changes to the Business Administration minor.

These changes do affect one of our emphasis areas, Graphics Management, which has the Business Administration minor built within the degree. Dropping these courses to lower division does create a small issue for our students to get

Pittsburg State University

the 45 hours of upper division. They can still achieve the upper division credit requirement without these courses as upper division, so it does not create a barrier for these students.

After these changes have been approved, GiT will submit a new degree plan for the Graphics Management emphasis to include these changes.

Doug Younger

From the School of Construction:

The School of Construction just reconfigured one of our emphasis areas to match up with the current BA minor. This would require us to change those two courses and re-legislate our emphasis. No big deal, but for us it is a catch 22 - do we do our proposal now or do we wait. If you think this will happen then we will change our proposal to reflect your proposed changes. Chicken and the egg.

James Otter, LS, LEED-AP
Director, PSU School of Construction
Pittsburg State University, 1701 South Broadway, Pittsburg, KS 66762
W223 Kansas Technology Center

Jim,

Is that the Company Management emphasis? I'm sorry our plans have affected yours in this way.

We are confident that the new course proposal will pass Faculty Senate. It is like the proposal for MGT 201 Introduction to Management which passed last spring.

I hope I have addressed your concerns. Please let me know if you have more questions.

Steve

Stephen V. Horner, Ph.D.
Assoc. Dean KUSB, Kelce Faculty Chair
114 Kelce
Kelce College of Business
620-235-4575

I will note in our proposal that the proposed changes we have and those you have may differ, and we will provide both pathways for approval.

James Otter, LS, LEED-AP
Director, PSU School of Construction
Pittsburg State University, 1701 South Broadway, Pittsburg, KS 66762
W223 Kansas Technology Center

Existing Major or Minor/Emphasis/Certificate

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

Minor in Business Administration (21 hours)

See notes *1

___ ECON-200 Principles of Microeconomics (3 hours)

___ FIN-326 Business Finance (3 hours)

___ MGT-330 Management and Organizational Behavior (3 hours)

___ MGT-430 Legal and Social Environment of Business (3 hours)

___ MKTG-330 Principles of Marketing (3 hours)

Notes *1: Two courses in accounting (6 hours)

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

2

Proposed Major or Minor/Emphasis/Certificate:

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

Minor in Business Administration (21 hours)

See notes *1

___ ECON-200 Principles of Microeconomics (3 hours)

___ MGT 201 Introduction to Management OR MGT 330 Management and Organizational Behavior (3 hours)

___ MKTG 201 Fundamentals of Marketing OR MKTG 330 Principles of Management (3 hours)

___ FIN-326 Business Finance (3 hours)

___ MGT-430 Legal and Social Environment of Business (3 hours)

Notes *1: Two courses in accounting (6 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 Pitt State Pathway courses required? Yes No
Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee.
4. Will this revision affect any education majors? Yes No
If "yes," please realize that this requirement will need to have the approval of the Council for Teacher Education.
5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?
None

Additional Questions for certificate only:

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

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

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

Approved: Department Chairperson
Date 10/1/20__ Signature, Department Chairperson Stephen V. Hahn

Approved: College Curriculum Committee
Date 10-12-20 Signature, College Curriculum Committee Chair [Signature]

Approved: Dean of College
Date 10/1/20 Signature, Dean [Signature]

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

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

Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair [Signature]

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

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

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

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

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, 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 send to your College Admin.

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.

Pittsburg State University

Request for Deletion of Curriculum

Deletion of: Major Minor Emphasis Certificate

Department: COMM College: Arts & Sciences

Submission Date: June 2020

Revision Effective: Fall, 2021
(Year)

Contact Person: Gil Cooper Faculty member Chair

Name of Existing Major or Minor/Emphasis/Certificate: Bachelor of Science in Education / Major in Communication

Rationale for Deletion: The BSE degree will be converted to an emphasis area under the BS degree in Communication due to difficulties satisfying the degree minima required by the KBOR. The conversion will not reduce the rigor of the communication education requirements.

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.

Deletion of the BSE degree program and adding an education emphasis area under the BS program has been decided as the best approach to reducing programs that do not meet the required minima per KBOR standards.

Will this deletion involve specific PittState Pathway courses? Yes No

If "yes," please realize that this requirement will need to gain approval of the PittState Pathway Committee.

Will this deletion affect any education majors? Yes No

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

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

Approved: Department Chairperson
Date 6-6-20 Signature, Department Chairperson Cynthia L. Allen

Approved: College Curriculum Committee
Date 9/8/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto

Approved: Dean of College
Date 9/8/20 Signature, Dean Mary Carol Pomatto

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

Approved: Council for Teacher Education (if applicable)
Date 10/9/20 Signature, Council for Teacher Education Chair James Trufore

Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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 SharePoint, 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 send to your College Admin.

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 New Minor/Emphasis/Certificate

Proposal for a New: Minor Emphasis Certificate

Department: COMM College: Arts & Sciences This program is to be offered 50% or more online as a Hybrid _____
This program is to be offered fully online _____

Submission Date: 5/18/2020 Effective: Fall, 2021
(Year)

Contact Person: Gil Cooper Faculty member Chair

Title of Proposed Minor/Emphasis /Certificate: Communication Education Emphasis

Purpose/Justification for Minor/Emphasis/Certificate: Transitioning BSE communication degree to emphasis area under the BS in Communication. This emphasis area will be for students who want to teach speech communication and theatre in grades 6-12.

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

Yes No

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

This does not change the communication education curriculum other than to make it a BS emphasis instead of a separate BSE degree program.

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

Yes No

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

The conversion of BSE degree programs to emphasis areas under the BS degree is a strategy to reduce low enrollment programs by the College of Arts & Sciences. All education components will continue to be taught by the College of Education.

Existing Major or Minor/Emphasis/Certificate

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

Bachelor of Science with a Major in Communication

A student seeking a Bachelor of Science degree with a major in communication will choose one area of professional emphasis from the following: human communication, media production, multimedia journalism, strategic communication or theatre. The degree requires the completion of a minor.

Communication majors (theatre emphasis students excluded) are expected to take either COMM 105 Performance Appreciation or COMM 205 Performance Studies or COMM 395 Theatre History to fulfill the PittState Pathway elective requirement.

I. **Core Requirements (18 hours)** See notes *1

COMM-199 Introduction to Communication Careers (1 hour)

COMM-200 Introduction to Mass Communication (3 hours)

COMM-399 Communication Career Development (1 hour)

COMM-629 Theories of Human Communication (3 hours)

COMM-699 Communication Careers in Society (1 hour)

Select 6 hours from the following:

COMM-307 Introduction to Persuasive Communication (3 hours)

Must be taken by Human Communication emphasis.

COMM-450 Small Group Communication (3 hours)

Must be taken by Human Communication emphasis.

COMM-530 Interpersonal Communication (3 hours)

Select 3 hours from the following:

COMM-274 Introduction to Audio and Video Production (3 hours)

Must be taken for Multimedia Journalism and Media Production emphasis.

COMM-276 Photojournalism I (3 hours)

COMM-537 Integrated Electronic Communication (3 hours)

*1

Strategic Communication emphasis must take COMM 274 or COMM 537.

II. **Professional Career Emphasis (18 hours)**

Human Communication

- COMM-438 Gender Communication (3 hours)
- COMM-530 Interpersonal Communication (3 hours)
- COMM-601 Intercultural Communication (3 hours)
- COMM-717 Research Procedures in Communication (3 hours)
- COMM-755 Organizational Communication (3 hours)

Select one of the following:

- COMM-480 Exploration in Communication (____) (3 hours)
- COMM-795 Issues in Communication (____) (3 hours)

Media Production

- COMM-474 Promotional and Corporate Video Production (3 hours)
- COMM-475 Audio Production (3 hours)
- COMM-637 Online Journalism (3 hours)
- COMM-715 Documentary Production (3 hours)

Select one of the following:

- COMM-390 Sports Broadcasting I (3 hours)
- COMM-713 Live Remote Production (3 hours)

Select one of the following:

- COMM-575 Broadcast Journalism (3 hours)
- COMM-733 Independent Video Production (3 hours)

Multimedia Journalism

- [COMM-225 Reporting \(3 hours\)](#)
- [COMM-276 Photojournalism I \(3 hours\)](#)
- [COMM-626 Law of Mass Communication \(3 hours\)](#)
- [COMM-637 Online Journalism \(3 hours\)](#)

Select one of the following:

- [COMM-335 Feature and Opinion Writing \(3 hours\)](#)
- [COMM-535 Photojournalism II \(3 hours\)](#)

Select one of the following:

- [COMM-575 Broadcast Journalism \(3 hours\)](#)
- [COMM-733 Independent Video Production \(3 hours\)](#)

Strategic Communication

- [COMM-277 Introduction to Strategic Communication \(3 hours\)](#)
- [COMM-416 Social Influence and Persuasion \(3 hours\)](#)
- [COMM-576 Media Writing and Copy \(3 hours\)](#)
- [COMM-717 Research Procedures in Communication \(3 hours\)](#)
- [COMM-765 Strategic Planning and Communication Campaigns \(3 hours\)](#)
- [COMM-775 Case Studies in Strategic Communication \(3 hours\)](#)

Theatre

- [COMM-205 Performance Studies \(3 hours\)](#)
- [COMM-254 Acting \(3 hours\)](#)
- [COMM-395 Theatre History \(___\) \(3 hours\)](#)
- [COMM-544 Stage Direction \(3 hours\)](#)
- [COMM-605 Drama Studies \(___\) \(3 hours\)](#)

Select one of the following:

- [COMM-363 Stagecraft \(3 hours\)](#)
- [COMM-463 Technical Production \(3 hours\)](#)

III. Electives (12 hours)

Any Communication course; 6 of 12 hours must be upper-division courses; students are encouraged to seek advisement for elective selection. COMM 690 Internship in Communication is recommended for all professional career emphasis areas.

Bachelor of Science in Education Degree with a Major in Communication

The Bachelor of Science in Education degree is designed for students preparing to teach speech communication and drama in grades 6-12 and is designed to meet state licensure requirements.

The student majoring in communication may earn the Bachelor of Science in Education degree by completing the Communication: Teaching sequence detailed below.

Students should consult the appropriate sections of this catalog for the general requirements for the degree and for the specific regulations concerning admission to teacher education, required professional courses and the professional semester.

Core Requirements (43 hours)

- [COMM-199](#) Introduction to Communication Careers (1 hour)
- [COMM-200](#) Introduction to Mass Communication (3 hours)
- [COMM-205](#) Performance Studies (3 hours)

Fulfills PittState Pathway elective requirement.

- [COMM-254](#) Acting (3 hours)
- [COMM-274](#) Introduction to Audio and Video Production (3 hours)
- [COMM-307](#) Introduction to Persuasive Communication (3 hours)
- [COMM-309](#) Forensic Practices (____) (1-3 hours)

Should be taken as Debate Theory (2 hours) and Field Experience (2 hours).

- [COMM-363](#) Stagecraft (3 hours)
- [COMM-367](#) Oral Interpretation of Literature (3 hours)
- [COMM-395](#) Theatre History (____) (3 hours)
- [COMM-399](#) Communication Career Development (1 hour)
- [COMM-450](#) Small Group Communication (3 hours)
- [COMM-530](#) Interpersonal Communication (3 hours)
- [COMM-544](#) Stage Direction (3 hours)
- [COMM-629](#) Theories of Human Communication (3 hours)
- [COMM-699](#) Communication Careers in Society (1 hour)

Professional Education Requirements (35 hours) ^{See notes *1}

- [EDUC-261](#) Explorations in Education (3 hours)
- [PSYCH-263](#) Developmental Psychology (3 hours)
- [PSYCH-357](#) Educational Psychology (3 hours)

Must be admitted to Teacher Education to enroll.

- [COMM-479](#) Techniques for Teaching Speech and Theatre (3 hours)

Must be admitted to Teacher Education to enroll.

- [SPED-510](#) Overview of Special Education (3 hours)
- [EDUC-520](#) Methods and Materials for Academic Literacy (3 hours)

Must be admitted to Teacher Education to enroll.

*1Admission to Teacher Education (2nd semester sophomore, 1st semester junior).

Professional Semester ^{See notes *2}

- [EDUC-458](#) Methods and Curriculum (3 hours)
- [EDUC-464](#) Measurement and Evaluation (3 hours)
- [EDUC-475](#) Supervised Clinical Experience (9 hours)
- [COMM-579](#) Supervised Student Teaching and Follow-Up of Teachers (2 hours)

*2Admission to Professional Semester (senior semester).

Students planning to teach should become familiar with the current Regulations for Certifying School Personnel, issued by The State Board of Education. Information concerning these regulations may be obtained from the Director of Teacher Education, 110 Hughes Hall, Pittsburg State University.

See Admission to Professional Semester for professional education grade point requirements

Proposed Minor/Emphasis/Certificate [New components highlighted for ease of reading]

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

Bachelor of Science with a Major in Communication

A student seeking a Bachelor of Science degree with a major in Communication will choose one area of professional emphasis from the following: Communication Education, Human Communication, Media Production, Multimedia Journalism, Strategic Communication or Theatre. The degree requires the completion of a minor with the exception of the Communication Education emphasis, which will take the sequence of professional education requirements.

Communication majors (Theatre emphasis students excluded) are expected to take either COMM 105 Performance Appreciation or COMM 205 Performance Studies or COMM 395 Theatre History to fulfill the PittState Pathway elective requirement. The Communication Education emphasis must take COMM 205 to fulfill the Pittstate Pathway elective requirement.

I. Core Requirements (18 hours) ^{See notes *1}

- [COMM-199](#) Introduction to Communication Careers (1 hour)
- [COMM-200](#) Introduction to Mass Communication (3 hours)
- [COMM-399](#) Communication Career Development (1 hour)
- [COMM-629](#) Theories of Human Communication (3 hours)
- [COMM-699](#) Communication Careers in Society (1 hour)

Select 6 hours from the following:

- [COMM-307](#) Introduction to Persuasive Communication (3 hours)
Must be taken by Communication Education and Human Communication emphases.
- [COMM-450](#) Small Group Communication (3 hours)
Must be taken by Communication Education and Human Communication emphases.
- [COMM-530](#) Interpersonal Communication (3 hours)

Select 3 hours from the following:

- [COMM-274](#) Introduction to Audio and Video Production (3 hours)
Must be taken for Communication Education, Multimedia Journalism, and Media Production emphases.
- [COMM-276](#) Photojournalism I (3 hours)
- [COMM-537](#) Integrated Electronic Communication (3 hours)

*1Strategic Communication emphasis must take COMM 274 or COMM 537.

II. Professional Career Emphasis (18 – 28 hours)

Communication Education (28 hours)COMM-254 Acting (3 hours)COMM-309 Forensic Practices (1-3 hours)COMM-309 is split between Debate Theory (2 hours) and Field Experience (2 hours)COMM-363 Stagecraft (3 hours)COMM-367 Oral Interpretation of Literature (3 hours)COMM-395 Theatre History (3 hours)COMM-479 Techniques for Teaching Speech and Theatre (3 hours)COMM-530 Interpersonal Communication (3 hours)COMM-544 Stage Direction (3 hours)

Select 1 of the following:

COMM-463 Technical Production (3 hours)COMM-605 Drama Studies (3 hours)Human Communication (18 hours)

- COMM-438 Gender Communication (3 hours)
- COMM-530 Interpersonal Communication (3 hours)
- COMM-601 Intercultural Communication (3 hours)
- COMM-717 Research Procedures in Communication (3 hours)
- COMM-755 Organizational Communication (3 hours)

Select one of the following:

- COMM-480 Exploration in Communication (___) (3 hours)
- COMM-795 Issues in Communication (___) (3 hours)

Media Production (18 hours)

- COMM-474 Promotional and Corporate Video Production (3 hours)
- COMM-475 Audio Production (3 hours)
- COMM-637 Online Journalism (3 hours)
- COMM-715 Documentary Production (3 hours)

Select one of the following:

- COMM-390 Sports Broadcasting I (3 hours)
- COMM-713 Live Remote Production (3 hours)

Select one of the following:

- COMM-575 Broadcast Journalism (3 hours)
- COMM-733 Independent Video Production (3 hours)

Multimedia Journalism (18 hours)

- COMM-225 Reporting (3 hours)
- COMM-276 Photojournalism I (3 hours)
- COMM-626 Law of Mass Communication (3 hours)
- COMM-637 Online Journalism (3 hours)

Select one of the following:

- COMM-335 Feature and Opinion Writing (3 hours)
- COMM-535 Photojournalism II (3 hours)

Select one of the following:

- COMM-575 Broadcast Journalism (3 hours)
- COMM-733 Independent Video Production (3 hours)

Strategic Communication (18 hours)

- COMM-277 Introduction to Strategic Communication (3 hours)
- COMM-416 Social Influence and Persuasion (3 hours)
- COMM-576 Media Writing and Copy (3 hours)
- COMM-717 Research Procedures in Communication (3 hours)
- COMM-765 Strategic Planning and Communication Campaigns (3 hours)
- COMM-775 Case Studies in Strategic Communication (3 hours)

Theatre (18 hours)

- COMM-205 Performance Studies (3 hours)
- COMM-254 Acting (3 hours)
- COMM-395 Theatre History (____) (3 hours)
- COMM-544 Stage Direction (3 hours)
- COMM-605 Drama Studies (____) (3 hours)

Select one of the following:

- COMM-363 Stagecraft (3 hours)
- COMM-463 Technical Production (3 hours)

III. Electives (12 hours)

Excluding the Communication Education emphasis: any Communication course; 6 of 12 hours must be upper-division courses; students are encouraged to seek advisement for elective selection. COMM 690 Internship in Communication is recommended for all non-teaching professional career emphasis areas. In lieu of COMM elective courses and a minor, the Communication Education emphasis will take the following education requirements:

Professional Education Requirements (32 hours)

- o EDUC-261 Explorations in Education (3 hours)
- o PSYCH-263 Developmental Psychology (3 hours)

Admission to Teacher Education (2nd semester sophomore, 1st semester junior). Must be admitted to Teacher Education to enroll.

- o PSYCH-357 Educational Psychology (3 hours)
- o SPED-510 Overview of Special Education (3 hours)
- o EDUC-520 Methods and Materials for Academic Literacy (3 hours)

Professional Semester

- o **EDUC-458 Methods and Curriculum (3 hours)**
- o **EDUC-464 Measurement and Evaluation (3 hours)**
- o **EDUC-475 Supervised Clinical Experience (9 hours)**
- o **COMM-579 Supervised Student Teaching and Follow-Up of Teachers (2 hours)**

Please complete the Kansas Board of Regent forms located at https://www.kansasregents.org/academic_affairs/new_program_approval and list the proposed curriculum for the New Minor, where no board-approved degree program exists, in section 3 (III) of the forms. Please input the proposed curriculum as you wish it to appear in the next catalog. No KBOR form is needed for New Emphases or Certificates. If you have any questions about the KBOR forms, please contact the Provost's administrative officer at x4113.

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
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 minor/emphasis/certificate have specific PittState Pathway courses required?

Yes No

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

4. Will this minor/emphasis/certificate affect any education majors? Yes No

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

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

None

Additional Questions for certificate only:

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

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

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

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

Approved: Department Chairperson
Date 6-16-20 Signature, Department Chairperson Cynthia L. Allen

Approved: College Curriculum Committee
Date 9/8/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto

Approved: Dean of College
Date 9/8/20 Signature, Dean Mary Carol Pomatto

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

Approved: Council for Teacher Education (if applicable)
Date 10/7/20 Signature, Council for Teacher Education Chair James Truelove

Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair _____

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

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

Approval at Kansas Board of Regents level:

COCAO Date: _____

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

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

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

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

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

Firefox

<https://outlook.office.com/mail/inbox/id/AAMkAGU4MGNkMT...>**Re: Pitt Pathway Legislation -- requires approval**

Michelle Hudiburg <mhudiburg@pittstate.edu>

Thu 10/8/2020 1:50 PM

To: Michelle Hensley <mhensley@pittstate.edu>; Karen Lasota <klasota@pittstate.edu>

Cc: Jim Truelove <jtruelove@pittstate.edu>; Brenda Roberts <broberts@pittstate.edu>; Nancy Grantham <ngrantham@pittstate.edu>

Michelle is correct. We only approve courses to add to the Pathway.

Thank you!

Michelle

From: Michelle Hensley <mhensley@pittstate.edu>**Sent:** Thursday, October 8, 2020 8:54 AM**To:** Karen Lasota <klasota@pittstate.edu>; Michelle Hudiburg <mhudiburg@pittstate.edu>**Cc:** Jim Truelove <jtruelove@pittstate.edu>; Brenda Roberts <broberts@pittstate.edu>; Nancy Grantham <ngrantham@pittstate.edu>**Subject:** Re: Pitt Pathway Legislation – requires approval

I don't think this goes to Pathway, they only approve courses not curriculum.

Michelle Hensley

Executive Assistant

Registrar Office

Pittsburg State University

620/235-4206

Simple. Safe. Smart. If you have questions or concerns regarding the validity of this email, please contact the individual or department that sent this email, ITSecurity@pittstate.edu, or Gorilla Geeks at 620-235-4600.

From: Karen Lasota <klasota@pittstate.edu>**Sent:** Thursday, October 8, 2020 8:25 AM**To:** Michelle Hudiburg <mhudiburg@pittstate.edu>**Cc:** Jim Truelove <jtruelove@pittstate.edu>; Brenda Roberts <broberts@pittstate.edu>; Michelle Hensley <mhensley@pittstate.edu>; Nancy Grantham <ngrantham@pittstate.edu>**Subject:** Pitt Pathway Legislation -- requires approval

Good morning Dr. Hudiburg,

Could you add this to the Pitt Pathway Committee's agenda for the next meeting? This is a new emphasis from the Communication Department. The Council for Teacher Education approved it at the October 7 meeting and now it needs Pitt Pathway approval. Once it gains PP approval, could you please upload it into this FS SharePoint folder? <https://pittsburgstate.sharepoint.com/sites/facsen/SitePages>

Firefox

<https://outlook.office.com/mail/inbox/id/AAMkAGU4MGNkMT...>

[/Home.aspx?RootFolder=%2Fsites%2Ffacsen%2FShared%20Documents%2FApproved%20Curriculum%20from%20Colleges%20to%20Registrar%20Admin&FolderCTID=0x0120005D7A1239D0D1364E8E3241A28D396FCD&View=%7BA7965729%2DE984%2D45AF%2D9A7A%2D7E08398243D2%7D](#) Thank you.

Karen

From: College_of_Education_NoReply@pittstate.edu <College_of_Education_NoReply@pittstate.edu>
Sent: Thursday, October 8, 2020 7:08 AM
To: Karen Lasota <klasota@pittstate.edu>
Subject: Message from KM_C458

Request for Revision to Curriculum

Revision for: Major Minor Emphasis Certificate

Department: English and Modern Languages College: Arts and Sciences

Submission Date: 9-8-2020

Revision Effective: Fall, 2021
(Year)

Contact Person: Laura Washburn

Faculty member Chair

Name of Existing Major or Minor/Emphasis/Certificate: Creative Writing Minor

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

Description of Change: Change in Requirements

Rationale for Change (include changes to curriculum objectives): We made changes not long ago when we adjusted our major emphasis due to PSU lower enrollment. When we did so, we opened up more choices for minors, knowing that with some courses only offered one time a year, it could be hard for a minor if they didn't have more choices. However, we erred on the side of too many choices. As a result the students lost the traditional balance between poetry and fiction that had long underlay the emphasis in the major and the minor. Students began to avoid poetry courses and as a result upper-level fiction courses began to be overpopulated with minors who weren't as skilled but were making courses that had seniors and grad students too large. This also illustrated that they did not need as many choices as we'd previously given. We now propose to give these students a more solid core at the 300/400 level with only one 600-level multi-genre course, a course that can handle the mix of majors and minors and that serves as a good sort of capstone. The course has all three genres, so there will always be students who are more confident with one than the other, and it is taught with that in mind, and can therefore accommodate a mixture of seniors in majors and minors. The students will still have 9 of the 21 hours that have choice and this should help them with scheduling.

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 is an existing minor with requirement changes.

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.

Again, this is an existing minor. We are simply giving students less choice of courses.

Existing Major or Minor/Emphasis/Certificate

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

- ENGL-250 Introduction to Creative Writing (3 hours)

Select 12 hours of Creative Writing Electives from:

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

1

- ENGL-351 Fiction Writing and Editing I (3 hours)
- ENGL-352 Poetry Writing and Editing I (3 hours)
- ENGL-451 Fiction Writing and Editing II (3 hours)
- ENGL-452 Poetry Writing and Editing II (3 hours)
- ENGL-528 Writing for Publication I (____) (3 hours)

Must be taken as Literary Magazine Editing topic.

- ENGL-651 Writing and Publishing Fiction (3 hours)
- ENGL-652 Writing and Publishing Poetry (3 hours)
- ENGL-653 Writing Experimental Literatures (3 hours)

Select 6 hours of Literature Electives from:

- ENGL-232 American Literature II (3 hours)
- ENGL-546 Poetry: Evolution of Forms (3 hours)
- ENGL-560 British Genre (____) (3 hours)

Must be taken as Short Story topic.

- ENGL-565 American Genre (____) (3 hours)
- ENGL-566 American Theme (____) (3 hours)
- ENGL-570 International Literatures Genre (____) (3 hours)

Must be taken as Short Story topic.

Proposed Major or Minor/Emphasis/Certificate:

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

21 hours

- ENGL-250 Introduction to Creative Writing (3 hours)
- ENGL-351 Fiction Writing and Editing I (3 hours)
- ENGL-352 Poetry Writing and Editing I (3 hours)
- ENGL-653 Writing Experimental Literatures (3 hours)

Select 3-6 hours of Electives from:

- ENGL-451 Fiction Writing and Editing II (3 hours)
- ENGL-452 Poetry Writing and Editing II (3 hours)
- ENGL-528 Writing for Publication I (____) (3 hours) Note: Must be taken as Literary Magazine Editing topic
- ENGL-546 Poetry: Evolution of Forms (3 hours)
- Any other 300/500-level writing courses must have approval of Director of Creative Writing (3 hours)

Select 3-6 hours of Literature Electives from:

- ENGL-232 American Literature II (3 hours)
- ENGL-546 Poetry: Evolution of Forms (3 hours)
- ENGL-560 British Genre (____) (3 hours) Note: Must be taken as Short Story topic.
- ENGL-565 American Genre (____) (3 hours)
- ENGL-566 American Theme (____) (3 hours)
- ENGL-570 International Literatures Genre: (____) Note: must be taken as Short Story topic. (3hours)
- Any other 300/500-level literature courses must have approval of Director of Creative Writing (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:

n/a

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; will distribute students more efficiently over multiple courses

Additional Questions for certificate only:

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

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

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

- Approved: Department Chairperson
Date 9-8-2020 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: General Education Committee (if applicable)
Date _____ Signature, General Education Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair [Signature]
- Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____
- Final approved packet forwarded to Provost's office.
Date _____ Signature, Recording Secretary, Faculty Senate _____

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

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

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

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

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

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

Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and Sciences
Submission Date: 9-11-2020

Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No

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

This course has been used only in the IEP program here at PSU.

Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-041Title of Course: Intermediate II StructureCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No

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

Was this course required of any education majors? Yes No

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

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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 deletion.

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

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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and SciencesSubmission Date: 9-11-2020Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This course has been used only in the IEP program here at PSU.Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-031Title of Course: Intermediate I StructureCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No*Please realize that this requirement will need to gain approval of the PittState Pathway Committee.*Was this course required of any education majors? Yes No*If "yes," please realize that it will need to have the approval of the Council for Teacher Education.*

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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 deletion.

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

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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and Sciences
Submission Date: 9-11-2020

Contact Person: Celia Patterson Faculty member Chair

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

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

This course has been used only in the IEP program here at PSU.

Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.

Course to be Deleted:Course Number: IEP-032Title of Course: Intermediate I CompositionCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No

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

Was this course required of any education majors? Yes No

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

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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 deletion.

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

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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and SciencesSubmission Date: 9-11-2020Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No

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

This course has been used only in the IEP program here at PSU.

Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-033Title of Course: Intermediate I ReadingCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No

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

Was this course required of any education majors? Yes No

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

Pittsburg State University

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date _____ Signature, College Curriculum Committee Chair _____
- Approved: Dean of College
Date _____ Signature, Dean _____
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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 deletion.

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

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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and Sciences
Submission Date: 9-11-2020

Contact Person: Celia Patterson Faculty member Chair

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

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

This course has been used only in the IEP program here at PSU.

Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.

Course to be Deleted:Course Number: IEP-034Title of Course: Intermediate I Listening/SpeakingCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No

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

Was this course required of any education majors? Yes No

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

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair 
- Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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

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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and SciencesSubmission Date: 9-11-2020Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This course has been used only in the IEP program here at PSU.Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-042Title of Course: Intermediate II CompositionCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No*Please realize that this requirement will need to gain approval of the PittState Pathway Committee.*Was this course required of any education majors? Yes No*If "yes," please realize that it will need to have the approval of the Council for Teacher Education.*

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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 deletion.

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

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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and SciencesSubmission Date: 9-11-2020Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This course has been used only in the IEP program here at PSU.Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-043Title of Course: Intermediate II ReadingCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No*Please realize that this requirement will need to gain approval of the PittState Pathway Committee.*Was this course required of any education majors? Yes No*If "yes," please realize that it will need to have the approval of the Council for Teacher Education.*

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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 deletion.

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

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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and SciencesSubmission Date: 9-11-2020Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This course has been used only in the IEP program here at PSU.Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-044Title of Course: Intermediate II Listening/SpeakingCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No*Please realize that this requirement will need to gain approval of the PittState Pathway Committee.*Was this course required of any education majors? Yes No*If "yes," please realize that it will need to have the approval of the Council for Teacher Education.*

Pittsburg State University

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair [Signature]
- Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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

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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and SciencesSubmission Date: 9-11-2020Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This course has been used only in the IEP program here at PSU.Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-051Title of Course: Advanced I StructureCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No*Please realize that this requirement will need to gain approval of the PittState Pathway Committee.*Was this course required of any education majors? Yes No*If "yes," please realize that it will need to have the approval of the Council for Teacher Education.*

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair 
- Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and SciencesSubmission Date: 9-11-2020Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This course has been used only in the IEP program here at PSU.Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-052Title of Course: Advanced I CompositionCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No*Please realize that this requirement will need to gain approval of the PittState Pathway Committee.*Was this course required of any education majors? Yes No*If "yes," please realize that it will need to have the approval of the Council for Teacher Education.*

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

- Approved: Department Chairperson
Date 9-11-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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 deletion.

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

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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and SciencesSubmission Date: 9-11-2020Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No

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

This course has been used only in the IEP program here at PSU.

Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-053Title of Course: Advanced I ReadingCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No

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

Was this course required of any education majors? Yes No

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

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair 
- Approved: Faculty Senate
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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and SciencesSubmission Date: 9-11-2020Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This course has been used only in the IEP program here at PSU.Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-054Title of Course: Advanced Listening/SpeakingCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No*Please realize that this requirement will need to gain approval of the PittState Pathway Committee.*Was this course required of any education majors? Yes No*If "yes," please realize that it will need to have the approval of the Council for Teacher Education.*

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

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Date 9-10-20 Signature, Department Chairperson Celia Patterson
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Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair [Signature]
- Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and Sciences
Submission Date: 9-11-2020

Contact Person: Celia Patterson Faculty member Chair

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
This course has been used only in the IEP program here at PSU.

Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.

Course to be Deleted:

Course Number: IEP-061

Title of Course: Academic Preparation Text/Lecture

Credit Hours: 0

Deletion Effective: Fall 2021 (Semester/Year)

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

Was this course a part of the General Education or PittState Pathway package? Yes No

Is there a departmental course that will be proposed as a substitute? Yes No
Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

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

PITTSBURG STATE UNIVERSITY
LEGISLATIVE PROCESS
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Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
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Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair 
- Approved: Faculty Senate
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Pittsburg State University

Request for Deletion of Course

(Undergraduate Course Numbers through Course Number 699)

Department: English and Modern Languages College: Arts and SciencesSubmission Date: 9-11-2020Contact Person: Celia Patterson Faculty member Chair

Will this deletion affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

 Yes No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This course has been used only in the IEP program here at PSU.Purpose/Justification for Course Deletion: To streamline our curriculum and make it more efficient.**Course to be Deleted:**Course Number: IEP-062Title of Course: Academic Preparation WritingCredit Hours: 0Deletion Effective: Fall 2021 (Semester/Year)Currently Offered: Fall Spring Summer (check all that apply)Was this course a part of the General Education or PittState Pathway package? Yes NoIs there a departmental course that will be proposed as a substitute? Yes No*Please realize that this requirement will need to gain approval of the PittState Pathway Committee.*Was this course required of any education majors? Yes No*If "yes," please realize that it will need to have the approval of the Council for Teacher Education.*

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

- Approved: Department Chairperson
Date 9-10-20 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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 deletion.

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

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Request for Revision to Curriculum

Revision for: Major Minor Emphasis Certificate

Department: English and Modern Languages College: A&S This program is to be offered 50% or more online as a Hybrid _____

This program is to be offered fully online _____

Submission Date: 9/1/2020 Revision Effective: Fall, 2021
(Year)

Contact Person: Janet Zepernick Faculty member Chair

Name of Existing Major or Minor/Emphasis/Certificate: Language and Teaching

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

Description of Change: Change in EDUC courses required for this emphasis

Rationale for Change (include changes to curriculum objectives): Changes to EDUC course requirements were made in consultation with Department of Teaching and Leadership Interim Chair Brenda Roberts and Director of Teacher Education Jean Dockers.

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 undergraduate emphasis is intended primarily for international students who plan to teach English as a foreign language in their home country. No comparable or competing undergraduate major exists in the Regent system.

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 program requires 21 credit hours in EDUC. EDUC courses were selected in consultation with Department of Teaching and Leadership Interim Chair Brenda Roberts and Director of Teacher Education Jean Dockers.

Existing Major or Minor/Emphasis/Certificate

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

BA in English, English Language and Teaching Emphasis (120 hours)

Core Requirements for BA in English (17 hours)

ENGL 199 Introduction to English Studies (1)

ENGL 202 Grammar and Usage (3)

ENGL 220 World Masterpieces (3)

ENGL 699 Senior Seminar in English (1)

Select three of the following four courses

ENGL 231 American Literature I (3)
 ENGL 232 American Literature II (3)
 ENGL 241 British Literature I (3)
 ENGL 242 British Literature II (3)

English Language and Teaching Emphasis (21 hours)

ENGL 120 or 320 Literature and Film (3) (Pathway: The Human Experience/Diverse Perspectives)
 ENGL 301 Technical/Professional Writing (3)
 ENGL 302 Advanced Composition (3)
 ENGL 304 Writing about Literature (3)
 ENGL 308 English Linguistics (3)
 ENGL 506 General English Internship
 MLL 479 The Teaching of Languages (3)

Six hours of the same foreign language beyond the Pathway requirement (6 hours)

Psychology (6 hours beyond the Pathway requirement)

PSYCH 263 Developmental Psychology (3)
 PSYCH 357 Educational Psychology (3)

Education Minor (29 hours)

EDUC 261 Explorations in Education (3) (Pathway: Human Systems) *
 EDTH 330 Technology for Teaching and Learning (3) (Pathway: Human Systems/Social Responsibility)
 EDUC 366 Primary English and Language Arts w/Practicum (4)2
 EDUC 367 Intermediate Reading and Language Arts w/Practicum (4) *
 EDUC 368 Effective Classroom Management (3)
 EDUC 552 Culture and Language Acquisition for English Language (3)
 EDUC 553 Assessment and the English Language Learner (3)
 EDUC 554 Methods and Instructional Materials for English Language Learners (3)
 EDUC 555 Practicum with English Language Learners (3)*

Pitt State Pathway (41 hours)

Pitt State Pathway Requirements

Core Elements (12 hours)

A0 - Written Communications

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

B0 - Verbal Communication

___ COMM-207 Speech Communication (3 hours)

C0 - Quantitative/Analytic Methods (choose one course)

___ MATH-110 College Algebra with Review (5 hours)
 ___ MATH-113 College Algebra (3 hours)
 ___ MATH-126 Pre-Calculus (4 hours)
 ___ MATH-133 Quantitative Reasoning (3 hours)
 ___ MATH-143 Elementary Statistics (3 hours)
 ___ MATH-150 Calculus I (5 hours)

- MATH-204 Mathematics for Education I (3 hours)
- PHIL-207 Critical Thinking (3 hours)
- PHIL-208 Logic (3 hours)

Essential Studies (23-24 hours minimum)

Note: D-G and cannot be same prefix as major.

D - The Human Experience (3-6 hours)

D1- Diverse Perspectives

- ENGL-113 General Literature (3 hours)
- ENGL-114 General Literature (Genre) (3 hours)
- ENGL-116 General Literature (Theme) (3 hours)
- ENGL-120 Literature and Film (3 hours)
- ENGL-250 Introduction to Creative Writing (3 hours)
- ENGL-315 Mythology (3 hours)
- ENGL-320 Literature and Film (3 hours)

D3 - Non-Verbal and Creative Expression

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

E - Human Systems (9-12 hours)

E0 - No Companion

- CIS-130 Computer Information Systems (3 hours)
- EDUC-261 Explorations in Education (3 hours)
- EET-247 Computer Programming for Electronic Systems (3 hours)
- MECET-121 Engineering Graphics I (3 hours)
- MGT-101 Introduction to Business (3 hours)

E1 - Diverse Perspectives

- ANTH-101 Introduction to Cultural Anthropology (3 hours)
- GEOG-106 World Regional Geography (3 hours)
- GEOG-300 Elements of Geography (3 hours)

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

- __ GEOG-304 Human Geography (3 hours)
- __ HIST-101 World History to 1500 (3 hours)
- __ HIST-102 World History from 1500 (3 hours)
- __ HIST-201 American History to 1865 (3 hours)
- __ HIST-202 American History from 1865 (3 hours)
- __ MFGET-405 Quality Control (3 hours)
- __ MLL-124 French Language and Culture I (3 hours)
- __ MLL-154 Spanish Language and Culture I (3 hours)
- __ PHIL-103 Introduction to Philosophy (3 hours)
- __ PHIL-231 World Religions (3 hours)
- __ POLS-103 Comparative Politics (3 hours)
- __ SOC-100 Introduction to Sociology (3 hours)
- __ WGS-399 Global Women's Issues (3 hours)

E2 - Social Responsibility

- __ ECON-191 Issues in Today's Economy (3 hours)
- __ ECON-200 Principles of Microeconomics (3 hours)
- __ ECON-201 Principles of Macroeconomics (3 hours)
- __ EDTH-330 Technology for Teaching and Learning (3 hours)
- __ ETECH-502 Engineering Economy (3 hours)
- __ FCS-230 Consumer Education and Personal Finance (3 hours)
- __ GT-190 Introduction to Technological Systems (2 hours)
- __ GT-350 Technology and Civilization (3 hours)
- __ NURS-303 Introduction to Public Health (3 hours)
- __ PHIL-105 Ethics (3 hours)
- __ PHIL-112 Biomedical Ethics (3 hours)
- __ PHIL-113 Business Ethics (3 hours)
- __ PHIL-114 Environmental Ethics (3 hours)
- __ POLS-101 U.S. Politics (3 hours)
- __ WGS-200 Introduction to Women's Studies (3 hours)

E4 - Scientific Inquiry

- __ MFGET-263 Manufacturing Methods I (2 hours)and
- __ MFGET-268 Manufacturing Methods I Laboratory (1 hour)

F - Natural World (4-5 hours)

F0 - No Companion

- __ BIOL-617 Environmental Health (3 hours)

F4 - Scientific Inquiry

- __ BIOL-111 General Biology (3 hours)
- and __ BIOL-112 General Biology Laboratory (2 hours)
- __ BIOL-113 Environmental Life Science (4 hours)
- __ BIOL-211 Principles of Biology I (4 hours)
- __ CHEM-105 Introductory Chemistry (3 hours)
- __ CHEM-215 General Chemistry I (3 hours)
- __ PHYS-100 College Physics I (4 hours)
- or __ PHYS-104 Engineering Physics I (4 hours)
- __ PHYS-130 Elementary Physics Laboratory I (1 hour)
- __ PHYS-160 Physical Geology (3 hours)

Pittsburg State University

and __ PHYS-165 Physical Geology Laboratory (1 hour)
 __ PHYS-166 Meteorology (3 hours)
 and __ PHYS-167 Meteorology Laboratory (1 hour)
 __ PHYS-171 Physical Science (3 hours)
 and __ PHYS-172 Physical Science Laboratory (1 hour)
 __ PHYS-175 Descriptive Astronomy (3 hours)
 and __ PHYS-176 Astronomy Laboratory (1 hour)
 __ PHYS-375 Solar System Astronomy (3 hours)

G - Wellness Strategies (4-6 hours)

G0 - No Companion

__ EXSCI-200 Introduction to Exercise Science (1 hour)
 __ FCS-203 Nutrition and Health (3 hours)
 __ HHP-150 Lifetime Fitness Concepts (1 hour)

G3 - Non-Verbal and Creative Expression

__ DANCE-200 Dance (____) (1-3 hours)

G4 - Scientific Inquiry

__ PSYCH-155 General Psychology (3 hours)

H - Gorilla Gateway

H0 - No Companion

__ UGS-150 Gorilla Gateway (2)

I - Pathway Elective (3 hours)

Note: Elective can be from any D,E,F, or G Essential Studies and can be from the same prefix as major or repeat of prefix used in Essential Studies.

Proposed Major or Minor/Emphasis/Certificate:

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

BA in English, English Language and Teaching Emphasis (120 hours)

Core Requirements for BA in English (17 hours)

See note *1

Notes *1: Students seeking licensure for teaching English in the US should enroll in the B.A. in English, Education Emphasis

English Core (17 hours)

ENGL 199 Introduction to English Studies (1)
 ENGL 202 Grammar and Usage (3)
 ENGL 220 World Masterpieces (3)
 ENGL 699 Senior Seminar in English (1)

Select three of the following four courses

ENGL 231 American Literature I (3)
 ENGL 232 American Literature II (3)
 ENGL 241 British Literature I (3)

ENGL 242 British Literature II (3)

English Language and Teaching Emphasis (21 hours)

ENGL 120 or 320 Literature and Film (3) (Pathway: The Human Experience/Diverse Perspectives)

ENGL 301 Technical/Professional Writing (3)

ENGL 302 Advanced Composition (3)

ENGL 304 Writing about Literature (3)

ENGL 308 English Linguistics (3)

ENGL 506 General English Internship (3)

MLL 479 The Teaching of Languages (3)

Language requirement (9 hours)

Notes *3: The BA requires 9 hours of the same foreign language. Students whose first language is English should enroll in courses with the MLL prefix.

ENGL or MLL _____

ENGL or MLL _____

ENGL or MLL _____

Psychology (6 hours)

PSYCH 263 Developmental Psychology (3)

PSYCH 357 Educational Psychology (3)

Education Minor (21 hours)

EDUC 308 Specialized Clinical Experience (1)

EDUC 320 Developmentally Appropriate Curriculum for Elementary Education (4)

EDUC 321 Methods in Creative Expression (3)

EDUC 322 Early Literacy and Language Development (2)

EDUC 370 Organization and Management of the Middle and Secondary Classroom (2) WWW

EDUC 464 Measurement and Evaluation (3) WWW

EDUC 479 Effective Teaching Strategies for Middle and Secondary (3)

SPED 511 Overview of Special Education (Birth thru 6th Grade) (3)

Electives (5 hours)

Required Pathway Courses

PSYCH 155 General Psychology

EDUC 261 Explorations in Education (3) (Pathway: Human Systems) 2

EDTH 330 Technology for Teaching and Learning (3) (Pathway: Human Systems/Social Responsibility)

Pitt State Pathway (41 hours)

Pitt State Pathway Requirements

Core Elements (12 hours)

A0 - Written Communications

__ ENGL-101 English Composition (3 hours)

__ ENGL-299 Introduction to Research Writing (3 hours)

B0 - Verbal Communication

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

___ COMM-207 Speech Communication (3 hours)

C0 - Quantitative/Analytic Methods (choose one course)

___ MATH-110 College Algebra with Review (5 hours)

___ MATH-113 College Algebra (3 hours)

___ MATH-126 Pre-Calculus (4 hours)

___ MATH-133 Quantitative Reasoning (3 hours)

___ MATH-143 Elementary Statistics (3 hours)

___ MATH-150 Calculus I (5 hours)

___ MATH-204 Mathematics for Education I (3 hours)

___ PHIL-207 Critical Thinking (3 hours)

___ PHIL-208 Logic (3 hours)

Essential Studies (23-24 hours minimum)

See notes *3

Notes *3: D-G and cannot be same prefix as major.

D - The Human Experience (3-6 hours)

D1- Diverse Perspectives

___ ENGL-113 General Literature (3 hours)

___ ENGL-114 General Literature (Genre) (3 hours)

___ ENGL-116 General Literature (Theme) (3 hours)

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___ ENGL-250 Introduction to Creative Writing (3 hours)

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___ ART-178 Introduction to the Visual Arts (3 hours)

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___ ART-217 Crafts I (3 hours)

___ ART-222 Jewelry Design I (3 hours)

___ ART-233 Drawing I (3 hours)

___ ART-244 Ceramics I (3 hours)

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___ ART-277 Painting I (3 hours)

___ ART-288 Introduction to Art History I (3 hours)

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___ ART-311 Art Education (3 hours)

___ COMM-105 Performance Appreciation (3 hours)

___ COMM-205 Performance Studies (3 hours)

___ COMM-395 Theatre History (___) (3 hours)

___ HHP-151 Dance Appreciation (3 hours)

___ MUSIC-120 Music Appreciation (___) (3 hours)

___ MUSIC-121 Introduction to Music Literature (3 hours)

___ MUSIC-321 History of Music (3 hours)

___ MUSIC-322 History of Music (3 hours)

E - Human Systems (9-12 hours)

E0 - No Companion

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

7

- ___ CIS-130 Computer Information Systems (3 hours)
- ___ EDUC-261 Explorations in Education (3 hours) (required)
- ___ EET-247 Computer Programming for Electronic Systems (3 hours)
- ___ MECET-121 Engineering Graphics I (3 hours)
- ___ MGT-101 Introduction to Business (3 hours)

E1 - Diverse Perspectives

- ___ ANTH-101 Introduction to Cultural Anthropology (3 hours)
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- ___ PHIL-231 World Religions (3 hours)
- ___ POLS-103 Comparative Politics (3 hours)
- ___ SOC-100 Introduction to Sociology (3 hours)
- ___ WGS-399 Global Women's Issues (3 hours)

E2 - Social Responsibility

- ___ ECON-191 Issues in Today's Economy (3 hours)
- ___ ECON-200 Principles of Microeconomics (3 hours)
- ___ ECON-201 Principles of Macroeconomics (3 hours)
- ___ EDTH-330 Technology for Teaching and Learning (3 hours) (required)
- ___ ETECH-502 Engineering Economy (3 hours)
- ___ FCS-230 Consumer Education and Personal Finance (3 hours)
- ___ GT-190 Introduction to Technological Systems (2 hours)
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- ___ NURS-303 Introduction to Public Health (3 hours)
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- ___ PHIL-112 Biomedical Ethics (3 hours)
- ___ PHIL-113 Business Ethics (3 hours)
- ___ PHIL-114 Environmental Ethics (3 hours)
- ___ POLS-101 U.S. Politics (3 hours)
- ___ WGS-200 Introduction to Women's Studies (3 hours)

E4 - Scientific Inquiry

- ___ MFGET-263 Manufacturing Methods I (2 hours)and
- ___ MFGET-268 Manufacturing Methods I Laboratory (1 hour)

F - Natural World (4-5 hours)

F0 - No Companion

- ___ BIOL-617 Environmental Health (3 hours)

F4 - Scientific Inquiry

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

__ BIOL-111 General Biology (3 hours)
 and __ BIOL-112 General Biology Laboratory (2 hours)
 __ BIOL-113 Environmental Life Science (4 hours)
 __ BIOL-211 Principles of Biology I (4 hours)
 __ CHEM-105 Introductory Chemistry (3 hours)
 __ CHEM-215 General Chemistry I (3 hours)
 __ PHYS-100 College Physics I (4 hours)
 or __ PHYS-104 Engineering Physics I (4 hours)
 __ PHYS-130 Elementary Physics Laboratory I (1 hour)
 __ PHYS-160 Physical Geology (3 hours)
 and __ PHYS-165 Physical Geology Laboratory (1 hour)
 __ PHYS-166 Meteorology (3 hours)
 and __ PHYS-167 Meteorology Laboratory (1 hour)
 __ PHYS-171 Physical Science (3 hours)
 and __ PHYS-172 Physical Science Laboratory (1 hour)
 __ PHYS-175 Descriptive Astronomy (3 hours)
 and __ PHYS-176 Astronomy Laboratory (1 hour)
 __ PHYS-375 Solar System Astronomy (3 hours)

G - Wellness Strategies (4-6 hours)

G0 - No Companion

__ EXSCI-200 Introduction to Exercise Science (1 hour)
 __ FCS-203 Nutrition and Health (3 hours)
 __ HHP-150 Lifetime Fitness Concepts (1 hour)

G3 - Non-Verbal and Creative Expression

__ DANCE-200 Dance (___) (1-3 hours)

G4 - Scientific Inquiry

__ PSYCH-155 General Psychology (3 hours)

H - Gorilla Gateway (2 hours)

H0 - No Companion

__ UGS-150 Gorilla Gateway (2)

I - Pathway Elective (3 hours)

See notes *4

Notes *4: Elective can be from any D,E,F, or G Essential Studies and can be from the same prefix as major or repeat of prefix used in Essential Studies.

_____ (3)

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 Pitt State Pathway courses required? Yes No
Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee.
4. Will this revision affect any education majors? Yes No
If "yes," please realize that this requirement will need to have the approval of the Council for Teacher Education.
5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?

Additional Questions for certificate only:

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

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

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

- Approved: Department Chairperson
Date 9/8/2020 Signature, Department Chairperson Celia Patterson
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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 SharePoint, 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 send to your College Admin.

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.

Pittsburg State University

Pittsburg State University

• Minimum of 15 practice paragraphs & essays: vocabulary exercise; and grammar exercises)	5%
• Quizzes (8-10 vocabulary & grammar)	15%
• In-class Paragraphs (4)	20%
• In-class Essays (3)	35%
• *Tests (2)	10%
• Final Essay	15%

*Tests: Test #1 covers the vocabulary and language use taught up to midterm; Test #2 covers the vocabulary and language use taught after midterm (75%) and material from Test #1 (25%).

Criteria for Grading the Final Copies of Paragraphs:

35%	Topic Development
20%	Vocabulary & Style
40%	Language Use
5%	Mechanics

Criteria for Grading the Final Copies of Essays:

40%	Topic Development
20%	Vocabulary & Style
40%	Language Use & Mechanics

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

Pittsburg State University

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:

NA

3. Is this course to be considered for Pitt State Pathway? Yes No

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

Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee after it has been approved by Faculty Senate as a new course.

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

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

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

None

Pittsburg State University

PITTSBURG STATE UNIVERSITY
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Date 9-10-20 Signature, Department Chairperson Celia Patterson
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Date 10/6/20 Signature, College Curriculum Committee Chair Mary Carol Pomatto
- Approved: Dean of College
Date 10/6/20 Signature, Dean Mary Carol Pomatto
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair [Signature]
- Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, Pitt State Pathway Committee Chair _____

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

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

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

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

Pittsburg State University

• Other graded assignments	5%
• Speaking Activities (1 formal and 3-4 informal)	10%
• Quizzes (8-10)	25%
• Tests (at least 5)	25%
• 1 Mid-term: over material covered first half at (will test both Reading and Listening)	15%
• Final: over material from midterm to end of semester (will test both Reading and Listening)	20%

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

Pittsburg State University

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:

NA

3. Is this course to be considered for Pitt State Pathway? Yes No

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

NA

Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee after it has been approved by Faculty Senate as a new course.

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

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

Pittsburg State University

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Pittsburg State University

Grading: Students must receive a grade of 75% or higher to pass this course:

• Graded Assignments (minimum of 15 practice paragraphs and essays; vocabulary exercises; and grammar exercises)	5%
• Quizzes (8-10 vocabulary and grammar)	15%
• In-class Writing (4 essays)	50%
• *Tests (2)	10%
• Final Essay	20%

*Tests: Test #1 covers the vocabulary and language use taught up to midterm; Test #2 covers the vocabulary and language use taught after midterm (75%) and material from Test #1 (25%).

If you are a full-time student in IEP, in order to pass this level and graduate from IEP, you must pass one of the courses in this level with a grade of 75% or higher and have 70-74% in the other class. PASS students must have 75% or higher in this class to pass.

Criteria for Grading the Final Copies:

40%	Topic Development
15%	Vocabulary & Style
40%	Language Use
5%	Mechanics & Documentation

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

Pittsburg State University

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:

NA

3. Is this course to be considered for Pitt State Pathway? Yes No

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

NA

Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee after it has been approved by Faculty Senate as a new course.

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

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

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

None

PITTSBURG STATE UNIVERSITY
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Pittsburg State University

• Quizzes (8-10)	25%
• Speaking Assignments (2-3)	3%
• Group Presentation	5%
• Tests (4-5) (reading and listening)	30%
• Midterm Exam (reading and listening)	12%
• Final (reading and listening material from midterm to end of semester)	20%

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

Pittsburg State University

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:

NA

3. Is this course to be considered for Pitt State Pathway? Yes No

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

NA

Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee after it has been approved by Faculty Senate as a new course.

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

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

Pittsburg State University

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Request for Revision to Curriculum

Revision for: Major Minor Emphasis Certificate

Department: Engineering Technology College: Technology This program is to be offered 50% or more online as a Hybrid_____

This program is to be offered fully online_____

Submission Date: 08/18/2020

Revision Effective: Fall, 2021

(Year)

Contact Person: David Miller Faculty member Chair

Name of Existing Major or Minor/Emphasis/Certificate: Mechanical Engineering Technology

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

Description of Change: Moving Kinematics to Automation/Automotive/Manufacturing emphasis; adding 2 hours of Tech Elective to Biomedical/Design emphasis to replace Kinematics.

Rationale for Change (include changes to curriculum objectives): Industrial Advisory board agreed that for the Automation/Automotive/Manufacturing students, Kinematics was sufficient, while the kinematics content already covered in Dynamics along with the additional advanced topics would be more appropriate for the Design/Biomedical emphasis students. See highlighted portions of 04-08-2020 IAB Meeting Discussion Items email.pdf and IAB Spring 2020 agenda & minutes.pdf which are attached.

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 will only affect students in the Mechanical Engineering Technology program at PSU.

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.

Revision will only affect students in the Biomedical and Design emphasis within Mechanical Engineering Technology at PSU.

Existing Major or Minor/Emphasis/Certificate

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

			Technical Sciences	33
MECET	220	Statics		3
MECET	226	Computer Aided Design		3
MECET	323	Advanced Engineering Graphics		3
EET	343	Automation I: Industrial Control+		3
MECET	420	Kinematics		2

Pittsburg State University

MECET	423	Mechanics of Materials	3
MECET	424	Mechanics of Materials Lab	1
MECET	428	Thermodynamics	3
MECET	523	Mechanical Design I	3
MECET	524	Fluid Mechanics	3
MECET	525	Fluid Mechanics Lab	1
MFGET	666	Manufacturg/Design Project I	2
MFGET	669	Manufacturg/Design Project II	3
Support Courses			17
PHYS	104	Engineering Physics I	4
or PHYS	100	College Physics I	
PHYS	105	Engineering Physics II	4
or PHYS	105	College Physics II	
PHYS	130	Elementary Physics Lab I	1
PHYS	131	Elementary Physics Lab II	1
MATH	122	Plane Trigonometry	3
MATH	154	Engineering Calculus II	4
or MATH	155	Calculus II (5 hr)	

PHYS 104, PHYS 105, MATH 154 are preferred

Students must declare one of the approved emphasis areas and follow the emphasis sequence.

Tech Elective

Required number of technical elective hours will vary by emphasis area and must be approved by the student's academic adviser. Suggested Tech Electives include, but aren't limited to:

MATH	212	Matrix Algebra	2
ENGL	301	Technical/Professional Writing	3
MATH	343	Intro to Applied Statistics	3
EST	393	Intro to Industrial Safety	3
MFGET	405	Quality Control (PR statistics class)	3
ETECH	670	Professional Certification Seminar	1

Approved Tech Electives

TST	TECHNOLOGY STUDIES COURSE(S)
TED	TECHNICAL EDUCATION COURSE(S)
ETECH	ENGINEERING TECHNOLOGY COURSE(S)
MECET	MECHANICAL ENGINEERING TECHNOLOGY COURSE(S)
MFGET	MANUFACTURING ENGINEERING TECHNOLOGY COURSE(S)
TECH	TECHNOLOGY COURSE(S)
EET	ELECTRONICS ENGINEERING TECHNOLOGY COURSE(S)
EST	ENVIRONMENTAL AND SAFETY TECHNOLOGY COURSE(S)

Pittsburg State University

GIT		GRAPHICS AND IMAGING TECHNOLOGY COURSE(S)	
PET		PLASTICS ENGINEERING TECHNOLOGY COURSE(S)	
AT		AUTOMOTIVE TECHNOLOGY COURSE(S)	
AST		AUTOMOTIVE SERVICE TECHNOLOGY COURSE(S)	
AMMT		ARCHITECTURAL MANUFACTURING MANAGEMENT TECHNOLOGY COURSE(S)	
AVT		AVIATION COURSE(S)	
HRD		HUMAN RESOURCE DEVELOPMENT COURSE(S)	
TE		TECHNOLOGY AND ENGINEERING EDUCATION COURSE(S)	
TM		TECHNOLOGY MANAGEMENT COURSE(S)	
		Technical Specialties	
Design			27
ETECH	296	Materials in Industry	3
MECET	522	Dynamics	3
MECET	528	Computer Aided Modeling	3
MECET	623	Mechanical Design II	3
MECET	682	Heat Transfer	3
		Tech Elective	12
Automation			27
ETECH	296	Materials in Industry	3
EET	141	Introductory Electronics	3
EET	244	Logic Circuits	3
EET	448	Network Systems	3
EET	443	Automation II: System Integration	3
EET	543	Automation III: Immersive Experience	3
		Tech Elective	9
Biomedical			27
BIOL	111	General Biology	3
BIOL	112	General Biology Lab	2
BIOL	257	Anatomy & Physiology	3
BIOL	258	Anatomy & Physiology Lab	2
BIOL	410	Biological/Medical Terminology	2
MECET	522	Dynamics	3
MECET	528	Computer Aided Modeling	3
MECET	627	Intro to Biomed Tech	3
MECET	682	Heat Transfer	3
		Tech Elective	3
Manufacturing			27
ETECH	296	Materials in Industry	3
MFGET	363	Principles of Tool Design	3
MFGET	367	Manufacturing Methods II	4
MFGET	567	Principles of Metal Casting	3
MFGET	568	Metal Casting Processing Lab	2
MFGET	661	Computer Aided Manufacturing	3

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

3

Pittsburg State University

		Tech Elective	9
Automotive+			27
ETECH	296	Materials in Industry	3
AT	115	Mobile Electrical/Electronics	3
AT	116	Mobile Electrical/Electronics Lab+	3
AT	301	Fundamentals of Collision Tech.	3
AT	314	Manual Trans./Drivelines	3
AT	340	Diesel Engine Fundamentals	3
AT	418	Failure Analysis	3
		Tech Elective	9

+Automotive emphasis students can substitute this for EET 343

Approved Minor (for all but Automation Emphasis)

Required Core Courses

EET	141	Introductory Electronics	3
or EET	100	Prolog To Electronics	2
EET	343	Automation I: Industrial Controls	3
EET	443	Automation II: System Integration	3
EET	543	Automation III: Immersive Experiences	3
EET	448	Network Systems	3
Elective Courses (Take 6 credit hours from the following)			
CIS	240	Intermediate Programming	3
CIS	615	Database Management	3
CMCET	331	Electrical Systems	3
EET	449	Programmable Logic Devices	3
EET	549	Advanced Microcontrollers	3
EET	646	Control Theory	3
MATH	569	Numerical Methods	3
MECET	226	Computer Aided Design	3
MECET	420	Kinematics	3
		Pitt State Pathway	43

Core Elements

ENGL	101	English Composition	3
ENGL	299	Introduction to Research Writing	3
COMM	207	Speech Communication	3
MATH	150	Calculus I	5

Electives

MECET	121	Engineering Graphics I	3
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Gorilla Gateway

UGS	150	Gorilla Gateway	2
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Essential Studies

Natural World within a Global Context

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

4

CHEM	215	General Chemistry I	3
CHEM	216	General Chemistry I Lab	2

Human Experience within a Global Context

3 hours required from approved Human Experience within a Global Context (H.E.) that also satisfies the Non-verbal & Creative Expression (N.V.) companion element. Choose one of the following

ART	188	The Designed World	3
ART	233	Drawing I	3

Essential Studies (Cont'd)

Human Systems within a Global Context

Students should take the following courses

MFGET	263	Manufacturing Methods I	2
MFGET	268	Manufacturing Methods I Lab	1
EET	247	Computer Prog for Electron. Sys.	3
ETECH	502	Engineering Economy	3

AND select 3 hours from approved Human Systems within a Global Context (H.S.) that meet the Diverse Perspectives within a Global Context (DP) companion element. See PittState.edu for a full list of courses that meet this Pitt State Pathway requirement. Options include, but aren't limited to:

SOC	100	Introduction to Sociology	3
POLS	103	Comparative Political Institutions	3
HIST	101	World History to 1500	3
HIST	102	World History from 1500	3
HIST	201	American History to 1865	3
HIST	202	American History from 1865	3
ANTH	101	Introduction to Cultural Anthropology	3
MLL	124	French Language and Culture I	3
MLL	154	Spanish Language and Culture I	3
PHIL	103	Introduction to Philosophy	3
PHIL	231	World Religions	3
WGS	399	Global Women's Issues	3

Wellness Strategies

Students should select 4 hours from approved Wellness Strategies (W.S.). See PittState.edu for a full list of courses that meet this Pitt State Pathway requirement. Options include, but may not be limited to:

DANCE	200	Dance	1
EXSCI	200	Introduction to Exercise Science	1
FCS	203	Nutrition and Health	3
HHP	150	Lifetime Fitness Concepts	1
NURS	303	Introduction to Public Health	3

PSYCH 155 General Psychology

3

Proposed Major or Minor/Emphasis/Certificate:List below, the proposed curriculum as you wish it to appear in the online catalog:

		Technical Sciences	31
MECET	220	Statics	3
MECET	226	Computer Aided Design	3
MECET	323	Advanced Engineering Graphics	3
EET	343	Automation I: Industrial Control+	3
MECET	423	Mechanics of Materials	3
MECET	424	Mechanics of Materials Lab	1
MECET	428	Thermodynamics	3
MECET	523	Mechanical Design I	3
MECET	524	Fluid Mechanics	3
MECET	525	Fluid Mechanics Lab	1
MFGET	666	Manufacturg/Design Project I	2
MFGET	669	Manufacturg/Design Project II	3
		Support Courses	17
PHYS	104	Engineering Physics I	4
or PHYS	100	College Physics I	
PHYS	105	Engineering Physics II	4
or PHYS	105	College Physics II	
PHYS	130	Elementary Physics Lab I	1
PHYS	131	Elementary Physics Lab II	1
MATH	122	Plane Trigonometry	3
MATH	154	Engineering Calculus II	4
or MATH	155	Calculus II (5 hr)	

PHYS 104, PHYS 105, MATH 154 are preferred

Students must declare one of the approved emphasis areas and follow the emphasis sequence.

Tech Elective

Required number of technical elective hours will vary by emphasis area and must be approved by the student's academic adviser. Suggested Tech Electives include, but aren't limited to:

MATH	212	Matrix Algebra	2
ENGL	301	Technical/Professional Writing	3
MATH	343	Intro to Applied Statistics	3
EST	393	Intro to Industrial Safety	3
MFGET	405	Quality Control (PR statistics class)	3
ETECH	670	Professional Certification Seminar	1

Approved Tech Electives

TST	TECHNOLOGY STUDIES COURSE(S)
TED	TECHNICAL EDUCATION COURSE(S)
ETECH	ENGINEERING TECHNOLOGY COURSE(S)
MECET	MECHANICAL ENGINEERING TECHNOLOGY COURSE(S)
MFGET	MANUFACTURING ENGINEERING TECHNOLOGY COURSE(S)
TECH	TECHNOLOGY COURSE(S)
EET	ELECTRONICS ENGINEERING TECHNOLOGY COURSE(S)
EST	ENVIRONMENTAL AND SAFETY TECHNOLOGY COURSE(S)
GIT	GRAPHICS AND IMAGING TECHNOLOGY COURSE(S)
PET	PLASTICS ENGINEERING TECHNOLOGY COURSE(S)
AT	AUTOMOTIVE TECHNOLOGY COURSE(S)
AST	AUTOMOTIVE SERVICE TECHNOLOGY COURSE(S)
AMMT	ARCHITECTURAL MANUFACTURING MANAGEMENT TECHNOLOGY COURSE(S)
AVT	AVIATION COURSE(S)
HRD	HUMAN RESOURCE DEVELOPMENT COURSE(S)
TE	TECHNOLOGY AND ENGINEERING EDUCATION COURSE(S)
TM	TECHNOLOGY MANAGEMENT COURSE(S)

Technical Specialties

Design			29
ETECH	296	Materials in Industry	3
MECET	522	Dynamics	3
MECET	528	Computer Aided Modeling	3
MECET	623	Mechanical Design II	3
MECET	682	Heat Transfer	3
		Tech Elective	14

Automation			29
ETECH	296	Materials in Industry	3
EET	141	Introductory Electronics	3
EET	244	Logic Circuits	3
EET	448	Network Systems	3
EET	443	Automation II: System Integration	3
EET	543	Automation III: Immersive Experience	3
MECET	420	Kinematics	2
		Tech Elective	9

Biomedical			29
BIOL	111	General Biology	3
BIOL	112	General Biology Lab	2
BIOL	257	Anatomy & Physiology	3
BIOL	258	Anatomy & Physiology Lab	2
BIOL	410	Biological/Medical Terminology	2
MECET	522	Dynamics	3
MECET	528	Computer Aided Modeling	3
MECET	627	Intro to Biomed Tech	3

Pittsburg State University

MECET	682	Heat Transfer	3
		Tech Elective	5
Manufacturing			29
ETECH	296	Materials in Industry	3
MECET	420	Kinematics	2
MFGET	363	Principles of Tool Design	3
MFGET	367	Manufacturing Methods II	4
MFGET	567	Principles of Metal Casting	3
MFGET	568	Metal Casting Processing Lab	2
MFGET	661	Computer Aided Manufacturing	3
		Tech Elective	9
Automotive+			29
ETECH	296	Materials in Industry	3
MECET	420	Kinematics	2
AT	115	Mobile Electrical/Electronics	3
AT	116	Mobile Electrical/Electronics Lab+	3
AT	301	Fundamentals of Collision Tech.	3
AT	314	Manual Trans./Drivelines	3
AT	340	Diesel Engine Fundamentals	3
AT	418	Failure Analysis	3
		Tech Elective	9

+Automotive emphasis students can substitute this for EET 343

Approved Minor (for all but Automation Emphasis)

Required Core Courses

EET	141	Introductory Electronics	3
or EET	100	Prolog To Electronics	2
EET	343	Automation I: Industrial Controls	3
EET	443	Automation II: System Integration	3
EET	543	Automation III: Immersive Experiences	3
EET	448	Network Systems	3
Elective Courses (Take 6 credit hours from the following)			
CIS	240	Intermediate Programming	3
CIS	615	Database Management	3
CMCET	331	Electrical Systems	3
EET	449	Programmable Logic Devices	3
EET	549	Advanced Microcontrollers	3
EET	646	Control Theory	3
MATH	569	Numerical Methods	3
MECET	226	Computer Aided Design	3
MECET	420	Kinematics	3
		Pitt State Pathway	43

Core Elements

ENGL	101	English Composition	3
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Request for Revision to Curriculum- Major or Minor/Emphasis/Certificate- Revised Summer 2019

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Pittsburg State University

ENGL	299	Introduction to Research Writing	3
COMM	207	Speech Communication	3
MATH	150	Calculus I	5
Electives			
MECET	121	Engineering Graphics I	3
Gorilla Gateway			
UGS	150	Gorilla Gateway	2
Essential Studies			
Natural World within a Global Context			
CHEM	215	General Chemistry I	3
CHEM	216	General Chemistry I Lab	2
Human Experience within a Global Context			
3 hours required from approved Human Experience within a Global Context (H.E.) that also satisfies the Non-verbal & Creative Expression (N.V.) companion element. Choose one of the following			
ART	188	The Designed World	3
ART	233	Drawing I	3
Essential Studies (Cont'd)			
Human Systems within a Global Context			
Students should take the following courses			
MFGET	263	Manufacturing Methods I	2
MFGET	268	Manufacturing Methods I Lab	1
EET	247	Computer Prog for Electron. Sys.	3
ETECH	502	Engineering Economy	3
AND select 3 hours from approved Human Systems within a Global Context (H.S.) that meet the Diverse Perspectives within a Global Context (DP) companion element. See PittState.edu for a full list of courses that meet this Pitt State Pathway requirement. Options include, but aren't limited to:			
SOC	100	Introduction to Sociology	3
POLS	103	Comparative Political Institutions	3
HIST	101	World History to 1500	3
HIST	102	World History from 1500	3
HIST	201	American History to 1865	3
HIST	202	American History from 1865	3
ANTH	101	Introduction to Cultural Anthropology	3
MLL	124	French Language and Culture I	3
MLL	154	Spanish Language and Culture I	3
PHIL	103	Introduction to Philosophy	3
PHIL	231	World Religions	3

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

9

WGS 399 Global Women's Issues 3

Wellness Strategies

Students should select 4 hours from approved Wellness Strategies (W.S.). See PittState.edu for a full list of courses that meet this Pitt State Pathway requirement. Options include, but may not be limited to:

DANCE	200	Dance	1
EXSCI	200	Introduction to Exercise Science	1
FCS	203	Nutrition and Health	3
HHP	150	Lifetime Fitness Concepts	1
NURS	303	Introduction to Public Health	3
PSYCH	155	General Psychology	3

Additional Questions

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

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 Pitt State Pathway courses required? Yes No
Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee.
4. Will this revision affect any education majors? Yes No
If "yes," please realize that this requirement will need to have the approval of the Council for Teacher Education.
5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?
N/A

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 8/25/2020 Signature, Department Chairperson [Signature]

Approved: College Curriculum Committee
Date 9.8.20 Signature, College Curriculum Committee Chair [Signature]

Approved: Dean of College
Date 10.16.20 Signature, Dean [Signature]

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

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

Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair [Signature]

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

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

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

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

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, 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 send to your College Admin.

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.

Pittsburg State University
Mechanical/Manufacturing Engineering Technology
Advisory Committee Meeting:
April 24th, 2020

Zoom Link (joint morning session only): <https://pittstate.zoom.us/j/92713944905>

Design Presentation Drafts: <https://drive.google.com/open?id=1vtF3iQpAaUB--HbRA-f03ZhsSuj7id6E>

AGENDA - Mechanical

- 8:45 – 9:00 Zoom conference opens & procedure by Dr. Dan Maxwell
- 9:00 – 11:30 Senior Design Presentations:
1. NASA Rover 1 (9:00-9:25)
 2. Firefighter (9:25-9:50)
 3. Baja (9:50-10:15)
 4. Fixtures (10:15-10:40)
 5. Rover 2 (10:40-11:05)
 6. Custom Cycle (11:05-11:30)
- 11: 30-11:40 Review of MFGET 405 - Quality Control by Prof. Phil McNew (Manufacturing Faculty)
- 11:40-11:50 Review of ETECH 296 – Materials in Industry by Prof. Dave Lomshek (Manufacturing Faculty)
- 11:50-12:00 Campus Update – Prof. Greg Murray, Chair of Engineering Technology
- 12:00-1:00 Lunch Break
- 1:00-2:30 Mechanical Program Topics (Zoom meeting link sent out at the conclusion of morning session)
- Topics:
- Review of projects
 - Review of topics and action items from 04/08/2020 email from D. Miller
 - New Business/Open Forum

Afternoon Zoom Meeting

<https://pittstate.zoom.us/j/8095064937?pwd=a1lYUThjQkp5T2p5ZzB5VTRhWldhQT09>

Meeting ID: 809 506 4937

Password: M3Ce+Sp20

Attendees:

Dan Maxwell

David Miller

Patrick Foyet

Tim Thomas

Greg Murray

Chris Allen (callen03@hotmail.com)

Brock Skaggs

Craig Mooney

Mike Gelatko

Mindi Jones

Notes:**Morning items:****Alternate Student Certifications**

Free White belt online (not through ASQ). Assigned as part of class.

Offered every semester.

- Questions
 - Transition to a Green Belt? Company-specific
 - Skaggs email 04/18, answered 04/19: Industry applicability of “non-standard” certifications

ETECH 296

- Questions
 - Standards covered? International? No, cut for time.
 - Materials organizations? Talk about societies.

Murray gave campus update

- Questions:
 - Industry outreach opportunities? Hyperloop?
 - Telemetry curriculum?
 - Cutoff for online vs. face-to-face delivery by ABET?

Afternoon items: (Polls conducted via Zoom Poll)**Projects**

- Lack of drawings?
- Industry going drawingless

ABET

- Questions
 - Skaggs email 04/18, answered 04/19: No introduction assessment of outcomes 1 or 4.
- Votes
 - Approve: 7/7
 - Reject: 0

New Program

- Questions
 - Skaggs email 04/18, answered 04/19: MATH 154 status, WL Requirements.

Certificates

- Questions
 - Skaggs email 04/18, answered 04/19: Applicability of more advanced certifications, and required qualifications/prerequisites to begin certificates
- Suggestions:
 - Data Certificate: Acquisition, Transfer, Storage, Analysis
 - EET Automation minor/emphasis?

Program Sequence Change

- Questions
 - Skaggs email 04/18, answered 04/19: Could moving the critical path earlier cause issues for students failing?
- Votes
 - Approve: 7/7
 - Reject: 0

Emphasis change

- Votes
 - Approve: 7/7
 - Reject: 0

Quality Certification

- Stress to students that this isn't the last word in certification
- Additional ASME certifications?
- Concentration-based options?
- **ACTION:** Require taking Quality course before/during Sr. Design. Revisit # having taken in a year
- **Votes**
 - **Approve: 5/7**
 - **Reject: 2/7**

ETECH 296

- **Action:** email IAB syllabus to course & ask for list of top 5 topics we want covered. Send List of required topics to Dave Lomshek
- Votes

- Do nothing
- MECET Section
- Take over ETECH 296
- New MECET course

Asked about Fall IAB meeting & enrollment projections for Fall

Action: Start doing once-a-year Zoom meeting for IAB meetings (Fall only)?

4/16/2020

Mail - David Miller - Outlook

Spring 2020 PSU Advisory Board Meeting

David Miller <djmiller@pittstate.edu>

Wed 4/8/2020 9:27 AM

Cc: Jacob Lehman <jlehman@pittstate.edu>; Tim Thomas <tthomas@pittstate.edu>; Daniel Maxwell <dmaxwell@pittstate.edu>; Greg Murray <gmurray@pittstate.edu>; Patrick Foyet <pfoyet@pittstate.edu>
Bcc: abbyt@gus.pittstate.edu <abbyt@gus.pittstate.edu>; amy.mason@nitto.com <amy.mason@nitto.com>; azimmerman@kcp.com <azimmerman@kcp.com>; brian.reel@cati.com <brian.reel@cati.com>; brocks@hew.com <brocks@hew.com>; callen@powerflame.com <callen@powerflame.com>; collinseg@bv.com <collinseg@bv.com>; craig.a.mooney@lmco.com <craig.a.mooney@lmco.com>; dustin.damrill@orica.com <dustin.damrill@orica.com>; dylan.wines@sonoco.com <dylan.wines@sonoco.com>; garrettjones@smpcorp.com <garrettjones@smpcorp.com>; gelatkomg@bv.com <gelatkomg@bv.com>; gstruble@tankconnection.com <gstruble@tankconnection.com>; jason.eastwood@eaglepicher.com <jason.eastwood@eaglepicher.com>; jeremiah.fleming@kiewit.com <jeremiah.fleming@kiewit.com>; jmendez@intercon.com <jmendez@intercon.com>; joe.blubaugh@cati.com <joe.blubaugh@cati.com>; malcomj@bv.com <malcomj@bv.com>; mschultz500@gmail.com <mschultz500@gmail.com>; pallen@atecsteel.com <pallen@atecsteel.com>

5 attachments (3 MB)

ETAC Draft Statement.pdf; MECET Criterion 4 Weakness 30-Day Due Process Response.pdf; ABET Criterion Map (Rev2019).pdf; 2019 MECET Curriculum Revision.pdf; MECET Certificate course list.pdf;

First off, I hope you are well and are adapting to this unusual circumstance. PSU has been fully online for the last 10 days and it seems to be going ok from what I'm seeing/hearing.

Second, I apologize in advance for the long email. As you may or may not know, PSU has cancelled all on-campus events until the end of the semester, so regardless of whatever happens in the world, the advisory committee meeting scheduled for the 24th of this month will need to be held online rather than face to face. I will be sending out more details about login and scheduling as we get closer for those of you who would like to join virtually. In the meantime, I wanted to give a rundown of the topics we need to get covered now so that you can review and (hopefully) comment ahead of time in an effort to shorten the video conference time on the day. There are some items that we would appreciate your feedback, tagged with **ACTION**.

ABET

- Results from the visit last October (*ETAC Draft Statement.pdf*)
 - Weakness in Criterion 3 - Student Outcomes
 - evaluators felt that there was insufficient evidence of assessing communication skills
 - faculty responded by pointing out various instances of assessing communication throughout the curriculum, as well as revising Continuous Improvement process to shore up the weakness
 - Concern in Criteria 4 - Continuous Improvement
 - evaluators pointed out missing corrective action data from some courses
 - faculty responded by giving explanations for missing data, and pointing out changes that had already been made to Continuous Improvement process that addressed the concern
 - Concern in Criterion 6 - Faculty
 - evaluators felt that faculty were not getting enough professional development from places outside the university
 - faculty pointed out that online certification is an accepted means of professional development in industry, as well as one of the major components of the MECET program

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4/16/2020

Mail - David Miller - Outlook

- Concern in Criterion 8 - Institutional Support
 - evaluators felt that the university was not providing adequate monetary resources for faculty to stay qualified and competitive; this was a concern for all the programs that were evaluated, not just MECET
 - faculty pointed out that budgetary constraints within the state prohibit spending in some cases
- Faculty responded to the findings (*MECET Criterion 4 Weakness 30-Day Due Process Response.pdf*) and are waiting to hear the response from ABET (probably summer, may be delayed due to shutdown)
- Regardless of outcome of the fully ABET review, Tim Thomas feels that the worst that will happen is that faculty will be required to provide a 2-year letter demonstrating that the processes put into place have corrected the issue.
- Now that the review is complete, the program has to move to using the new new Objectives 1-5 (instead of a-k).
 - Faculty have reviewed the program, and created the map shown in *ABET Criterion Map (Rev2019).pdf*
 - Faculty feel that this allows the same assessment of student work, while simplifying the process of collection and reporting of data
 - **ACTION:** Please review and vote to approve or reject the new program objectives
- Faculty have also continued to review and revise the program; however, due to current circumstances, these discussions will likely be delayed until Fall 2020

Approved New program

- Based on feedback from previous IAB meetings, and changes within the department, the program was revised and these revisions were approved by Faculty Senate (*2019 MECET Curriculum Revision.pdf*)
- Changes are listed below and will be implemented starting in the Fall of 2020:
 - MATH 122 - Plane Trigonometry added
 - BIOL 113 - Environmental Life Science removed
 - ETECH 296 - Mat'ls In Industry & BIOL 111/112 - General Biology and Lab moved to emphasis courses
 - The EET program changed course numbers and added an "Automation" sequence; these courses were added to what was formerly the Electromechanical Emphasis. The emphasis is now called Automation Emphasis, and these courses can also be taken as a minor by students not in the Automation emphasis (e.g. the Design emphasis students can take the Automation Minor as part of their required technical electives)

Approved Certificate

- The Mechanical CAD certificate was approved (*MECET Certificate Course List.pdf*) by Faculty Senate
- It is hoped that this will help bring more students onto campus who would not otherwise be interested in a 4-year degree
- Once students complete the courses, the certificate is added to their transcript by the Department Chair
- The certificate is not officially on the books until Fall of 2020, but students are being advised of its existence now
- **ACTION:** Are there additional certificates that would be of value? Certificates can be "stacked" on the way to an undergraduate degree, so if more options are offered, students might be convinced to stay on campus. Below are some suggestions, but we would like your feedback:

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4/16/2020

Mail - David Miller - Outlook

- Engineering Mechanics cert: Statics, Mechanics of Materials (no lab), Mechanical Design I and one of either Dynamics, Mechanical Design II, or Kinematics
- Mechanical Automation cert: Fluids w/ lab, EET 343 - Automation I, EET 443 - Automation II, and one of MECET 314 - VB Applications, CIS 230 - Intro to Programming, EET 247 - Computer Prog For Electron Sys

Proposed Sequence Changes

- Faculty have been discussing update to the Recommended Sequence to move Statics a semester early
- We feel that it would help better prepare MECET students for the first semester of Sr. Design to have Mechanical Design I before coming into Fall of senior year
- The major points of new sequence are outlined below:
 - Fall year 2 - Physics I
 - Spring year 2 - Statics
 - Fall year 3 - Mechanics of Materials
 - Spring year 3 - Mechanical Design I
 - Fall year 4 - Project I
 - Spring year 4 - Project II
- Since there are no University legislative requirements for changing the sequence, and there is no downside to having students prepared early if this change is rejected, faculty are currently advising students toward this path.
- There may be some substitution/prerequisite issues for some students during the transition, but faculty have been discussing these and feel we are well prepared.
- Some course-level legislated changes that may be required:
 - Change prereqs for MFGET 666 - Project I to "MECET 523 - Mech Des I or Instructor Permission" because MFGET students don't take 523
 - Could also legislate new MECET 666/669 course numbers (but keep teaching alongside MFGET faculty) to eliminate prerequisite issue
 - Transition to offering MECET 523 - Mechanical Design I (instead of MECET 423/424 - Mechanics of Materials) in summer to accommodate failing students and 2+2 transfers
- **ACTION:** This does not require legislation by Faculty Senate, but before making it official policy we would appreciate approval from the IAB. Please approve/reject/comment on this change.

Proposed Emphasis changes

- Faculty have been discussing revising the sequence to better suit individual emphasis areas
- Design and Biomedical emphasis do not need to take both Kinematics and Dynamics (some Kinematics content is covered in Dynamics)
- Proposed change:
 - move Kinematics to the MFG/Automation/Automotive emphasis
 - require Design/Biomed to take either additional math or advanced fluid mechanics class (to be developed)
- **ACTION:** Please comment on this change.

Alternative Certifications

- In previous meetings, we have discussed accepting advanced certifications in addition to FE/SME for some students who may not be going into design
- Alternatives proposed at the last meeting:
 - AutoCAD certification
 - This has been considered by Prof. Thomas in the past
 - We would have to work through a test agent to test the students, or we would have to apply to be a testing center

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4/16/2020

Mail - David Miller - Outlook

- Then each test cost from \$50 to \$500. Do not believe they have a deal with schools like SolidWorks.
- Six Sigma Certification
 - Phil McNew (MFGET Faculty) as offered "White Belt" in his undergraduate Quality class before
 - It is free, but is not likely to be recognized by industry on its own
 - ASQ Yellow belt takes many hours of on-the-job project work, and costs start at ~\$300
 - I have invited Prof. McNew to speak to us about his Quality Class and the certification
- **ACTION:** Please comment on whether or not taking McNew's Quality class and sitting for the "unofficial" White Belt certification is an appropriate substitute for taking the FE or SME exam for *some* students. Also please feel free to suggest alternatives.

ETECH 296 content

- MECET students are pretty much the only students who take ETECH 296 - Materials in Industry
- We have discussed taking it over completely or legislating our own class for MECET majors
- I will invite Dave Lomshek to talk to us about the content he offers in his Materials in Industry Class so that we can begin to talk about whether it is sufficient, or if MECET needs to take over and add our own content.

Please feel free to reply to me with comments by the 22nd. I will compile them and send results to the committee a day or two before the meeting so we can discuss/clarify/vote as needed.

Stay safe, and I'll speak with you soon.

--DM

Pittsburg State University

Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: Engineering Technology College: Technology
 Date: 08/18/2020

Submission

Contact Person: David Miller Faculty member Chair

Revision Effective: Fall 2021 (Semester/Year)

Offered: (check all that apply)

- Fall
 Spring
 Summer

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

- Yes No

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

Course is only taken by Mechanical and Manufacturing Engineering Technology majors.

Purpose/Justification for Revision to Course: Mechanical Engineering Technology Industrial Advisory Board approved the revision to the MECET recommended sequence to allow Mechanical majors to take Mechanical Design I as a prerequisite to entering Senior Design; Manufacturing majors are not required to take this course, so the current prerequisite (Mechanics of Materials) needs to remain a prerequisite for those majors. See highlighted portions of 04-08-2020 IAB Meeting Discussion Items email.pdf and IAB Spring 2020 agenda & minutes.pdf which are attached.

Existing Course:

Course Number: MFGET 666

Title of Course: MANUFACTURING/DESIGN PROJECT I

Credit Hours: 2

Prerequisite: Prerequisite: MECET 423 Mechanics of Materials. Enrollment restricted to manufacturing or mechanical seniors.

Course Description (as it appears in the current catalog): (2 hours lecture with open laboratory). A "capstone" experience incorporating design, design analysis and material selection based on design cost and quality. Projects will be assigned to teams or individuals to assure a professional experience in the major field.

Proposed Course:

Course Number: MFGET 666

Title of Course: MANUFACTURING/DESIGN PROJECT I

Credit Hours: 2

Pittsburg State University

Prerequisite: Prerequisite: For Manufacturing majors only: MECET 423 Mechanics of Materials. For Mechanical Majors only: MECET 523 Mechanical Design I. Enrollment restricted to manufacturing or mechanical seniors.

Course Description (as it will appear in the next catalog): (2 hours lecture with open laboratory). A "capstone" experience incorporating design, design analysis and material selection based on design cost and quality. Projects will be assigned to teams or individuals to assure a professional experience in the major field.

Additional Questions

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

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

Please realize that this requirement will need to gain approval of the Pitt State Pathway Committee after the revisions have been approved by Faculty Senate.

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

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

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

N/A

Pittsburg State University

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

- Approved: Department Chairperson
Date 8/25/2020 Signature, Department Chairperson 
- Approved: College Curriculum Committee
Date 9.8.20 Signature, College Curriculum Committee Chair 
- Approved: Dean of College
Date 10.16.20 Signature, Dean 
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 Signature, Undergraduate Curriculum Committee Chair 
- Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____
- Approved: Pitt State Pathway Committee (if applicable)
Date _____ Signature, Pitt State Pathway Committee Chair _____
- Approved: Faculty Senate
Date _____ Signature, Recording Secretary, Faculty Senate _____

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

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

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

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

Pittsburg State University
Mechanical/Manufacturing Engineering Technology
Advisory Committee Meeting:
April 24th, 2020

Zoom Link (joint morning session only): <https://pittstate.zoom.us/j/92713944905>

Design Presentation Drafts: <https://drive.google.com/open?id=1vtF3iQpAaUB--HbRA-f03ZhsSuj7id6E>

AGENDA - Mechanical

- 8:45 – 9:00 Zoom conference opens & procedure by Dr. Dan Maxwell
- 9:00 – 11:30 Senior Design Presentations:
1. NASA Rover 1 (9:00-9:25)
 2. Firefighter (9:25-9:50)
 3. Baja (9:50-10:15)
 4. Fixtures (10:15-10:40)
 5. Rover 2 (10:40-11:05)
 6. Custom Cycle (11:05-11:30)
- 11: 30-11:40 Review of MFGGET 405 - Quality Control by Prof. Phil McNew (Manufacturing Faculty)
- 11:40-11:50 Review of ETECH 296 – Materials in Industry by Prof. Dave Lomshek (Manufacturing Faculty)
- 11:50-12:00 Campus Update – Prof. Greg Murray, Chair of Engineering Technology
- 12:00-1:00 Lunch Break
- 1:00-2:30 Mechanical Program Topics (Zoom meeting link sent out at the conclusion of morning session)
- Topics:
- Review of projects
 - Review of topics and action items from 04/08/2020 email from D. Miller
 - New Business/Open Forum

Afternoon Zoom Meeting

<https://pittstate.zoom.us/j/8095064937?pwd=a1lYUThjQkp5T2p5ZzB5VTRhWldhQT09>

Meeting ID: 809 506 4937

Password: M3Ce+Sp20

Attendees:

Dan Maxwell

David Miller

Patrick Foyet

Tim Thomas

Greg Murray

Chris Allen (callen03@hotmail.com)

Brock Skaggs

Craig Mooney

Mike Gelatko

Mindi Jones

Notes:**Morning items:****Alternate Student Certifications**

Free White belt online (not through ASQ). Assigned as part of class.

Offered every semester.

- Questions
 - Transition to a Green Belt? Company-specific
 - Skaggs email 04/18, answered 04/19: Industry applicability of “non-standard” certifications

ETECH 296

- Questions
 - Standards covered? International? No, cut for time.
 - Materials organizations? Talk about societies.

Murray gave campus update

- Questions:
 - Industry outreach opportunities? Hyperloop?
 - Telemetry curriculum?
 - Cutoff for online vs. face-to-face delivery by ABET?

Afternoon items: (Polls conducted via Zoom Poll)**Projects**

- Lack of drawings?
- Industry going drawingless

ABET

- Questions
 - Skaggs email 04/18, answered 04/19: No introduction assessment of outcomes 1 or 4.
- Votes
 - Approve: 7/7
 - Reject: 0

New Program

- Questions
 - Skaggs email 04/18, answered 04/19: MATH 154 status, WL Requirements.

Certificates

- Questions
 - Skaggs email 04/18, answered 04/19: Applicability of more advanced certifications, and required qualifications/prerequisites to begin certificates
- Suggestions:
 - Data Certificate: Acquisition, Transfer, Storage, Analysis
 - EET Automation minor/emphasis?

Program Sequence Change

- Questions
 - Skaggs email 04/18, answered 04/19: Could moving the critical path earlier cause issues for students failing?
- Votes
 - Approve: 7/7
 - Reject: 0

Emphasis change

- Votes
 - Approve: 7/7
 - Reject: 0

Quality Certification

- Stress to students that this isn't the last word in certification
- Additional ASME certifications?
- Concentration-based options?
- **ACTION:** Require taking Quality course before/during Sr. Design. Revisit # having taken in a year
- Votes
 - Approve: 5/7
 - Reject: 2/7

ETECH 296

- **Action:** email IAB syllabus to course & ask for list of top 5 topics we want covered. Send List of required topics to Dave Lomshek
- Votes

- Do nothing
- MECET Section
- Take over ETECH 296
- New MECET course

Asked about Fall IAB meeting & enrollment projections for Fall

Action: Start doing once-a-year Zoom meeting for IAB meetings (Fall only)?

4/16/2020

Mail - David Miller - Outlook

Spring 2020 PSU Advisory Board Meeting

David Miller <djmiller@pittstate.edu>

Wed 4/8/2020 9:27 AM

Cc: Jacob Lehman <jlehman@pittstate.edu>; Tim Thomas <tthomas@pittstate.edu>; Daniel Maxwell <dmaxwell@pittstate.edu>; Greg Murray <gmurray@pittstate.edu>; Patrick Foyet <pfoyet@pittstate.edu>
 Bcc: abbyt@gus.pittstate.edu <abbyt@gus.pittstate.edu>; amy.mason@nitto.com <amy.mason@nitto.com>;
 azimmerman@kcp.com <azimmerman@kcp.com>; brian.reel@cati.com <brian.reel@cati.com>; brocks@hew.com
 <brocks@hew.com>; callen@powerflame.com <callen@powerflame.com>; collinseg@bv.com <collinseg@bv.com>;
 craig.a.mooney@lmco.com <craig.a.mooney@lmco.com>; dustin.damrill@orica.com <dustin.damrill@orica.com>;
 dylan.wines@sonoco.com <dylan.wines@sonoco.com>; garrett.jones@smpcorp.com <garrett.jones@smpcorp.com>;
 gelatkomg@bv.com <gelatkomg@bv.com>; gstruble@tankconnection.com <gstruble@tankconnection.com>;
 jason.eastwood@eaglepicher.com <jason.eastwood@eaglepicher.com>; jeremiah.fleming@kiewit.com
 <jeremiah.fleming@kiewit.com>; jmendez@intercon.com <jmendez@intercon.com>; joe.blubaugh@cati.com
 <joe.blubaugh@cati.com>; malcomj@bv.com <malcomj@bv.com>; mschultz500@gmail.com <mschultz500@gmail.com>;
 pallen@atecsteel.com <pallen@atecsteel.com>

5 attachments (3 MB)

ETAC Draft Statement.pdf; MECET Criterion 4 Weakness 30-Day Due Process Response.pdf; ABET Criterion Map (Rev2019).pdf; 2019 MECET Curriculum Revision.pdf; MECET Certificate course list.pdf;

First off, I hope you are well and are adapting to this unusual circumstance. PSU has been fully online for the last 10 days and it seems to be going ok from what I'm seeing/hearing.

Second, I apologize in advance for the long email. As you may or may not know, PSU has cancelled all on-campus events until the end of the semester, so regardless of whatever happens in the world, the advisory committee meeting scheduled for the 24th of this month will need to be held online rather than face to face. I will be sending out more details about login and scheduling as we get closer for those of you who would like to join virtually. In the meantime, I wanted to give a rundown of the topics we need to get covered now so that you can review and (hopefully) comment ahead of time in an effort to shorten the video conference time on the day. There are some items that we would appreciate your feedback, tagged with **ACTION**.

ABET

- Results from the visit last October (*ETAC Draft Statement.pdf*)
 - Weakness in Criterion 3 - Student Outcomes
 - evaluators felt that there was insufficient evidence of assessing communication skills
 - faculty responded by pointing out various instances of assessing communication throughout the curriculum, as well as revising Continuous Improvement process to shore up the weakness
 - Concern in Criterion 4 - Continuous Improvement
 - evaluators pointed out missing corrective action data from some courses
 - faculty responded by giving explanations for missing data, and pointing out changes that had already been made to Continuous Improvement process that addressed the concern
 - Concern in Criterion 6 - Faculty
 - evaluators felt that faculty were not getting enough professional development from places outside the university
 - faculty pointed out that online certification is an accepted means of professional development in industry, as well as one of the major components of the MECET program

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4/16/2020

Mail - David Miller - Outlook

- Concern in Criterion 8 - Institutional Support
 - evaluators felt that the university was not providing adequate monetary resources for faculty to stay qualified and competitive; this was a concern for all the programs that were evaluated, not just MECET
 - faculty pointed out that budgetary constraints within the state prohibit spending in some cases
- Faculty responded to the findings (*MECET Criterion 4 Weakness 30-Day Due Process Response.pdf*) and are waiting to hear the response from ABET (probably summer, may be delayed due to shutdown)
- Regardless of outcome of the fully ABET review, Tim Thomas feels that the worst that will happen is that faculty will be required to provide a 2-year letter demonstrating that the processes put into place have corrected the issue.
- Now that the review is complete, the program has to move to using the new new Objectives 1-5 (instead of a-k).
 - Faculty have reviewed the program, and created the map shown in *ABET Criterion Map (Rev2019).pdf*
 - Faculty feel that this allows the same assessment of student work, while simplifying the process of collection and reporting of data
 - **ACTION:** Please review and vote to approve or reject the new program objectives
- Faculty have also continued to review and revise the program; however, due to current circumstances, these discussions will likely be delayed until Fall 2020

Approved New program

- Based on feedback from previous IAB meetings, and changes within the department, the program was revised and these revisions were approved by Faculty Senate (*2019 MECET Curriculum Revision.pdf*)
- Changes are listed below and will be implemented starting in the Fall of 2020:
 - MATH 122 - Plane Trigonometry added
 - BIOL 113 - Environmental Life Science removed
 - ETECH 296 - Mat'ls In Industry & BIOL 111/112 - General Biology and Lab moved to emphasis courses
 - The EET program changed course numbers and added an "Automation" sequence; these courses were added to what was formerly the Electromechanical Emphasis. The emphasis is now called Automation Emphasis, and these courses can also be taken as a minor by students not in the Automation emphasis (e.g. the Design emphasis students can take the Automation Minor as part of their required technical electives)

Approved Certificate

- The Mechanical CAD certificate was approved (*MECET Certificate Course List.pdf*) by Faculty Senate
- It is hoped that this will help bring more students onto campus who would not otherwise be interested in a 4-year degree
- Once students complete the courses, the certificate is added to their transcript by the Department Chair
- The certificate is not officially on the books until Fall of 2020, but students are being advised of its existence now
- **ACTION:** Are there additional certificates that would be of value? Certificates can be "stacked" on the way to an undergraduate degree, so if more options are offered, students might be convinced to stay on campus. Below are some suggestions, but we would like your feedback:

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4/16/2020

Mail - David Miller - Outlook

- o Engineering Mechanics cert: Statics, Mechanics of Materials (no lab), Mechanical Design I and one of either Dynamics, Mechanical Design II, or Kinematics
- o Mechanical Automation cert: Fluids w/ lab, EET 343 - Automation I, EET 443 - Automation II, and one of MECET 314 - VB Applications, CIS 230 - Intro to Programming, EET 247 - Computer Prog For Electron Sys

Proposed Sequence Changes

- Faculty have been discussing update to the Recommended Sequence to move Statics a semester early
- We feel that it would help better prepare MECET students for the first semester of Sr. Design to have Mechanical Design I before coming into Fall of senior year
- The major points of new sequence are outlined below:
 - o Fall year 2 - Physics I
 - o Spring year 2 - Statics
 - o Fall year 3 - Mechanics of Materials
 - o Spring year 3 - Mechanical Design I
 - o Fall year 4 - Project I
 - o Spring year 4 - Project II
- Since there are no University legislative requirements for changing the sequence, and there is no downside to having students prepared early if this change is rejected, faculty are currently advising students toward this path.
- There may be some substitution/prerequisite issues for some students during the transition, but faculty have been discussing these and feel we are well prepared.
- Some course-level legislated changes that may be required:
 - o Change prereqs for MFGET 666 - Project I to "MECET 523 - Mech Des I or Instructor Permission" because MFGET students don't take 523
 - o Could also legislate new MECET 666/669 course numbers (but keep teaching alongside MFGET faculty) to eliminate prerequisite issue
 - o Transition to offering MECET 523 - Mechanical Design I (instead of MECET 423/424 - Mechanics of Materials) in summer to accommodate failing students and 2+2 transfers
- **ACTION:** This does not require legislation by Faculty Senate, but before making it official policy we would appreciate approval from the IAB. Please approve/reject/comment on this change.

Proposed Emphasis changes

- Faculty have been discussing revising the sequence to better suit individual emphasis areas
- Design and Biomedical emphasis do not need to take both Kinematics and Dynamics (some Kinematics content is covered in Dynamics)
- Proposed change:
 - o move Kinematics to the MFG/Automation/Automotive emphasis
 - o require Design/Biomed to take either additional math or advanced fluid mechanics class (to be developed)
- **ACTION:** Please comment on this change.

Alternative Certifications

- In previous meetings, we have discussed accepting advanced certifications in addition to FE/SME for some students who may not be going into design
- Alternatives proposed at the last meeting:
 - o AutoCAD certification
 - This has been considered by Prof. Thomas in the past
 - We would have to work through a test agent to test the students, or we would have to apply to be a testing center

<https://outlook.office.com/mail/AAMkADNmNzA1MTRILTQ0ZTIiNDI2ZS1hMzNLTQ2ODViZDhkNjEwMAAuAAAAAAPmH9TKuDARo3IQe0njy7JAQDI...> 3/4

4/16/2020

Mail - David Miller - Outlook

- Then each test cost from \$50 to \$500. Do not believe they have a deal with schools like SolidWorks.
- Six Sigma Certification
 - Phil McNew (MFGET Faculty) as offered "White Belt" in his undergraduate Quality class before
 - It is free, but is not likely to be recognized by industry on its own
 - ASQ Yellow belt takes many hours of on-the-job project work, and costs start at ~\$300
 - I have invited Prof. McNew to speak to us about his Quality Class and the certification
- **ACTION:** Please comment on whether or not taking McNew's Quality class and sitting for the "unofficial" White Belt certification is an appropriate substitute for taking the FE or SME exam for *some* students. Also please feel free to suggest alternatives.

ETECH 296 content

- MECET students are pretty much the only students who take ETECH 296 - Materials in Industry
- We have discussed taking it over completely or legislating our own class for MECET majors
- I will invite Dave Lomshek to talk to us about the content he offers in his Materials in Industry Class so that we can begin to talk about whether it is sufficient, or if MECET needs to take over and add our own content.

Please feel free to reply to me with comments by the 22nd. I will compile them and send results to the committee a day or two before the meeting so we can discuss/clarify/vote as needed.

Stay safe, and I'll speak with you soon.

--DM

Pittsburg State University

Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: HHPR College: EducationSubmission Date: 8/27/2020Contact Person: Laura C Miller Faculty member Chair

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

 Yes No*Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.*This course is specific to the Therapeutic Recreation program. Information covered within this course is specific to the therapeutic recreation practice.**Proposed Course:**Course Number: REC 473Title of Course: Diagnostic Groups within Therapeutic RecreationCredit Hours: 3Date first offered: Fall 2021 Fall Spring Summer
(Semester/Year) (check all that apply)Prerequisite: REC 240 or special permission of instructorCourse Description (as it will appear in the next catalog): This course will explore specific diagnostic groups as they relate to Therapeutic Recreation practices. Focus will be on symptomology, TR practice settings, assessment processes, and therapeutic interventions for diagnostic groups.Purpose/Justification for Proposed Course: The National Council on Therapeutic Recreation Certification now requires a total of six specific TR courses for students in TR to complete in order to be able to sit for the national certification exam. Currently, the PSU program only offers five. In order for the class to be recognized as part of the TR curriculum, Therapeutic Recreation must be in the name.Objectives/Student Learning Outcomes (as it will appear in the syllabus)Students will explain physical, social, emotional, and cognitive characteristics associated with diagnostic groups discussed in the semester.Students will design therapeutic activities based on associated characteristics of given diagnostic group.Students will implement therapeutic activities based on associated characteristics of given diagnostic group.Students will outline best practices for TR assessments specific to designated diagnostic groups.Assessment Strategies (e.g., exams, projects, university rubric, etc. (as it will appear in the syllabus))Project Rubrics & Exams

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

Pittsburg State University

Additional Questions

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

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

Please give the rationale for additional student fees:

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

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

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

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

5. What additional costs will be required for this course (e.g. staffing, equipment, etc.)?
n/a

Pittsburg State University

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

- Approved: Department Chairperson
Date 8/27/20 Signature, Department Chairperson [Signature]
- Approved: College Curriculum Committee
Date 10/6/20 Signature, College Curriculum Committee Chair [Signature]
- Approved: Dean of College
Date 10/6/20 Signature, Dean [Signature]
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, PittState Pathway Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council for Teacher Education Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date 11-10-20 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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**DEPARTMENT OF HEALTH, HUMAN PERFORMANCE, AND RECREATION
SCHOOL OF EDUCATION
PITTSBURG STATE UNIVERSITY
Fall**

**Course Number: REC 473
Credit Hours: 3
Office Phone: 235-4670
Office Hours:**

**Title: Diagnostic Groups within Therapeutic Recreation
Course Time:**

**Instructor: Dr. Laura Covert Miller, CTRS
Office: HHPR Student Rec. Center Rm. 102A**

I. COURSE DESCRIPTION

This course will explore specific diagnostic groups as they relate to Therapeutic Recreation practices. Focus will be on symptomology, TR practice settings, assessment processes, and therapeutic interventions for specific diagnostic groups.

II. COURSE OBJECTIVES

Upon completion of this course, each student should:

- A. Describe physical, social, emotional, and cognitive characteristics associated with diagnostic groups.
- B. Design therapeutic activities based on associated characteristics of given diagnostic group.
- C. Implement therapeutic activities based on associated characteristics of given diagnostic group.
- D. Outline best practices for TR assessments specific to designated diagnostic groups.

III. INSTRUCTIONAL RESOURCES

Text Books: Porter, H. (2015) Recreational therapy for specific diagnoses and conditions. Enumclaw, WA: Idyll Arbor

Stumbo, N., & Wardlaw, B. (2011). Facilitation of therapeutic recreation services. an evidence-based and best practices approach to techniques and processes. Urbana, IL: Venture Publishing

Dattilo & McKenney, (2016). Facilitation techniques in therapeutic recreation, 3rd ed., Venture Publishing. ISBN-13: 978-1-939476-09-8

Notes, Video Presentations, and Handouts

IV. COURSE DELIVERY & TEACHING STRATEGIES

This course will be delivered face to face with interactive discussions, community engagement, and project planning. The teaching strategies below will be used throughout the course:

Lectures	Guest Speakers/Videos/Film	Student Presentations
Discussion	Role Playing	Demonstrations

V. EVALUATION

- A. **Tests:** There will be a mid-term exam and a comprehensive final. Tests will be completed on Canvas and timed. Exams will all be multiple choice and reflective of the Certified Therapeutic Recreation Specialist exam. If a student requires accommodations, the professor will provide the accommodations needed based on the student's needs.
- B. **Community Programming:** Students will prepare and lead TR interventions for Pittsburg community members. The project will last six - eight weeks, meeting in the gym and/or the classroom lab. Students will be assigned to groups. Students who are not present for planning and presenting days will have points deducted from the final grade. **NO MAKE UPS FOR MISSED DAYS.** A reflection at the end of the project is to be written discussing benefits, the importance of the interventions, struggles, what was learned from this experience, etc. Details and dates will be discussed in class. 50 points possible. (7.02.01)
- C. The student will research and prepare two (2) selected facilitation techniques and create a Lesson Plan. One intervention must be for a person with a physical disability. The second must be a lesson plan form someone with a mental

illness. A lesson plan example will be provided. The lesson plan for each must consist of: two goals, one objective for each goal, six questions to be asked while leading the group, and a task and activity analysis. Worth up to 30 points each. There are two due dates in the semester. (7.02.01)

- G. Diagnostic Resource Book:** Students will be responsible for creating a resource book of the diagnostic groups discussed during the semester. The following are requirements for the resource book: Each diagnostic group discussed in class (as shown on power points), symptoms & comorbidities associated with the diagnostic group (can list out, not required to describe each), assessment(s) that can be used with the diagnostic group, and discussed interventions that can be used with diagnostic group. Assignment is due Monday of dead week. Point total - 30 points.
- G. Attendance:** Attendance is a must. Attendance points are given every class meeting. You miss handouts, assignments, etc., it is your responsibility to get those after class. A doctor's note is required for excused absences.

ANY ASSIGNMENTS HANDED IN LATE WILL RECEIVE 1 POINT OFF PER DAY UNTIL RECEIVED.

Grades will be earned as follows:

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

Do not ask about bumping grades. If your grade is borderline, Dr. Covert Miller will look at attendance and class participation and make a decision based upon those areas.

Syllabus supplement and academic dishonesty policy can be found at:

Concealed to Carry Policy:

In this class, students will be asked on a regular basis to participate in activities, such as engaging in group work, role-playing scenarios, or working with various populations on and off campus. When working with special populations on campus, remember YOU ARE RESPONSIBLE FOR KEEPING THE WEAPON CONCEALED AND IN YOUR CONTROL AT ALL TIMES. When going off campus, you MUST BE AWARE OF THE ORGANIZATION'S CONCEAL TO CARRY POLICY. MOST ORGANIZATIONS WE WORK WITH OFF CAMPUS WILL NOT ALLOW WEAPONS IN THEIR BUILDING. Students are encouraged to read the online weapons policy (<http://pittstate.edu/dotAsset/ca5f2c95-67c7-426d-8da9-b42f5d00a936.pdf>) to ensure they understand the requirements related to concealed carry.

TENTATIVE OUTLINE: DUE DATES AND TOPICS ARE SUBJECT TO CHANGE

Week	TOPIC	OTHER ITEMS DUE
8/20	Intro of course/syllabus/LAM/APIED	
8/27	Review of TR Models	
9/3	Autism Spectrum Disorder	
9/10	Borderline Personality Disorder, Schizophrenia,	
9/17	Generalized Anxiety, Major Depressive Disorder	
9/24	Oppositional Defiance Disorder, PTSD, Substance Related Disorders	
10/1	Cerebral Palsy, Traumatic Brain Injury	
10/8	Guillain-Barre' Syndrome, Multiple Sclerosis	
10/15	Parkinson's Disease, Neurocognitive Disorders	
10/22	Dementia	
10/29	Amputations, Spinal Cord Injury, Spina Bifida	
11/5	Arthritis, Osteoporosis	
11/12	Visual Impairments	
11/19	Heart Disease, COPD	
11/26	Stroke	
12/3	Test Review	
12/10	Finals Week	Final will be Tuesday at 11 am



PITTSBURG STATE UNIVERSITY
Honors College Support Document

Honors College Support Document

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Volunteer Work/Organizations Formed	
Detailed listing of all clubs and organizations the members to or have belonged to over the past three years	
Detailed listing of all leadership positions the students have been involved in over the past three years	
Undergraduate research projects	
Professor Rion Huffman testimonial	

Question: Why should Pittsburg State University have and financially support an Honors College program?

Assertion: The Honors College is the primary group on campus that is dedicated to attracting, retaining, and engaging high achieving students and student-leaders and providing them with a community of their peers. The Honors College member span the entire academic setting across campus. A strong Honors College directly correlates with strong student leadership, enhanced academic engagement, and a strong university.

Pillars of the Honors College:

Academic Achievement

Honors College students strive to achieve academically and to seek out opportunities beyond the classroom to enhance their collegiate educational experience.

Involvement and Leadership

Honors College students strive to continue to develop their leadership skills, both within the Honors College Association and through active involvement and leadership in campus clubs and organizations.

Service to Others

Honors College students understand and appreciate the importance of giving of their time and energy to the campus and surrounding communities.

Service to the Honors College

Honors College students understand and appreciate the importance of investing their time and efforts to work for the good of the Honors College Association, including programs such as the Peer Mentor Program and active participation in TEAM efforts.

Community

Honors College students thrive best in a community of like-minded students who engage in social activities to build a strong, long-lasting bond with others in the organization. For this reason, Honors College students will strive to be active and engaged in various social events sponsored by the organization.

Supporting Evidence:

Programming:

Students in the Honors College are required to do a minimum of 2 hours of community service each semester they are in the program through HCA sponsored projects. The group is constantly seeking out new opportunities and some of the ongoing projects they are involved in include:

Natural Ties

2nd Grade ESOL Reading at Westside Elementary

Via Christi Nursing Home monthly visits
Special Olympics Basketball
Special Olympics Track and Field Day
Salvation Army Toy Sorting
Salvation Army Bell Ringing
The PITT Project
The Big Event

Students are strongly encouraged to participate in undergraduate research, as well as the Academic Honors program and in many cases the outcome of their research is presented, shared, and incorporated into the pedagogy within their respective departments

Students not only form a community of scholars within the Honors College where they support and mentor the younger students and each other, but this mentoring and support spreads beyond the group through serving as tutors and providing other academic support for non-honors students in the department

Students who participate in internships help to build connections between PSU and the various companies and organizations they work for, sometimes resulting in new funding such as the Black and Veatch scholarships in the College of Technology

Facts about Honors College:

Of the 80 freshman, sophomore, and junior students in the program during the 2019-2020 school year, the students completed 298 total community service hours in HCA sponsored community service projects in that timeframe, even amidst the Covid pandemic which started in March. This does NOT include hours they completed in projects outside of the HCA.

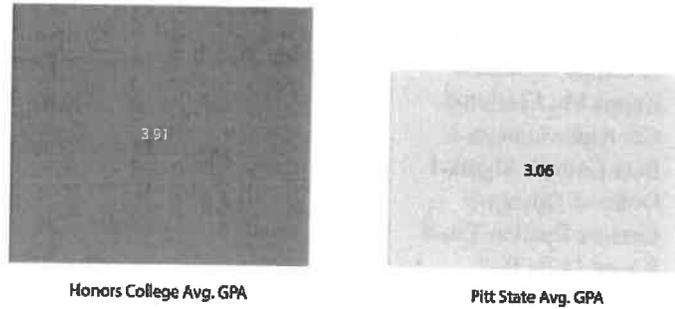
Members started/founded the following student organizations or community service projects

The PITT Project
Gamma Alpha Lambda (GAL)
The Food Recovery Network project
Psychology and Counseling Club

16 members are involved D-II athletics as follows:

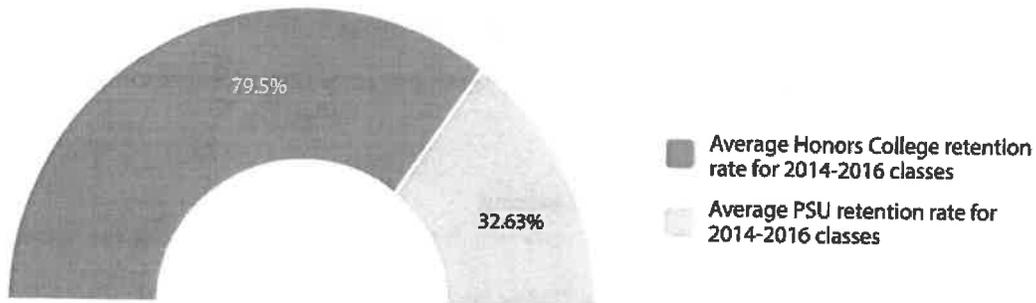
Cross Country and Track-5
Cross Country only-1
Track only-2
Football-1
Volleyball-4
Baseball-2
Cheer-1

In the spring of 2020, members had an average GPA of 3.91 compared to the university average of 3.06. 49 of the 111 members in the spring of 2020 had a cumulative GPA of 4.0



Members have a higher four-year retention rate than their non-honors peers as shown here

	Honors College	University
Fall 13 cohort	25 of 32=78%	29.6%
Fall 14 cohort	26 of 33=79%	33.8%
Fall 15 cohort	28 of 36=78%	31.7%
Fall 16 cohort	25 of 30=83%	35.4%



105 members are involved in the various student clubs and organizations across campus, with a total of 94 different clubs and organizations represented. *Please see the appendix for a detailed listing of those organizations*

67 members have been inducted into an honor society on campus, with a total of 13 different societies represented. Below is a listing of the honor societies and membership records

Phi Eta Sigma-62
Lambda Sigma-13
NSLS-6
Phi Kappa Phi-9
Omicron Delta Kappa-6
Pi Kappa Lambda-2
Kappa Mu Epsilon-5
Chi Alpha Omega-1
Beta Gamma Sigma-1
Order of Omega-2
Gamma Epsilon Tau-5
Kappa Delta Pi-2
Sigma Tau Delta-1

Over the course of their time at PSU, 19 members have served as the President of a student club or organization, 34 have served as Vice-President, 14 have served as Secretary, 16, have served as Treasurer, 9 have served as a Chair, and 40 have served in leadership positions listed as "other". *Please see the appendix for a detailed listing of those leadership positions*

21 members have been involved in undergraduate research projects over the past three years. *Please see the appendix for a detailed listing of those research projects*

Members have participated in 70 study abroad programs in the window from Fall 2015 through Fall 2019, which represents 15% of the total PSU students participating

22 members have had internships over the past three years

16 members have served as student employees around campus including positions in:

Chemistry
Biology
Technology and Workforce Learning
Center for Reading
Axe Library
Manufacturing Engineering Technology
Mathematics
Writing Center
History
Campus Activities Center

There are 44 students in the past four years who have represented the university in an official capacity such as Crimson Club, Admissions Office Ambassador, University Advancement Ambassador, Gorilla Gateway Peer Mentors.

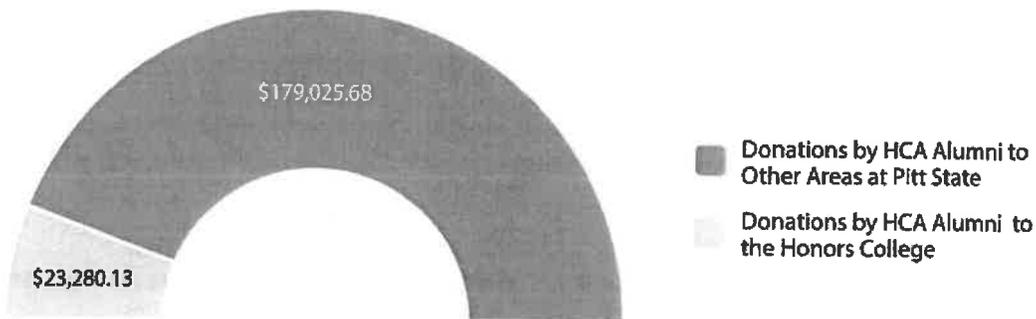
- Admissions Office Ambassador-9
- Advancement Ambassador-8
- Crimson Club-10
- Peer Mentor-4
- Pitt Cares-2
- Resident Assistant-8
- PASS Project-2
- Department of Teaching and Leadership Ambassador-1

Each year at commencement, the university recognizes two seniors who have proven themselves across the campus community and are selected for the Outstanding Senior Award. Here is the list of recipients since 2012 who were members of the Honors College:

- 2012 Holly Hrabik and Zach Krumsick
- 2013 Jessica Berberich
- 2014 Nick Popejoy
- 2015 Ellen Wieberg and Michael Giffin
- 2017 Katelyn Flood
- 2018 Kolleen Gladden and Nick Bartelli
- 2019 Gretchen Reed
- 2020 Piper Misse

Honors College Alumni Donation Records:

Upon review of a giving report created by the Office of University Advancement, in the period from 1993 to 2020, there have been a total of 371 alumni of the Honors College donate money to the university in some capacity. Within those 371, there have been a total of 2,811 individual donations made to various programs and fundraising initiatives. Of those donations, which total \$202,305.81, a total of \$23,280.13 has gone directly to the Honors College and the remaining \$179,025.68 going to other areas of the university.



Testimonials:**Alumni Testimonials:**

Jessi Headrick
Christina Metzger Kromminga
Ann Hutchison
Rachael Sachs
Rikki Miller Eckols
Charles Ault
Ellen Wieberg and Dustin Bonzo
Carson Letchworth
Mary Clow
Erin Geeding
Nick Bartelli
Austin Masters
Katie Nance

Jessi Headrick

The first goal of the Honors College is to attract high-quality applicants and retain them as high-achieving students until graduation.

As a senior in high school, I considered other college options that offered more financial support, but I was drawn to the Honors College at Pittsburg State after attending interview day. Throughout the interview process, it was clear that Dr. Fuchs cared immensely about the program and its members, and I was eager to surround myself with other high-quality, high-achieving students I met on interview day that would challenge and inspire me throughout my college journey. Simply put, I was attracted and committed to Pittsburg State because of the Honors College.

The second goal of the Honors College is to provide educationally enriched experiences for its members. This includes intellectually stimulating general education honors courses at the freshman and sophomore level and departmental academic honors courses at the junior and senior level.

Looking back, it is those classes that were the most helpful and beneficial to me personally and professionally. To this day, I find myself applying what I learned in my general education honors courses to both my personal life and my career as a teacher. The departmental academic honors courses I took in American literature prepared me to teach that subject myself at the high school level.

The third goal of the Honors College is to provide a socially responsive, supportive environment for its members, whereby they feel personally connected to others throughout the college.

Between living-learning communities in the residence halls, peer-mentorships, monthly meetings, annual social events, and community service opportunities, I always felt connected to my fellow members in the Honors College. Ask any Honors College alum, and they will tell you that those personal connections extend well beyond their college years.

The final goal of the Honors College is to **promote a sound start for incoming freshmen.**

As a first-generation college *student*, I was and still am incredibly grateful for the advice and support I received my freshman year through orientation, enrollment, and advisement. Without the Honors College, I do not know how I would have navigated my college experience, let alone my freshman year. I am a first-generation college *graduate* today thanks in large part to the Honors College.

In short, I believe the Honors College is important to have and support because it succeeds in fulfilling its goals. I sincerely hope that the program will continue to benefit students of Pittsburg State for years to come.

Christina (Metzger) Kromminga

How did HC help you get to where you are today?

- The Honors College is the reason I came to Pitt State
- Gave me a scholarship that (along with running) helped me graduate debt free
- The HCA connected me with people and classes who challenged me academically and made me a better person.

What was the most helpful and beneficial part personally and professionally?

- I loved being around people who were motivated in all areas of their lives- the organization breeds excellence
- Honors courses were incredibly enjoyable and insightful - the format and classmates helped me learn
- the requirements pushed me to learn beyond my field of study and allowed me to expand my learning within music education
- I was fortunate enough to go on two study abroad trips which were fantastic life experiences and major highlights of my collegiate career

Why is HC important to have and support?

- The honors college is a group that attracts and supports some of the brightest students
- These students are incredible members of their departments and help the community of Pittsburg
- This learning culture is invaluable and a positive/unique aspect of Pittsburg State University - it would be a detriment to the university and larger community if it no longer existed.

Ann Hutchison

1. During my college search, I had planned to attend a larger university that I felt could better serve my needs. The presence of the Honors College was the reason I applied to PSU and my interactions with the program during the interview that subsequently led me to choose Pitt State for my undergraduate education.
2. The Honors College is important as it not only recruits highly motivated students to our university, it also creates an environment for collaboration across disciplines. This gives our students an invaluable foundation for the skills they will need following graduation. The experience I gained interacting with my classmates uniquely prepared me for my interdisciplinary work as a physician.
3. During my time with the HCA, I had the opportunity to serve as president of our association. The leadership skills I gained have been invaluable in my current position. Not only did I learn important skills, I also gained the confidence to know I was capable of making relevant and sustainable changes in my local healthcare system. This has pushed me into a leadership position despite my
4. During my senior year at PSU, I had the chance to create a community wide service project that has continued since my graduation. The honors college supported me in a colossal undertaking and supported the following classes in continuing a project that benefited the surrounding communities, in particular the elderly and disabled.
5. The travel stipend provided to Honors Scholars provided me an opportunity I otherwise would not have been able to afford. I was able to travel to Romania on a medical missions trip which provided a unique view on healthcare in severely underserved areas. This stimulated my interest in rural healthcare which has led to my current career in general surgery with plans to return to an underserved area to provide healthcare to those most in need.
6. While the education and leadership skills I gained being a part of the Honors College are invaluable, I would argue the most important things I gained are the relationships. From the friends I can still call despite being hundreds of miles apart to the professors who still check in from time to time, the people I met in the Honors College are the people who have made me the person I am today. I truly believe I owe them my success (both personally and professionally) and will be forever grateful to the HC for bringing us together.

Rachael Sachs

Dr. Fuchs,

I cannot emphasize how much the PSU Honors College helped me to grow into who I am today! Thank you for all that you have done to make the program what it has become. I still remember our first year going through Freshmen Experience together, having a roommate who also prioritized academics, and then having the unforgettable experience of studying abroad in Italy and Greece. Wow!

How did the Honors College help you get to where you are today?

The Honors College gave me an instant community of excellence with others who pushed me to have high expectations. Not only did they prioritize academics, but also community involvement and service.

Looking back, what was the most helpful and beneficial part of the Honors College for you personally and professionally?

I think the most beneficial part of Honors College was taking the Honors courses. Being surrounded by peers who also pushed themselves academically helped me to engage in discussions and learn how to have positive discourse.

In your opinion, why is the Honors College at PSU important to have and support?

Honors College is vital to not only the university but also the community. I am not sure that I would have attended PSU if not for the Honors College. I am from Wichita originally but now have chosen to reside and work in the Pittsburg area. The Honors College attracts students who not only want to better themselves but also those around them.

I am so grateful for the support and community of the PSU Honors College. Thank you, Pitt State!

Rachael

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Mrs. Rachael Sachs
Girard High School
Mathematics

Rikki Miller-Eckols

How did the Honors College help you get to where you are today?

- Today, I am a dental hygienist, which is not at all what I set out to do while attending PSU. With that being said, the experiences I had, primarily due to HC, directly relate to my field. I am cultured and can relate to various people, in part, because of my study abroad trip to Europe. I now work with special needs patients, in which my skills have been enhanced because of my work with special Olympics. I am a leader amongst my colleagues because I was able to lead my HC class as a representative. I am analytical because the honors college classes were more than just busy work, they forced me to think for myself as a young adult. The list of skills I have today as a result of the HC is lengthy, but I was told to keep this brief. In short, the HC at PSU played an incredibly large part in who I am today as both a member of the workforce and a member of society.

Looking back, what was the most helpful and beneficial part of the Honors College for you personally and professionally?

- Professionally, the HC provided countless opportunities for leadership and service, which not only look great on a resume, but more importantly teach character. Between special Olympics, community cleanups, food pantries, the list of ways to serve and lead was endless.

-Personally, it provided me with a second family and a home away from home. I absolutely hate change and that first week of college was brutal for me. I was homesick, stressed, and just plain unhappy. My honors college family came to the rescue (even before we really knew each other) and made me feel like I belonged. We had movie nights, ice cream runs, and jam sessions. These are friends I will have for the rest of my life. I even got a husband out of the Honors College deal. I never knew I would have so many doctors as members of my wedding party, but thanks to the HC, I have really successful friends.

In your opinion, why is the Honors College at PSU important to have and support?

- I could go on and on about how wonderful this program is. I believe it is vital to PSU in the way that it draws hardworking, successful students. I can say without hesitation that I would not have attended PSU had it not been for the Honors College and the scholarship I received. Looking back, that thought is heartbreaking because I now consider PSU to have been one of the best decisions I have ever made. It's sad to think that I would have missed out simply because the Honors College did not exist. I may have initially joined the HC because of the scholarship, but it didn't take me long to realize that the organization provided so much more than a financial gift.

Dr. Fuchs,

If you need anything else, please don't hesitate to ask! I would bend over backwards (which is a lot for me) to make sure this program stays at Pitt. Garrett and I send our love.

Rikki

Charles Ault

I hope all is going well- or at least as well as it can be going given the state of the world.

I saw your post on the Honors College Facebook page and figured I'd give my responses to your questions:

Q: How did the Honors College help you get to where you are today?

A: First and foremost, the Honors College helped me pay to attend Pitt State. Without the financial assistance the Honors College offered I likely would not have been able to afford to attend PSU. But the impact of the Honors College offers extend well beyond that. Through my involvement in the Honors College I made many friendships and even met my wife, which has had a great and lasting impact on the way that my life has progressed since then.

It is safe to say that without the Honors College I would not have attended PSU and I cannot fathom how different my life would be as a result of that.

Q: Looking back, what was the most helpful and beneficial part of the Honors College for you personally and professionally?

A: There are two things that I really got out of the honors college that I do not think college would have provided me had I not been involved- access to superior instruction and the opportunity to engage in meaningful public service.

The honors classes that I was able to take through the Honors College- namely Honors English Composition and Intro to Political Science- are perhaps the most influential classes I have ever taken. I still use or think about many of the things I learned in those classes on a daily basis. By taking specially-selected classes with peers who were also engaged and interested in the material I was able to get what I would characterize as the best that PSU had to offer. I felt that it helped me to develop into a well-rounded citizen-scholar rather than just a specialist.

The community service opportunities offered by the Honors College are genuine and fulfilling. The network of student-led volunteering that springs from the Honors college is truly amazing both in size and in scope. With the exception of my last semester I always did the minimum acceptable amount of community service to maintain membership. It is perhaps my greatest regret about my time at PSU is that I did not make better use of this network and volunteer more. The times that I did volunteer were perspective-granting and humbling.

Q: In your opinion why is the Honors College at PSU important to have and support?

A: As an out-of-state student who did not participate in athletics the Honors College was the only substantial scholarship available to me. Without the Honors College I would not have been able to afford to attend PSU and I would have ended up going somewhere else. Without the Honors College and the scholarship opportunities it grants incoming students it will be difficult to attract students who have scholarship opportunities at other universities. Many Honors College students go on to be leaders around campus- Leaders in Student Government, Club Presidents, Outstanding Seniors, Undergraduate Researchers, and much more. Without the Honors College Pitt State will lose the opportunity to attract these students.

But the benefits of the Honors College extend beyond the financial. By directing us and holding us to high standards we are led to be our best and to reach our greatest potential- academically, interpersonally, and for our communities. The Honors College provides a network of academic and well as personal support. The relationship that Dr. Fuchs fosters with each and every one of us is often vital to our success as students. I know that it got me through one of the darkest chapters in my life.

Q: Any more input?

I once compared the scholarships given out to the Honors College to those given to the football team at PSU and found them to be roughly equal. During times of budget constraints everyone has to make sacrifices, but eliminating the Honors College and the opportunities it provides students will gut PSU of many of its most impactful who make PSU what it is and return some of the greatest dividends over time. I think that eliminating or cutting the Honors College would result in lasting negative change to the University as a whole.

I hope this is useful!

Warmest regards,

Charley Ault

Ellen Wieberg-Bonzo and Dustin Bonzo

I'm writing this on behalf of Bonzo and myself since a lot of our story overlaps but let us know if you need separate answers or in a different format.

- Personal: My husband and I met because of our involvement with Honors College. We were in separate classes, separate majors, and our only overlap was from HC activities and the friends we met there. Without HC, our lives would have been forever changed as we would not have met each other at PSU.
- Personal: The HC is able to create bonds that last forever. We have both met our closest friends from the HC (in all different grades) and they remain our closest friends today. HC is a strong advocate for relationship-building, which is so beneficial to college students. It is similar to the bonds formed in residents hall, sororities, or sports activities - and should be valued as such.
- Professional (Bonzo): The HC provides academically minded students a place to come together to study and work together to learn more and better. The strong biology students that we had in my class led most of us to the medical path and created a solid group of doctors who can consult and work together still today. I have the ability to contact doctors across the country if needed because of the HC.
- Importance: Neither of us would have come to Pitt State if it wasn't for the direct involvement of the HC. We tell people that all the time when speaking about our college experience and what led us to PSU. Both Dustin and I were paying for school by ourselves, and as high-achieving/frugal students, HC gave us an outlet to have the best experience possible while able to work during and save as much as we could. To come out of college without debt is a blessing that most do not have the luxury of saying about their college experience.
- As a corporate recruiter for a Fortune 500 Company, with its main location in Kansas, we had never been to a PSU Career Fair to recruit students. As a graduate of the HC, I was able to prove the value in recruiting and retaining students from local Kansas schools. As a large corporation, we are now recruiting at PSU - starting in 2019 - due to the HC and the high-quality students that we can place to stay in KS.
- If I had not gotten into Honors College, I would not have gone to Pitt State. I am currently planning on coming back to SE Kansas to be a doctor in the area and help support the town as best we can. We do not have family in the area and without this connection to HC and PSU, we would not be planning to move to Pittsburg to build a home.

Ellen and Dustin Bonzo

Carson Letchworth

Dr. Fuchs,

I hope all is going well in this weird time. I saw your post to the Facebook group and wanted to contribute. I plan on writing small sections about different points.

The HCA is a springboard for like minded people who want to excel in their collegiate career. People who actually go to a college for the education purposes alone are few and far between. The HCA brings 30+ freshmen in every year who are there to learn, to better themselves, and to better the PSU community. I learned to appreciate my time spent volunteering during my tenure with the HCA. Since I've graduated, I still volunteer every winter for the salvation army ringing bells at local stores in my community, I started a Harvesters volunteer group for incoming interns with my employer, and I've led groups to clean up trash and perform small home repairs. This was inspired by my time spent volunteering for the HCA during the Big Event. The HCA not only gave me great opportunities on the education front but it broadened my respect for the person sitting next to me.

The HCA's study abroad program was something I never really thought I would appreciate up until I participated in it. Being able to travel to different countries and experience their culture, architecture, history, and art all of the while feeling secure knowing that I am traveling with a group of people who are looking out for me was an incredible sensation. Since traveling abroad with HCA, I have traveled to 4 continents, 21 countries, and experienced incredible things all because of what the HCA was able to introduce me to.

If I think of something else to write, I'll send it your way!

Carson

Mary Clow

Hi Dr. Fuchs! I hope you are doing well. Here are my reflections on the honors college, I hope it helps. Feel free to paraphrase or pull out points as needed.

The PSU Honors College is the entire reason I chose to attend Pitt State. When I talked about wanting to go to a state school, many teachers and family members tried to convince me that my brains were better suited for an Ivy League or other elite university. When I met with college representatives from various institutions to choose a college, I was impressed by the honors college program at Pitt State. I felt confident that the Honors College would provide an enriching academic experience that I wanted, and I was right. Being part of HCA activities like meetings and study abroad trips allowed me to be surrounded by academic peers and the honors gen ed classes challenged me in ways that I was used to from high school honors and AP classes. Without the honors college I wouldn't have attend Pitt State, and if I did my experience would have been much less fulfilling.

Mary Clow, class of 2015

Erin Geeding

I know I transferred before I was able to technically graduate from the honors college, but I saw your post on the Facebook page and wanted to provide my input.

Because of the Honors College I was able to figure out exactly what I wanted to do and where I wanted to be. Like many freshmen entering college, I had a very vague idea of a career path (emphasis on the vague). The Honors College connected me to the right people and helped me develop that vague idea into a real plan.

Through the Honors College I was able to step outside of my comfort zone and serve the community. I remember our parking lot clean-ups after football tailgates, just as a quick example. There were constant opportunities to serve in the Honors College in many different capacities making it easy to be involved and feel like I was making a difference, however small.

Academically, the courses the Honors College provided were always pushing me. I still credit the Honors College for teaching me the skills necessary to be successful in graduate school. From something as simple as learning how to study properly, the Honors College taught me to stick to the grind, even when things got tough, and that I always had support from the faculty at PSU.

Finally, the association of the Honors College cannot be matched. The friends I made at the overnight have lasted through graduations, moves to different states, and major life events. Those friends are still some of my best, and they're the first I want to share anything with.

I loved my program at MSU and I know I am exactly where I am supposed to be, but nothing can beat the Honors College. I'll promote it to anyone and everyone!

Hopefully you're receiving lots of helpful messages and that things are going well! Let me know if there is anything else I can do to help.

Thanks!

Nick Bartelli

"If it went for the Honors Program and scholarships I simply would never have chosen PSU. Even if it meant paying more at other schools with their scholarship offers, I would have chosen a school that offered me a program and scholarship over one that didn't

I would have never gone on to be Outstanding Senior Man, I would have never been Academic Affairs Director and expand the free printing service at SGA for students or created a study grant scholarship program.

Even though I would've loved Pitt State regardless, I have to be honest in saying I wouldn't be a Gorilla today if it weren't for the Honors Program."

Austin Masters

Hey Dr. Fuchs,

It's been a long time! Hope you are doing well, even with everything that's happening in the world. I saw your post in the Honors College Facebook group and wanted to respond because Honors College was incredibly important to my college experience and helped provide a springboard to start my career.

The Honors College shaped every aspect of my college experience and was vital to my success in college. When I was making a decision on where to go to school I had applied for multiple different programs and being offered the scholarship helped me make my decision to attend Pitt State. In all honesty If I wasn't given that scholarship I definitely would've gone to a different university that offered more incentives.

The Honors College overnight helped me become more comfortable with the transition out of my small town and begin to develop relationships with my classmates before I started in the fall. In high school I had known all my closest friends since we were really young and spent all my time with them in sports, but I knew college was going to be different. I never had that built in friend group that so many others have because of what they're involved in. The friend group I was able to find was through the Honors College. My friends were all incredibly different, but everyone had a common drive to explore whatever their interests were and weren't afraid to be uniquely themselves. That's something I really valued in my time with the Honor College at Pitt State.

Growing up and through college money was always something that I had to be worried about. My friends were always better off financially and were able to pursue opportunities that always seemed out of reach for me. The financial impact of the Honors College truly changed the trajectory of my life. The study abroad stipend allowed me to spend half a summer in Europe that I would've never even considered without this assistance. It was this trip that led me to pursue the career that I now am in and inspired my interest in understanding people of different backgrounds and cultures.

During my years in school I was able to have an on campus job for less than 20 hours to provide for my basic needs. If I didn't have my scholarship I'm certain that I would've worked a more time intensive job that would have really detracted from studies and my experience at Pitt State. If I would've graduated with the same debt that many of my non-Honors College peers were in I'm also sure that I wouldn't have immediately pursued my graduate degree that is necessary for the job that I now do.

The impacts of the Honors College and financial benefits that come with it are incredible when looking at my college experience and now my life, but that's not the only reason this program should continue to be funded. The program should be funded because it helps attract the kind of

students who enrich the Pitt State experience. The students in the Honors College have a wide range of interests and fields of study, they are a diverse group, and they are leaders throughout the campus. They are the kind of students that have options and offering the financial incentive to get them to become part of the Pitt State family and the support that the Honors College gives to ensure they are successful in their time on campus is important. These people become leaders in their professions and communities and model what it means to be a Pitt State Gorilla. These are the kind of representatives the college should aspire to attract and the Honors College is important in turning these prospective students into Gorillas.

The Honors College has truly changed my life and I hope that it continues to change the lives of the next generation of Pitt State students as they try to make their way in the world.

Wishing you the best,
Austin Masters

Katie Nance

Hi Dr. Fuchs,

Hope you and your family are doing well! I saw your post on Facebook and wanted to send this email as the Honors College was such an important part of undergrad for me. It's so sad to hear the validity of it is being called into question.

The Honors College provided so much during my time at PSU and for that I'll always be extremely thankful. The Presidential scholarship made it so that money and loans were not items to stress about. Which, in an already stressful environment, was a huge weight off my shoulders and allowed me to focus more fully on classes. Additionally, the travel stipend allowed me to study abroad, making me open my eyes to a more global environment and allowing me able to think from the perspective of a global citizen, not just an American citizen.

As well as providing opportunities, having the honor of being in the Honors College does grant individuals a reputation. In classes at PSU, Honors College students are usually held to higher standards while also knowing that we will likely produce high quality work. When I interviewed for graduate school, my committee was impressed that I was in the Honors College and had attained such a distinguished scholarship. This helped me to get a full ride fellowship to graduate school at one of the top colleges in the nation for my discipline.

And lastly, it provides a friendship network that you have throughout undergrad. I remember starting classes as a Freshman more at ease because I already knew several people. I also appreciated Honors classes for the same reasons: knowing that I'd be in a class full of friends who studied just as hard as I did.

To take away the Honors College would mean taking away funding opportunities for students who are working extremely hard to succeed. It would take away potential future recognition, as you would no longer be able to proudly say that you were part of an Honors College or had a full

ride to undergrad. And it would take away connecting with others who are of a like mind, attitude, and determination to succeed.

I hope that this will help, but please let me know if there is anything else I can do!

Best regards,

Katie Nance
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www.synergytaste.com

Faculty Testimonials:

Dr. Barbara McClaskey
Dr. Paul McCallum
Dr. David Hurford
Dr. Susan Carlson
Dr. Rion Huffman

Dr. Barbara McClaskey

Over the years the Honors College students have added to the accomplishments of our university students as well as the rigor in classes. Based on interactions and experiences with these students, they add to class discussions and often ask challenging questions leading to additional explorations of different perspectives. The students who are part of the Honors College are not the only students at Pittsburg State that value academic rigor, research, and service to others, but they have been excellent examples and role models. By demonstrating their commitment to academic excellence, they can serve as an inspiration to others. One of the most recent Honors College students that truly was admired and inspired by her peers in nursing, peers on the cross country and track team, as well as faculty and students across campus was Piper Misse. These students find the time to serve others and participate in university activities while maintaining high academic standards, demonstrating to others that one can effectively manage time and energy if one chooses to adopt those commitments. Honors college students often are found leading organizations and activities throughout campus.

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Dr. Paul McCallum

If memory serves, I first taught an Honors College section of Composition in the Fall 2000 semester. With the exception of Spring 2004, when I was on sabbatical, I have taught an HC section of Composition every spring since. I feel lucky that I have been able to do so. Students in the HC are some of PSU's best and brightest. They bring intelligence, initiative, curiosity, and a critical acumen to their classes. Teaching them can be a challenge--and I know that I've become a better instructor for having taught HC students over the past two decades. Students in the HC expect much of their professors, and I've had to "raise my game" when facing classroom after classroom full of sharp, critical, and restless minds. Among other things, I've had to create writing and research assignments that are challenging, engaging, and (let's admit it) fun to complete and to assess; I've had to find works of literature and non-fiction that make bright young people think, and think deeply about the world around them and their place in it; and I've had to develop a classroom persona that can accommodate a rapid flow of ideas and opinions from highly diverse perspectives. Having to do all this has made me, I think, a better instructor in all my classes, and it's a certainty that the assignments and techniques I've developed over the years in my HC classes have greatly informed those in my non-HC courses. In ways both direct and indirect, PSU's Honors College Program benefits all students at this university, and I hope it remains strong and vital for many years to come.

Dr. David Hurford

I hope that you are doing well. I am sorry for the delay in responding. This semester has been quite challenging for a number of reasons.

I have and will always support the concept and reality of an honors college. I am sure that you will be able to generate considerable anecdotal information, but there is also scientific data to support an honors college. I am surprised, to be honest, that anyone on any campus would not immediately see the virtue of an honors college.

I cannot remember the source right now, but a study several decades ago found that the intelligence quotients of children in elementary school could be estimated by the IQs of those who sat near them in class. Those who score highly on entrance exams who will become honors students are likely to have higher intelligence levels and their presence on campus elevates us all, students, faculty, and administrators, alike.

Here is an example:

<https://digitalcommons.unl.edu/nhcjournal/420/>

I wish you well on your quest. We NEED the honors college!!!!

David

"Who Benefits from Honors: An Empirical Analysis of Honors and Non-Hono" by Ted M. Brimeyer, April M. Schueths et al.

Supporters of university honors programs argue that these programs benefit the university and entire student body while critics argue that honors programs reproduce socioeconomic and racial privileges. In an attempt to address these issues, we have used quantitative survey data to compare the background characteristics, behaviors, and attitudes of honors and non-honors students at a medium ...

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Dr. Susan Carlson

Statement on Honors College Students

Dr. Susan Carlson, Professor of English, PSU

I would like to write this statement in support of the current admissions policy for the PSU Honors College. There have been two arguments brought up to change the current system: 1) Honors College students should be chosen mainly on quantitative data (ACT scores and GPA) and 2) Honors College recipients should not be given such a generous tuition and housing package. Although I understand why these arguments have merit, I want to discuss why the current system should remain as it is.

I've taught Honors College classes in English for the last five years, and have been a member of the committee that chooses Honors College students for the last two years. The students themselves are great to work with, and one reason for that is that they have emotional intelligence as well as academic ability. These are young people who are interested in others' views, respectful, able to listen, and aware of the limits of their own knowledge. If we want graduates from the PSU Honors College to become leaders in their communities, then these personal qualities are as important as academic success.

When we choose students for the Honors College, the students' community service and/or high school activities are taken into account, because we are looking for students who can work with others and have practiced the basic skills you need for leadership. The interviews required for Honors College are also critical, because often students who look good on paper are actually not able to communicate well or show personality issues that could create conflict in groups. This is important because students in the Honors College work together, travel together and build a network of support.

The process for choosing Honors College students prioritizes academic ability (ACT and GPA). However, these other issues need to be considered as well in order to choose students who will flourish in the program and go on to successful professional careers.

Finally, I'd like to add that there has been an argument that Honors students should not receive such generous financial support. The problem with this argument is that the students we are recruiting for this program are highly sought after by other four-year institutions and actually represent a very small population. (For example, in 2019 the average overall ACT score in Kansas was 21.2 (out of 36) [Edwards] and in 2017, only 29% of Kansas test-takers reached the college benchmark in all four areas (Reading, Writing, Math and Science ["Kansas"]). When I talked to Honors College applicants in the interviews, I found that many of them wanted to attend Pittsburg State University because it has a great reputation, is a smaller school and is close to home. They've also heard about the Honors College from previous alumni and are excited about joining the program. However, if we reduce the tuition package, we may make it likely that these students turn to other universities with better funding offers.

Thank you for reading this document and considering these arguments.

Edwards, Halle. "Average ACT Scores by State" (Most Recent). PrepScholar. 1 December 2019. <https://blog.prepscholar.com/act-scores-by-state-averages-highs-and-lows>. Accessed 24 September 2020.

"Kansas ACT test results show decline." KASB (Kansas Association of School Boards). 7 September 2017. <https://kasb.org/0907/>. Accessed 24 September 2020.

Appendices

Volunteer Work/Organizations Formed:

- Gorillathon fundraising, educational incentive program for Tri Sigma, Founders Day for Tri Sigma, Educators Rising Regional and State Competitions
- I'm currently helping develop the food recovery network organization, however Covid has slowed us down a little.
- I started the Via Christi Village monthly community service visits through the HCA
- I also helped lead service projects with PES to nursing homes and the animal shelter.
- Community Service- Wooden Toys for Tots, Clubs- Lacrosse Club
- GAL was founded in 2015 on our campus and during my time on that executive team was the first year we doubled and retained almost all of our membership both semesters (60+). We also created many new ways for girls to become involved and leaders within our faith-based social sorority!
- Panhellenic Pays - a scholarship/closet clean-out event for college students and community members. As Panhellenic's Scholarship Chairwoman I developed and implemented this event that raised a \$150 scholarship for a PSU graduate student, and it won "Program of the Year" at PSU's annual Leadership and Awards Banquet.
- Friday night outreach program through The Homestead
- In Lambda Sigma, I am receiving the opportunity to form a new community service project.
- Started and ran school supply drive through premedical and chemistry clubs, organized goodwill and fostering connections service projects through the honors college
- Club lacrosse, Pi Kappa Alpha blood drive
- PACS Food Donation- Director
- Friends Helping Friends
- Pitt Project, school supplies drive for pre med club , bone marrow drive (before it was a club)
- In 2020, our Chapter became recognized by The Wildlife Society on the national level
- English Club is currently preparing a high school video contest/outreach that I am spearheading. I was integral to both the design and creation of the initial Pitt Lit Podcast and Emerald City Lit Mag.
- Psychology and Counseling Society and Mental Health Week put on by Psychology and Counseling Society
- Created a community service project through Gamma Alpha Lambda that benefited VIE medical clinic. It has not become a biannual event through the organization. We make baby blankets to donate to the clinic that are then donated to families.
- Sigma sigma sigma march of dimes craft sale
- I have been actively and directly involved in developing the Cru campus ministry; the ministry is brand new here and I was asked to be a leader for this group

Detailed listing of all clubs and organizations the members to or have belonged to over the past three years

Organization	Participants
Pre-Med Club	14
Bio Club	22
Chem Club	23
NRHH	2
RHA	6
Hall Council	4
History Club	1
Campus Democrats	1
French Club	1
Alpha Sigma Alpha	3
Graphic Arts Club	6
SGA	14
GAB	2
Gamma Alpha Lambda	13
Panhellenic	2
Society of Plastics Engineers	2
Society of Women Engineers	3
Student Sustainability Fund Committee	5
Alpha Gamma Delta	2
Dance Club	1
Nursing Christian Fellowship	1
Kansas Association of Nursing Students	5
Marching Band	7
Chi Omicron Rho	2
Pre-Vet Club	2
Hispanics of Today	1
BSA	1
International Student Association	1
Pitt Pals	3
PACS	8

<u>Campus Christians</u>	11
<u>Rock Climbing Club</u>	2
<u>Marketing Association</u>	1
<u>Bowling Club</u>	2
<u>Cow Creek Review</u>	2
<u>English Club</u>	1
<u>Christian Challenge</u>	3
<u>Blank Page</u>	2
<u>Pitt Lit Podcast</u>	1
<u>Emerald City</u>	1
<u>Plastics Club</u>	1
<u>Pre-Nursing Club</u>	7
<u>Enactus</u>	1
<u>Econ Club</u>	2
<u>Finance Club</u>	1
<u>Wildlife & Fisheries Society</u>	5
<u>IIASC</u>	1
<u>Newman Club</u>	8
<u>FCA</u>	4
<u>Sigma Alpha Iota</u>	3
<u>Intermural Sports</u>	4
<u>Food Recovery Network</u>	5
<u>Natural Ties</u>	13
<u>Society of Automotive Engineers</u>	1
<u>Society of Automotive Engineers Baja</u>	1
<u>Society of Manufacturing Engineers</u>	1
<u>American Foundry Society</u>	1
<u>Students for Violence Prevention</u>	1
<u>American Chemical Society</u>	1
<u>Ultimate Frisbee</u>	3
<u>Gorilla Gamers Gathering</u>	2
<u>Circle K</u>	2
<u>Prism</u>	3

Anime Club	1
Horror Club	1
Sigma Tau Gamma	2
Interfraternity Council	1
Outdoor Activities Club	1
KNEA	1
SAW Club	1
Pi Kappa Alpha	2
Pre-Dental	2
Social Work Plus	1
Ping Pong Club	2
Sigma Sigma Sigma	4
Be the Match	1
Educators Rising	1
Slam Poetry Club	1
Rugby Intermural Team	1
Nation Community Council	1
Cru	1
Associated General Contractors of America	1
Rec League Softball	1
PSU Film Makers Club	1
Collegio	1
PR & Advertising Club	1
Phi Mu Alpha	1
International Interior Design Association	2
Homecoming Committee	2
Greek Week	2
Crimson Commons Community Council	1
Math Club	1
Campus Republicans	1
Lacrosse Club	2

Detailed listing of all leadership positions the students have been involved in over the past three years

<u>List of Leadership Positions</u>		
President		Vice President
National Hall Council	x2	Pre-Med Club
Panhellenic		Bio Club
English Club		Sigma Alpha Iota VP of Membership
Lambda Sigma		SGA
Pre-Med		Panhellenic VP of Recruitment
Chem Club		Society of Plastics Engineers
PACS		Blank Page
Wildlife & Fisheries Society		PACS
Natural Ties		Natural Ties
SAE Baja		Food Recovery Network
Sigma Tau Gamma	x2	Chem Club
RHA		Gamma Alpha Lambda VP of recruitment
Educators Rising State President		Finance Club
Omicron Delta Kappa		Phi Kappa Phi
Pre-Nursing	x1.5	Gamma Epsilon Tau
Bio Club		Nation Hall Council
Gamma Alpha Lambda		Sigma Tau Gamma
		Gamma Alpha Lambda VP of Membership
		SAW club
		Pi Kappa Alpha Internal VP
		Lacrosse Club
		RHA
		FCA
		Pre-Nursing Club
		Alpha Gamma Delta VP of Academic Excellence
		Phi Mu Alpha
		Sigma Tau Gamma VP of Membership

Secretary		Treasurer	
Pre-Med	x2	Society of Women Engineers	
Bio Club	x2	Natural Ties	x2
Pitt Litt Podcast (and host)		PACS	x3
Wildlife & Fisheries Society		Graphic Arts Club	
Phi Eta Sigma	x2	Phi Eta Sigma	
PACS		Nation Hall Council	
Gamma Epsilon Tau		Wildlife & Fisheries Society	
SAW Club		Hispanics of Today	
Natural Ties		Lambda Sigma	
Lambda Sigma		Lacrosse Club	
IIDA		Food Recovery Network	
		Chem Club	
		Campus Christians	
		Gamma Alpha Lambda	
Chair		Other	
Music & Alumnae Relations Committees		Section Leader (Marching Band/Wind Ensemble)	
Alpha Sigma Alpha Scholarship Chair		Co-Concert Master	
Alpha Sigma Alpha Ritual Chair		Editor	
Alpha Sigma Alpha Best Friend's day Chair		NCF Officer	
Newman Club Faith Formation Chair		SGA Academic Affairs Director	
Panhellenic Council Chairwoman		Pre-Nursing Exec	
Pi Kappa Alpha Scholarship Chair		Food Recovery Network Leader	
Pi Kappa Alpha Homecoming Chair		SGA Senator	x6
Sigma Sigma Sigma Chaplain Chair		Chem Club Events Coordinator	x2
		Food Recovery Network Partner Coordinator	
		Baseball Sac Rep	
		Cross Country Captain	
		Society of Plastics Engineers KS Liason	
		Student Sustainability Fund Committee Vice chair of promotions	

	<u>Alpha Sigma Alpha Parliamentarian</u>
	<u>Gorilla Gamers Gathering Board Gameshead</u>
	<u>Graphic Arts Club Production Coordinator</u>
	<u>PASS Project Study Group Leader</u>
	<u>Pi Kappa Alpha Sergeant at Arms</u>
	<u>Food Recovery Network food donor coordinator</u>
	<u>Sigma Sigma Sigma Education Director</u>
	<u>Sigma Sigma Sigma Bible Study Leader</u>
	<u>Educators Rising National Competition Judge</u>
	<u>Be the Match Exec Board Member</u>
	<u>GAB Committee Member</u>
	<u>Cru Leader</u>
	<u>SGA Chief of Staff</u>
	<u>Natural Ties Social Media Director</u>
	<u>Alpha Gamma Delta Director of Property</u>
	<u>Phi Mu Alpha Fraternal Education Officer</u>
	<u>Gorilla Gamer Gathering Exec Officer</u>
	<u>Sigma Tau Gamma New Member Educator</u>
	<u>Greek Week Exec Board</u>
	<u>Homecoming Committee Exec Board</u>

Undergraduate research projects:

- Murray, M., Hammesfahr, A., & Rega-Brodsky, C. (2020). Comparison of bat communities captured over ponds and streams in Southeastern Missouri. Kansas Natural Resources Conference. Poster. Murray, M., Hammesfahr, A., Rega-Brodsky, C., & Whiney, J. (2020). Threatened Bat Capture Rates Using an Acoustic Lure: The Impacts of Habitat Features. Pittsburg State University Research Colloquium. Poster. Designed a human dimensions survey for the Southeast Kansas Nature Center to evaluate park visitor demographics, needs, and natural values for the Center's Director. (Dr. Brodsky) Assisted Dr. Christine Brodsky with a nationwide camera trap study for the Smithsonian Institution (Snapshot USA) to observe urban wildlife present in Pittsburg, KS
- The educational system of Italy with Dr. Stuck and Dr. Fincher Raising levels of suicide in schools with Dr. Brannock Digital literacy with Mrs. Abbott STEAM with Dr. Bartlow
- Perception of Atheists with Dr. Bradley, ADHD in college students with Dr. Wood, Music and dementia with Morgan Henning and Dr. Allison

- Font Development Research - Rion Huffman Currently conducting Color Science Research - Rion Huffman
- Departmental Academic Honors with Dr. Gloria Flynn, Mrs. Angela Abbott, and Dr. Bridgette Fincher
- Involved in Researching the Efficiency of Manual vs. Motorized Technical View Camera Apparatus'
- Graphics Research Project (Presented at the Capitol Undergraduate Research Day) - Rion Huffman
- I will soon be added to Dr. Santra's research lab and added into the KINBRE program.
- An advertising research project discovering the view of sports businesses in Kansas.
- I do research with Dr. Gupta and have presented research I have worked on 3 times
- Several, all with extremely long names that I cannot recall; Dr. Ram Gupta (Brooks Neria)
- Morgan Henning - Music and Memory in mild-moderate Alzheimer's patients
- AIW National Cabinet Strength Testing- Mr. Charlie Phillips
- I briefly worked with Dr. Hurford and his dyslexia research
- PASS Quality Initiative Project Peer Mentor for Dr. Thuong
- Development of Transgenic Soybean Plant with Dr. Zurek
- Honors Engagement Project on vaccination with Dr Zurek
- Lab Assistant at the Kansas Polymer Research Center
- Polymer Chemistry Research Dr. Ram Gupta
- Hurford in Developmental Psychology
- Dr. Harries - Research Paper

Professor Rion Huffman Testimonial

Pittsburg State University
COLLEGE OF TECHNOLOGY

Department of Graphics and Imaging Technologies
1701 South Broadway • Pittsburg, KS 66762-7576
620/235-4419 fax: 620/235-4413

October 15, 2020

To Whom It May Concern:

In my seven years at Pittsburg State University, I have been fortunate enough to have many experience's with Honors College students. I have been an advisor for nearly all Honors College students that have gone through the Graphics and Imaging Technologies (GIT) Department, and I have worked with many, if not all of them on Academic Honors projects, on traditional classroom projects or larger scale research projects that have garnered national and international recognition.

I strongly support the Honors College as I have witnessed the effect the organization has upon students. The students that come from Honors College are driven to succeed and consistently go above and beyond the typical classroom expectations.

Here are a few examples of these exceptional students in the GIT department and my interactions with them:

- Audrey Dainty (2020 Graduate):
 - Four National Conference Research Presentations (2019, 2020)
 - One mural project still underway (post-graduate)
 - One grant proposal written and funded
 - One photographic image in a National Gallery
 - Two photographic images/graphic design works in Regional Galleries
 - Multiple American Advertising Federation Awards
 - The ONLY two term President of Gamma Epsilon Tau (Graphics Honor Society)
- Josh Tegarden (current student):
 - Presentation at the Capitol Research Summit in Topeka
 - National Conference Research Presentation
 - Currently working on a Needs Assessment for the GIT Department to assess gaps in curriculum in our Digital Media emphasis courses
- Brandon Lee (current student):
 - Brandon is the first student to declare a triple emphasis in our department, which means he will almost be taking every single course we offer. He has still maintained an exceptional GPA despite the heavy course load
 - Acceptance to a National Conference for a Research Presentation (could not present because of COVID)
- Kolleen Gladden (2018 Graduate):
 - 2018 Outstanding Senior Woman
 - Founder of the campus chapter of the Christian sorority Gamma Alpha Lambda Delta
 - Delivered a TEDx speech
 - Currently completed her law degree at the University of Virginia

These are just a few examples of outstanding students that have come from the Honors College. I could list accolades of literally every single Honors College student that has come through the GIT program. These accolades to not even include their many Academic Honors projects that give immense service to the department in many ways.

I have been invited to the Honors College banquet multiple times and I can say that after meeting students from other departments, the accomplishments of the GIT Honors College students are not outliers. The Honors College does a great service to PSU by encouraging these students to come here and give lend their incredible talents and ambition to making PSU a better place in so many ways.

I want to close this letter by saying that I thoroughly support the Honors College at PSU and I appreciate the work that they do in every regard. All students help me grow as an educator, but many times Honors College students are the ones that push me a little harder and help me think critically about issues I may have become complacent with long ago, and for that I am grateful.

Respectfully,

A handwritten signature in black ink, appearing to read "Chauncey Rion Huffman". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Chauncey Rion Huffman