FACULTY SENATE MINUTES
November 28, 2022

The Pittsburg State University Faculty Senate met at 3:00 p.m. on Monday, November 28, 2022, with Karen Johnson, President, presiding.

Past Minutes

Minutes from the October 31, 2022 meeting were approved.

Announcements

Provost and Vice President of Academic Affairs – Dr. Howard Smith
Provost Smith shared that KBOR approved the name change for AMMT to Wood Product Manufacturing. In addition, KBOR continues work on the systemwide dashboards. (See attached for details.) KBOR met with each Chief Academic Officer regarding the dashboards and it was expressed that there needs to be clear definitions for each indicator. KBOR hopes to launch dashboards in February. In addition, KBOR will hold their meeting at PSU on April 19th. Provost Smith also mentioned that a number of job searches are in the works. These include an Associate Provost, the Director of Assessment, and the College of Technology Dean. In addition, there will be intern opportunities focused on strategic planning, academic program planning, and executive leadership training/succession planning. Lastly, Provost Smith noted that KBOR will be livestreaming the rpk meeting regarding workload and academic portfolio reviews on December 1st. Details will be provided in the Pitt State Daily.

PSU/KNEA –Khamis Siam, President
Dr. Siam shared that KNEA had a social at Drop the H on November 10th and have another social planned at the Axe Library at 8:30am on December 7th.

Student Senate – Tarryn Brenner, Representative
No report.

Unclassified Professional Senate – Tammy Higgins, President
It was reported that the Docking Institution satisfaction survey results are being reviewed by the Administration. In addition, it was shared that elections will be starting in January with an effort to get new representatives involved.

University Support Staff – Diane Letner, President
No report.

Faculty Senate President – Karen Johnson, President
President Johnson reminded senators that there is a subcommittee including representation from Graduate Council looking at possible updates needed to the Constitution due to the recent reorganization. Recommendations will be made prior to elections. In addition, KNEA representatives are planning to meet with the local Regents to discuss items of interest on December 13th.

Committee Reports

Academic Affairs – Mike Carper, Chair
No report.

Undergraduate Curriculum – Janet Zepernick, Chair
All submissions up for review were passed and recommended for approval by Faculty Senate. (See agenda for details on submissions.)

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

Library Services/Learning Resources – Chase Dearinger, Chair

No report.

Online and Distance Learning – Laurent Pretot, Chair
No report.

Academic Honors – Kris Lawson, Chair
The committee presented the second reading of changes to the Academic Honors policy. See agenda for additional details. The recommendations passed.

Honors College – Rion Huffman, Chair
No report.

Writing Across the Curriculum – Jason Clemensen, Chair
No report.

Diversity and Multicultural Affairs – Laura Washburn, Chair
No report.

Student-Faculty – Cole Shewmake, Chair
No report.

All University Committee – John Daley, Chair
No report.

Faculty Affairs – Amy Hite, Chair
The committee reported that all sabbatical requests have been approved by the Provost. The committee continues to review travel requests. See agenda for additional details.

Constitution Committee –Casie Hermansson, Chair
No report.

Pitt State Pathway Committee – Bob Kehle, Chair
The committee presented the work they've done on transitioning the Pitt State Pathway to the KBOR General Education Package. Included was an updated Pitt State Pathway document that will be used for assessment, the list of Pitt State Pathway courses updated to the KBOR Gen Ed categories and an explanation on a program's inability to require specific general education courses with the new systemwide package (double dipping). (See agenda for additional details.) The committee also announced that they will not entertain any new Pitt State Pathway courses due to the transition.

There was a discussion concerning the completion of a general education course that is also a major course requirement. In these cases, the student will get credit for both general education and the major requirement, but they may need to complete an elective course to get to the required 120 credit hours. Students transferring from outside of Kansas were also discussed. These students will be evaluated on the same criteria as Kansas transfers. In some cases, they may come in with more electives if they are transferring from an institution with a greater number of general education courses. Contact Bob Kehle with additional questions.

Budget Committee – Kent Runyan, Chair
No report.

Academic Honesty – Rebeca Book, Chair
No report.

Unfinished Business
None.

New Business

None.

Open Forum

Congratulations was extended to Rum Gupta for being named on the list of the world's top scientists.

Meeting Adjourned   Meeting adjourned Monday, November 28, 2022 at 3:42 p.m.

Melinda Roelfs, Recording Secretary

Next Steps

- Finalize definitions for Pillar I Foundational indicators

- Obtain institutional feedback on definitions and proposed Supporting Indicators

- Work with IR teams to determine new data collections and timeframes

- Initial launch of dashboard in February
  - At launch, dashboard will include select metrics that have already been defined in the strategic plan and are supported by existing data collections
  - Dashboard will be updated once new items are approved

	Success	Access	Affordability
Foundational	Persistence Rates Degrees and Certificates Earned Industry Credentials Earned Diplomas Conferred Graduates in Jobs with Sustaining Wages	Attrition Rates by Region and Equity Group Enrollment Equity Gaps College Going Rate Dual/Concurrent Enrollment (SWT) Percent Requiring Co-Requisite Development Education Need by Course	On Pace to Graduate/30 Credit Hours Earned Annually Average Student Loan Amount at Graduation Student Loan Default Rate Total Scholarship Dollars Awarded Need Based Aid Awarded by Year of Enrollment Pell-eligible Enrollment
Supporting	DFWs DFWs by Course DFWs by Equity Group Students w/Professional Advisors, Faculty Advisors and Career Advisors Students w/no Advising Contact Success in Developmental and Co-Requisite Dual/Concurrent Students w/9 or more GE credit hours Students Accessing Services Students in Applied Learning Students completing CTE Pathway	Students in Dual/Concurrent General Education Students in Excel in CTE Transfer Students by Program	30 Credit Hours Taken Annually Retention Rates Percent of Students Passing in Co-requisite by Course FAFSA Completion
Systemwide Approaches	Students in Applied Learning Students completing CTE Pathway 30 Credit Hours Annually	Career Advisors Implement Math Pathways Implement Co-Requisite Model Formulate Meta-Majors Monitor+support	FAFSA Filing Events Consistent, Comprehensive Professional Advising Implementation of Student Success Playbooks Acceptance of all credits from accredited Associate's degree program

FACULTY SENATE MEMBERSHIP (2022-2023)

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
Karen Johnson, (President)	X	X	X							
Rebeca Book, (President Elect)	X	X	X							
Jordan Backs, TWL	X	X	X							
Tim Bailey, HPSS	X	X	X							
Susan Carlson, At-Large										
Browyn Conrad, WGS	X	X	X							
Kari Cronister, FCS	X									
Marcus Daczewitz, TCHL	X	X	X							
John Daley, HPSS	X									
Kristi Frisbee, At-Large		X	X							
Andrew George, BIOL	X	X	X							
Ram Gupta, CHEM	X	X	X							
Rick Hardy, HHPR	X	X								
Todd Hastings, MUSIC										
Casie Hermansson, ENGML		X								
Ashleigh Heter, NURS	X		X							
Amy Hite, At-Large	X	X	X							
Ananda Jayawardhana, At-Large	X	X	X							
Mark Johnson, At-Large	X		X							
Randy Jones, AUTO										
Myriam Krepps, ENGML	X	X	X							
Chris Labuda, Library	X		X							
Kris Lawson, At-Large	X	X	X							
Janet Lewis, ART	X	X	X							
Kristen Livingston, COMM	X	X	X							
Kristen Maceli, KUSB	X	X	X							
Barbara McClaskey, At-Large	X	X	X							
Ruth Monnier, At-Large		X	X							
Clifford Morris, At-Large	X	X	X							
Shannon Nicklaus, CMCET	X	X	X							
David Pearson, PHYS	X	X								
Laurent Pretot, PSYCH	X	X	X							
Jason Reid, TWL		X								
Kent Runyan, At-Large		X	X							
Ashley Shaw, TCHL	X	X								
Josh Shay, MIL										
Cole Shewmake, (Past President)			X							
Dan Spielbusch, ETECH	X	X	X							
Scott Thuong, MATH		X	X							
David Weaver, KUSB	X	X	X							
Gail Yarick, At-Large	X	X	X							
USS Senate Representative		X								
UPS Senate Representative	X	X	X							
Student Government Representative										
Student										

*Substitutes:

Pittsburg State University
Faculty Senate Meeting

Date: Monday, November 28, 2022
Time: 3:00 p.m.
Location: Sunflower Room, Overman Student Center

Agenda

I. **Call to order**

II. **Approval of October 31, 2022 minutes**

III. **Guest: Dr. Shipp**

IV. **Announcements**

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

    B. **PSU/KNEA Remarks- Khamis Siam**

    C. **Student Senate Remarks- Tarryn Brenner**

    D. **Unclassified Professional Senate Remarks- Tammy Higgins**

    E. **University Support Staff Remarks- Diane Letner**

    F. **Faculty Senate Report- Karen Johnson**

IV. **Committee Reports**

    A. **Academic Affairs Committee - Chair: Mike Carper**

- Undergraduate Curriculum Subcommittee - **Chair: Janet Zepernick**

- Library Services/Learning Resources Subcommittee - **Chair: Chase Dearinger**

- Online and Distance Learning Committee - **Chair: Laurent Pretot**

- Academic Honors Subcommittee - **Chair: Kris Lawson**

- Honors College Subcommittee - **Chair: Rion Huffman**

- Writing Across the Curriculum Subcommittee - **Chair: Jason Clemensen**

- Diversity and Multicultural Affairs Subcommittee - **Chair: Laura Washburn**

B. **Student-Faculty Committee - Chair: Cole Shewmake**

C. **All-University Committee - Chair: John Daley**

D. **Faculty Affairs Committee - Chair: Amy Hite**

E. **Constitution Committee - Chair: Casie Hermansson**

F. **Pitt State Pathway Committee - Chair: Bob Kehle**

G. **Budget Committee - Chair: Kent Runyan**

H. **Academic Honesty Committee - Chair: Rebeca Book**

V. **Unfinished Business:**

VI. **New Business:**

VII. **Open Forum:**

VIII. **Adjournment**

Next Faculty Senate Meeting: December 12, 2022 in the Sunflower Room, OSC

Pitt State Pathway – Chair: Bob Kehle

The Pitt Pathway committee has been working hard to incorporate the KBoR General Education package. I would like to complement them on the hard work they put in on the project.

These are the results and in some cases documents or explanations.

1. Revision of Pitt Pathway document. attached
2. Finding homes for our current Pitt Pathway courses in relation to the KBoR list. attached
3. Companion elements
4. Dealing with the double dip issue.

There are two other items the committee felt were important.

1. The constitution committee will have to work on renaming the committee to General Education
2. With this new package coming online in fall of 2024 it seems redundant to deal with new Pitt Pathway submissions. So, we would like to not review new PP courses.

Revision of Pitt Pathway document:

This has been essentially maintained as it provides objectives and assessment. There is a slight modification in the mission statement by moving one line from the Core Values to the mission statement. The rest of the core values were deleted as they no longer apply.

Definition of terms: Is only what an element is as the rest are no longer relevant to the KBoR listing.

The rest of the Pitt Pathway document is retained including categories, statement on the categories, the rubrics and elements. This gives us a way to assess our program.

Finding homes for our current Pitt Pathway courses:

In most cases courses simply moved to the KBoR categories. A few did not. The Philosophy courses listed in the Pathway Math are no longer a fit and there were others that did not transfer across. These courses are now listed under KBoR #7 Institutionally Designated Areas – 6 credits. This area will now include as required courses: Gorilla Gateway (2 credits) and Lifetime Fitness (1 credit) leaving 3 credits for an additional course.

Companion elements:
These no longer have a home and are dropped.

Dealing with the double dip issue:

This is a sticky issue as students can complete their General Education at another institution and transfer to PSU.
Most programs consist of 120 credit hours. The new KBoR General Education package is 34-35 credit hours. That leaves 86 credit hours available for program courses, though not all programs have specific requirements at that level. Currently, some PSU programs "double dip": specify Pathway courses that majors must take, but don't include them as part of the major requirements. However, transfer students may not have taken a required course as part of the KBoR general

education package and might have to take more than 120 hours to complete their degree. What this means:

Programs need to include all required courses as part of their 85-86 hours. PSU students that take a required course as a General Education will need to take additional credits to complete the 120 hours, perhaps an elective. Transfer students who have completed the general education package should only need the 85-86 program requirements to graduate. Transfer students who have taken program required courses as general education may also need elective hours to complete the degree, but in no cases can the degree require more than 120 hours (without an exemption) to complete.

Academic Affairs – Chair: Mike Carper

No report

Undergraduate Curriculum – Chair: Janet Zepernick (Rebeca Book reporting)

See attached

Library Services – Chair: Chase Dearinger

No report

Online and Distance Learning – Chair: Laurent Pretot

No report

Academic Honors – Chair: Kris Lawson

The Academic Honors committee requests a second reading and a vote on the following changes to the wording for the "Policies and Regulations" section of the catalog under the subheading "Academic Honors." The current policy reads:

Students must formally elect to take a course for honors by completing the Enrollment For Academics Honors form and have applications returned to the Registrar's Office, Room 103 Russ Hall, by the Monday of the 3rd full week of classes.

The Academic Honors committee suggests this policy be reworded to read (revisions are highlighted):

Students must formally elect to take a course for honors during the Spring or Fall semesters by completing the Enrollment For Academic Honors form and having applications returned to the Registrar's Office, Room 103 Russ Hall, by the fifteenth class day of that semester; students applying to take a course for honors during the Summer semester must complete and submit the application to the Registrar's Office by the first class day of the 13th week of the Spring semester.

The changes will

1. clear up confusion caused by Monday holidays early in each semester, and
2. allow for an orderly application process for students who want to complete an Academic Honors project during the summer. Setting the summer due date as the first class day of the 13th week of Spring will account for any Monday holidays, allow for enrollment in the

class in question (as enrollment typically happens in week 11), and allow the appropriate Academic Honors committees to meet and discuss the applications while committee members are still on contract.

Honors College – Chair: Rion Huffman

No report

Writing Across the Curriculum – Chair: Jason Clemensen

No report

Diversity and Multicultural Affairs – Chair: Laura Washburn

No report

Student-Faculty – Chair: Cole Shewmake

No report

All-University – Chair: John Daley

No report

Faculty Affairs – Chair: Amy Hite

We reviewed and ranked 7 sabbatical requests; all were approved by Provost Smith and faculty were notified. We continue to review Faculty Travel Requests, approved $17,370 Priority IA to date, no requests for Priority IB, and 6 Priority II or non-tenure requests that will be considered in the spring, pending funds. Please encourage faculty in your Schools/Departments to apply.

Constitution – Chair: Casie Hermansson

No report

Budget Committee – Chair: Kent Runyan

No Report

Academic Honesty – Chair: Rebeca Book

No Report

UGCC Meeting 10/7/2022			Voting Members Approval of Proposed Changes				Ex-Officio
			Goedeke	Hutchens	Pross	Zepernick	Book
Dept: Communication							
Request for Revision to Course							
	COMM 544 to accept COMM 436 as an additional prerequisite		X	X	X	X	
Dept: History, Philosophy, and Social Sciences							
Request for Revision to Course							
	HIST 430 name change to: Historical Methods		x	x	x	x	
Dept: Physics							
Request for new course							
	PHYS 302 - Scientific Programming with Python		x	x	x	x	
Request for Revision to Curriculum							
	Adding PHYS 302 to replace CIS 230, keeping 230 as optional sub, remove CIS 240 as sub		x	x	x	x	
	*Approved subject to correction of hours required in Major curriculum summary.						
	"Required Core" should state (21-22) rather than (22-23) in both current and proposed major sections.						

PITTSBURG STATE UNIVERSITY

GENERAL EDUCATION
OBJECTIVES

PITT STATE GENERAL EDUCATION

MISSION STATEMENT

The *Pitt State General Education* is a student-focused program that facilitates the development of skills, knowledge, and values required for career success and global citizenship.

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

CORE OBJECTIVES

A. COMMUNICATION

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

B. GLOBAL UNDERSTANDING AND CIVIC ENGAGEMENT

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

C. QUANTITATIVE/ANALYTIC METHODS AND SCIENTIFIC LITERACY

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

D. INFORMATION AND DIGITAL LITERACY

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

E. PERSONAL AND PROFESSIONAL BEHAVIOR

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

Kansas Board of Regents General Education areas.

(1) English Discipline Area – 6 Credit Hours

(2) Communication Discipline Area – 3 Credit Hours

(3) Math and Statistics Discipline Area – 3 Credit Hours
(Must be college level. Intermediate algebra shall not meet any of the math degree requirements)

(4) Natural and Physical Sciences Discipline Area – 4-5 Credit Hours
One course with a lab from the following subject areas:
Anatomy
Astronomy
Biochemistry
Biology
Botany
Chemistry
Earth Science
Ecology
Environmental Science
Geology
Meteorology
Microbiology
Physical Geography
Physical Sciences
Physics
Physiology
Zoology

(5) Social & Behavioral Sciences Discipline Area – 6 Credit Hours
A minimum of two courses from two of the following subject areas:
Anthropology
Criminal Justice
Economics
Ethnic and/or Gender Studies
Geography
Political Science
Psychology
Social Work
Sociology

(6) Arts & Humanities Discipline Area – 6 Credit Hours
A minimum of two courses from two of the following subject areas:
Art
Communications
Cultural Studies
Dance
English
General Humanities
History
Literature
Modern and Classical Languages
Music
Philosophy
Religion
Theater

(7) Institutionally designed Area – 6 total hours

- Writing to Learn (WL) courses <u>are not</u> part of the *Pitt State General Education*. Those requirements fall under the **Writing Across the Curriculum Program** and are independent of this package.

Definition of Terms:
- Element........................An assessable skill, competency, or component of knowledge.

COMMUNICATION

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

Learning Outcome: *Students will communicate effectively.*

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Written Communication	*Composes* evidence-based ideas and creates an appropriate written document to convey a message	*Evaluates* evidence-based ideas and critiques a written document used to convey a message	*Explains* evidence-based ideas and reviews a written document used to convey a message	*Remembers* ideas and understands documents used to convey a message	
Information Design Process	*Formulates* an appropriate research scope, effectively organizing and synthesizing ideas from multiple sources, drawing reasonable conclusions	*Evaluates* an appropriate research scope, effectively organizing and synthesizing ideas from multiple sources, drawing reasonable conclusions	*Explains* the nature of an appropriate research scope, and how to effectively organize and synthesize ideas from multiple sources	*Describes* the nature of an appropriate research scope, and how to effectively organize and synthesize ideas from multiple sources	
Use Information Ethically	*Evaluates* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	*Analyze* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	*Explains* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	*Describes* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	
Verbal Communication	*Creates* and delivers a clear and compelling message that is appropriate for an intended audience, supported by a variety of materials	*Analyzes* a message intended for the appropriate audience, supported by referenced materials	*Understands* the message intended for the appropriate audience, using limited materials	*Identifies* s a message not supported or referenced	
Non-verbal and Creative Expression	*Creates, evaluates,* and *analyzes* effective non-verbal and/or creative expression via different modes of delivery	*Demonstrates* effective non-verbal and/or creative expression	*Understands* the characteristics of effective non-verbal and/or creative expression	*Defines* the characteristics of effective non-verbal and/or creative expression	

Definitions of Elements

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

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

2. **Information Design Process:**
Information resources reflect the author's expertise and credibility. These resources should be evaluated based on the information need and the context in which the information will be used. Authority and relevance stems from expertise and the practice of various intellectual and scholarly communities. Competency in this element means:
   - Determining an appropriate scope for investigation;
   - Organizing information in meaningful ways;
   - Synthesizing ideas gathered from multiple sources;
   - Drawing reasonable conclusions based on analysis and interpretation of information.

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

4. **Verbal communication:**

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

- *Organizing* formal presentations (introduction, body with clear and concise transitions, and conclusion) so that the central idea is clear, memorable, and strongly supported;
- *Creating* a cooperative, civilized dialogue based on asking and answering questions to stimulate critical and creative thinking via informal presentations;
- *Demonstrating* language choices that are imaginative and compelling while using appropriate vocabulary for the audience;
- *Employing* supporting claims with appropriate evidence and valid reasoning. Opinions are clearly distinguished. Main ideas are developed through evidence-based sources that clearly distinguish the source material from the writer's own ideas;
- *Analyzing* presenter's credibility/authority through ethical means.

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

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

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

GLOBAL UNDERSTANDING AND CIVIC ENGAGEMENT

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

Learning Outcome: Students will explore global systems conscientiously.

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

Definitions of Elements

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

- *Demonstrating* concepts that characterize a polycentric view of the world in contrast to an ethnocentric perspective.

2. **Human Systems within a Global Context:**
   Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:
   - *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
   - *Analyzing* the individual's role and responsibility to society at all levels;
   - *Evaluating* how human systems are interconnected at all levels.

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

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

5. **Social Responsibility:**
   Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:
   - *Applying* the concepts associated with active, responsible citizenship;
   - *Analyzing* the ethical, social, and environmental consequences of local, national, and global organizations;
   - *Analyzing* the historical consequences of local or national decisions on global systems

QUANTITATIVE/ANALYTIC METHODS AND SCIENTIFIC LITERACY

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

Learning Outcome: *Students will analyze data logically.*

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

Definition of Elements

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

2. **Scientific Inquiry:**
   The scientific method is the systematic approach to understanding the world around us. Through experimentation and hypothesis testing, students will apply analytical skills and appropriate methods of scientific inquiry (i.e. qualitative and quantitative) to solve a variety of research questions. Competency in this element means:
   - *Composing* appropriate research questions and hypotheses, drawing from experts, reliable sources, or previously collected data;
   - *Collecting, synthesizing,* and *analyzing* data from multiple sources;
   - *Drawing* logical conclusions, assessing for gaps or weaknesses, and addressing potential consequences and implications;
   - *Communicating* results using appropriate delivery methods or formats.

INFORMATION AND DIGITAL LITERACY

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

Learning Outcome: *Students will evaluate information competently.*

Elements	4 Mastery	3 Milestone 2	2 Milestone 1	1 Benchmark	N/A
Research as Discovery	*Evaluates* information sources for appropriate use in formulating research questions and applying research methods	*Analyzes* information sources for appropriate use in formulating research questions and applying research methods	*Explains* information sources for appropriate use in formulating research questions and applying research methods	*Describes* information sources for appropriate use in formulating research questions and applying research methods	
Information Validity	*Evaluates* the information need and the contexts in which information is created and disseminated	*Analyzes* the information need and the contexts in which information is created and disseminated	*Explains* the information need and the contexts in which information is created and disseminated	*Describes* the information need and the contexts in which information is created and disseminated	
Evidence of Digital Competency	*Creates* effective search strategies within digital systems through skillful application of appropriate technologies to locate, access, manage, interpret and present information with clarity and insight	*Analyzes* effective search strategies within digital systems through skillful application of appropriate technologies to locate, access, manage, interpret and present information with clarity and insight	*Explains* effective search strategies within digital systems	*Describes* effective search strategies within digital systems	

Definition of Elements

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

2. **Information Validity:**
   - *Understanding* how information from different sources is valued in various contexts;
   - *Recognizing* that information may be perceived or interpreted differently based on the format in which it is disseminated;
   - *Articulating* how information is created and disseminated within a particular discipline;
   - *Assessing* the fit between an information resource and a particular information need.

3. Evidence of Digital Competency:

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

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

PERSONAL AND PROFESSIONAL BEHAVIOR

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

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

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

Definitions of Elements

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

2. **Financial Literacy:**
   Financial literacy includes the ability to manage personal finances. The ability to analyze and evaluate financial decisions, and develop strong financial habits, will enable students to create positive lifelong financial plans. Competency in this element means:
   - *Creating* personal financial management practices;

- *Developing* a working knowledge of basic consumer finance principles;
- *Investigating* global economic issues that may impact personal financial management.

3. Self-Management:

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

4. Professional Development:

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

5. Leadership Initiative:

Leadership initiative is recognizing multiple approaches to leadership and cultivating the knowledge required to apply these approaches. Leaders understand the need for individual initiative in place of direct supervision. Competency in this element means:
- *Demonstrating* successful organizational skills including planning, logistics, and delegation;
- *Fostering* accountability and responsibility;
- *Modeling* team skills including respectful engagement (complementary to leadership);
- *Implementing* effective leadership styles and techniques.

General Education Requirements for all Baccalaureate Degrees

Code	Course #	Course Title	Hrs.
		English Discipline Area - 6 Total hours	
1	ENGL*101	English Composition	3
1	ENGL*299	Intro to Research Writing (or 190/Honors)	3
		Communications Discipline Area - 3 Total hours	
2	COMM*207	Speech Communication	3
		Mathematics & Statistics Discipline Area - 3 Total hours*	
3	MATH*110	College Algebra with Review	5
3	MATH*113	College Algebra	3
3	MATH*126	Pre-Calculus	4
3	MATH*133	Quantitative Reasoning	3
3	MATH*143	Elementary Statistics	3
3	MATH*150	Calculus I	5
3	MATH*204	Mathematics for Education I	3
		*PENDING KBOR APPROVAL	
		Natural & Physical Sciences Discipline Area - 4-5 Total Hrs	
4	BIOL*111	General Biology	3
4	BIOL*112	General Biology Lab	2
4	BIOL*113	Environmental Life Science	4
4	BIOL*211	Principles of Biology I	4
4	CHEM*105	Introductory Chemistry	3
4	CHEM*106	Introductory Chemistry Lab	1
4	CHEM*215	General Chemistry I	3
4	CHEM*216	General Chemistry I Lab	1
4	PHYS*100	College Physics I	4
4	PHYS*104	Engineering Physics I	4
4	PHYS*130	Elementary Physics Lab I	1
4	PHYS*160	Physical Geology	3
4	PHYS*165	Physical Geology Lab	1
4	PHYS*166	Meteorology	3
4	PHYS*167	Meteorology Lab	1
4	PHYS*171	Physical Science	3
4	PHYS*172	Physical Science Lab	1
4	PHYS*175	Descriptive Astronomy	3
4	PHYS*176	Astronomy Lab	1
4	PHYS*375	Solar System Astronomy	3
		Social & Behavioral Sciences Discipline Area - 6 Total Hours	
5	ANTH*101	Introduction to Cultural Anthropology	3
5	ECON*191	Issues in Today's Economy	3
5	ECON*200	Principles of Microeconomics	3
5	ECON*201	Principles of Macroeconomics	3
5	ETECH*502	Engineering Economy	3
5	GEOG*106	World Regional Geography	3
5	GEOG*300	Elements of Geography	3
5	GEOG*304	Human Geography	3

Code	Course #	Course Title	Hrs.
5	POLS*101	U.S. Politics	3
5	POLS*103	Comparative Political Institutions	3
5	PSYCH*155	General Psychology	3
5	SOC*100	Introduction to Sociology	3
5	SWK*250	Relationship Skills	3
5	WGS*200	Introduction to Women's Issues	3
5	WGS*399	Global Women's Issues	3
		Arts & Humanities Discipline Area - 6 Total Hours	
6	ART*178	Introduction to Visual Arts	3
6	ART*188	The Designed World	3
6	ART*217	Crafts I	3
6	ART*222	Jewelry Design I	3
6	ART*233	Drawing I	3
6	ART*244	Ceramics I	3
6	ART*266	Sculpture I	3
6	ART*277	Painting I	3
6	ART*288	Introduction to Art History I	3
6	ART*289	Introduction to Art History II	3
6	ART*311	Art Education	3
6	COMM*105	Performance Appreciation	3
6	COMM*205	Performance Studies	3
6	COMM*395	Theatre History ( )	3
6	ENGL*113	General Literature	3
6	ENGL*114	General Literature (Genre)	3
6	ENGL*116	General Literature (Theme)	3
6	ENGL*120	Literature and Film	3
6	ENGL*250	Introduction to Creative Writing	3
6	ENGL*315	Mythology	3
6	ENGL*320	Literature and Film (upper level)	3
6	HHP*151	Dance Appreciation	3
6	HIST*101	World History to 1500	3
6	HIST*102	World History from 1500	3
6	HIST*201	American History to 1865	3
6	HIST*202	American History from 1865	3
6	HONOR*200	The Power of Music	3
6	MLL*124	French Language & Culture 1	3
6	MLL*154	Spanish Language and Culture I	3
6	MUSIC*120	Music Appreciation ( )	3
6	MUSIC*121	Introduction to Music Literature	3
6	MUSIC*321	History of Music	3
6	MUSIC*322	History of Music	3
6	PHIL*103	Introduction to Philosophy	3
6	PHIL*105	Ethics	3
6	PHIL*112	Biomedical Ethics	3
6	PHIL*113	Business Ethics	3
6	PHIL*114	Environmental Ethics	3

6	PHIL*231	World Religions	3

Institutionally Designated Area - 6 Total hours

7	UGS*150	Gorilla Gateway	2
7	HHP*150	Lifetime Fitness Concepts	1
		Any Class from 4, 5, 6 or the following:	
7	BIOL*617	Environmental Health	3
7	CIS*130	Computer Information Systems	3
7	EDUC*261	Explorations in Education	3
7	EET*247	Computer Programming for Electronics	3
7	EDTH*330	Technology in the Classroom	3
7	FCS*203	Nutrition and Health	3
7	FCS*230	Consumer Ed/Personal Finances	3
7	FIN*210	Financial Planning	3
7	GT*210	Technology in the World Today	3
7	GT*350	Technology and Civilization	3
6	HIST*207	Health Habits in America History	3
7	MECET*121	Engineering Graphics I	3
7	MFGET*263	Manufacturing Methods I &	2
7	MFGET*268	Manufacturing Methods I Lab	1
7	MFGET*405	Quality Control	3
7	MGT*101	Introduction to Business	3
7	NURS*303	Introduction to Public Health	3
7	PHIL*206	Rational Decisions	3
7	PHIL*207	Critical Thinking	3
7	PHIL*208	Logic	3
7	REC*350	Promoting Cmmnty & Wrkste Wellness	3

Academic Advising Planning Document

Code	Course Num.	Course Name	Cr. Hr
#1 English Discipline Area - 6 Total hours			
1	ENGL*101	English Composition	3
1	ENGL*299	Introduction to Research Writing	3
#2 Communications Discipline Area - 3 Total hours			
2	COMM*207	Speech Communication	3
#3 Mathematics & Statistics Discipline Area - 3 Total hours			
3			3
#4 Natural & Physical Sciences Discipline Area - 4-5 Total hours			
4			4-5
#5 Social & Behavioral Sciences Discipline Area - 6 Total hours			
5			3
5			3
#6 Arts & Humanities Discipline Area - 6 Total hours			
6			3
6			3
#7 Institutionally Designated Area - 6 Total hours			
7	UGS*150	Gorilla Gateway	2
7	HHP*150	Lifetime Fitness Concepts	1
7		Any Class from 4, 5, 6 or others as noted	3
General Education Package - 34-35 Total hours			

General Education criteria:
1) Discipline area #4 must be from one subject and must include a lab.
2) Discipline areas #5 and #6 must each include two different subject areas.

| | Voting Members Approval of Proposed Changes | | | | Ex-Officio |
	Goedeke	Hutchens	Pross	Zepernick	Book
Present:	x	x			x
Dept: Art					
Request for New Cours					
Proposed Course: 690 – Curatorial Studies	x	x		x	
Dept: History, Philosophy, and Social Sciences					
Request for New Course					
Proposed Course: JUST 300 – Criminal Forensics	x	x		x	
Proposed Course: POLS 580- Public Opinion and Polling	x	x		x	
Revision to Course					
POLS 578 – Democratic Theory and Public Opinion to "Democratic Theory" – separate course on public opinion to be created due to changes in faculty	x	x		x	

*Approved subject to correction of hours required in Major curriculum summary.
"Required Core" should state (21-22) rather than (22-23) in both current and proposed major sections.

Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: <u>Art</u>   College: <u>Arts and Sciences</u>

Submission Date: <u>9/12/22</u>

Contact Person: <u>Dr. Li-Lin Tseng</u>

☒ Faculty member ☐ Chair

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
<u>This new course will be housed within the Department of Art and does not affect other department or program curricula at PSU</u>

Proposed Course:
Course Number: <u>690</u>

Title of Course: <u>Curatorial Studies</u>

Credit Hours: <u>3.0</u>

Date first offered: <u>WF 23</u>   ☒ Fall ☒ Spring ☐ Summer
          (Semester/Year)   (check all that apply)

Prerequisite: <u>Permission of Department</u>

Course Description (<u>as it will appear in the next catalog</u>):

<u>An introduction to curatorial practice with an emphasis on the curator's role in the conceptualization, analysis, and synthesis of visual arts and visual culture. Explore procedures in collection and exhibition with respect to artistic production, historical context, global culture, and art criticism. Students will work closely with an art historian and a studio artist to develop an exhibition selected from the university's collection. Intensive readings and discussions will focus on contemporary museum practice as well as on relevant theories and themes underpinning the student's developing exhibition.</u>

Purpose/Justification for Proposed Course:

<u>The primary goal of this course is to introduce students to contemporary and historical analysis of the exhibition, display, and interpretation of artifacts. Emphasis will be placed on current trends in museum practice, private collecting, art history, and art criticism. This course is intended to provide students an opportunity to select and organize an exhibition in preparation for careers in the related fields.</u>

Objectives/Student Learning Outcomes (as it will appear in the syllabus)
<u>Course Learning Outcomes</u>

<u>Upon completion of the course the student curators will be able to:</u>

1.   <u>Develop practical and academic skills in organizing an art exhibition.</u>

2.   Gain knowledge and the skills needed to successfully develop a collection of artworks.
3.   Understand curatorial activities concerning the main task of museums, galleries, libraries, and archival collections.
4.   Be aware of current research methods and collection management as well as critical issues related to categorizations, interpretations, documentations, and presentations of artworks.
5.   Discuss art, art history, art theory, art criticism, and art collection.
6.   Identify artworks by media, style, period, and culture.
7.   Demonstrate an awareness of the impact of global trends on contemporary visual arts and visual culture.

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

Students will be assessed by way of organizing an art exhibition, writing two papers (a 3 page-review of an exhibition and a 5-page research paper on the topic of the exhibition), and giving a 15-minute presentation about the art, history, culture, and theme of the exhibited artworks.

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

Additional Questions

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

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

   Please give the rationale for additional student fees:
   _____

3. Is this course to be considered for Pitt State Pathway? ☐ Yes   ☒ No
   If "yes," please complete the Pitt State Pathway Course Approval Form located on the Faculty Senate webpage. 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.)?
   <u>None</u>

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

☒ Approved: Department Chairperson
Date 9/17/22 Signature, Department Chairperson _James M. Oliver_

☐ Approved: College Curriculum Committee
Date 10/4/22 Signature, College Curriculum Committee Chair _Mary Carol Pomatto_

☐ Approved: Dean of College
Date 10/4/22 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 11/14/22 Signature, Undergraduate Curriculum Committee Chair _Janet Zepernick_

☒ Approved: Faculty Senate
Date _____ Signature, President, Faculty Senate _____

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

☐ Approved: Faculty Senate
Date _____ Signature, President, 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.

Request for New Course

(Undergraduate Course Numbers through Course Number 699)

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

Submission Date: <u>8/24/2022</u>

Contact Person: <u>Gary Wilson and/or Matthew DeGarmo</u>

☒ Faculty member ☐ Chair

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

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
<u>The new Forensics course does not affect any other department's/college's/unit's curricula or programs at Pittsburg State University.</u>

Proposed Course:

Course Number: <u>JUST 300</u>

Title of Course: <u>Criminal Forensics</u>

Credit Hours: <u>3</u>

Date first offered: <u>SP 2023</u>
(Semester/Year)

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

Prerequisite: <u>none</u>

Course Description (<u>**as it will appear in the next catalog**</u>): <u>A one-term introduction to criminalistic theories and practices, including basic techniques of investigation. Topics include fingerprints, blood typing, photography and casting techniques.</u>

Purpose/Justification for Proposed Course: <u>The course will be a beneficial addition to the JUST curriculum.</u>

Objectives/Student Learning Outcomes (**as it will appear in the syllabus**)
<u>1: Understand the nature of forensics and its importance within the U.S. criminal justice system.</u>
<u>2: Examine criminalistics theories and practices.</u>
<u>3: Understand and apply the basic techniques of investigation.</u>

Assessment Strategies [e.g., exams, projects, university rubric, etc. (**as it will appear in the syllabus**)]
<u>Student progress will be assessed through a pretest and corresponding posttest. During semester the assessment strategy includes exams, projects, reflection assignments. See attached syllabus for more information.</u>

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

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.);
   Approximately $800 (see attached budget).

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 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.)?
   See question 1 above and attached budget.

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

☐ Approved: Department Chairperson
Date 7/25/22 Signature, Department Chairperson *Christy Childers*

☐ Approved: College Curriculum Committee
Date 10/4/22 Signature, College Curriculum Committee Chair *Mary Carol Pomatto*

☐ Approved: Dean of College
Date 10/4/22 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 11/14/22 Signature, Undergraduate Curriculum Committee Chair *Janet Zepernick*

☒ 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.

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Re: New Course Request - Criminal Forensics

Christopher Childers <rchilders@pittstate.edu>
Wed 8/24/2022 1:09 PM

To: Gary Wilson <gwilson@pittstate.edu>

Thanks Gary. Let's move forward with this. I will speak with the dean about course costs. One way or another we will make it work. If Matt can clean up this syllabus to make it look like a PSU course, then we can attach it to the legislation.

Thanks,
Chris

Dr. Christopher Childers
Chair, School of History, Philosophy, and Social Sciences
Associate Professor of History
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
(620) 235-4325 office
www.pittstate.edu/hpss

From: Gary Wilson <gwilson@pittstate.edu>
Sent: Wednesday, August 24, 2022 12:26 PM
To: Christopher Childers <rchilders@pittstate.edu>
Subject: Re: New Course Request - Criminal Forensics

Chris,
The most recent syllabus for the Forensics class is attached.
Let me know if you have questions.
Thanks,
Gary

Gary Wilson, Ph.D.
Department of History, Philosophy and Social Sciences
311 Russ Hall
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
620-235-6020
gwilson@pittstate.edu

From: Christopher Childers <rchilders@pittstate.edu>
Sent: Wednesday, August 24, 2022 12:10 PM
To: Gary Wilson <gwilson@pittstate.edu>
Subject: Re: New Course Request - Criminal Forensics

Gary, this looks like a terrific class. Does Matt have a syllabus he could share?
Thanks,
Chris

Dr. Christopher Childers
Chair, School of History, Philosophy, and Social Sciences
Associate Professor of History
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
(620) 235-4325 office
www.pittstate.edu/hpss

From: Gary Wilson <gwilson@pittstate.edu>
Sent: Wednesday, August 24, 2022 10:02 AM
To: Christopher Childers <rchilders@pittstate.edu>
Subject: New Course Request - Criminal Forensics

Dr. Childers,

Forensics has long been missing from our JUST curriculum. It is the most requested course by prospective students (and their parents) and current students. The attached proposal details a plan to add Criminal Forensics to our curriculum. The proposal includes a request for funding of approximately $800 for supplies for each session that the course is offered. The second attachment includes a detailed budget for the necessary supplies for the course.

Is this something you support? Please let me know if you need additional information.

Thank you,
Gary Wilson

Gary Wilson, Ph.D.
Department of History, Philosophy and Social Sciences
311 Russ Hall
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
620-235-6020
gwilson@pittstate.edu

Re: New Course legislation

Christopher Childers <rchilders@pittstate.edu>
Thu 8/25/2022 11:16 AM

To: Gary Wilson <gwilson@pittstate.edu>

Regarding course costs, I will pay for the initial costs out of OOE (or alternate sources if we can identify them). No need to charge a course fee.
Chris

Dr. Christopher Childers
Chair, School of History, Philosophy, and Social Sciences
Associate Professor of History
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
(620) 235-4325 office
www.pittstate.edu/hpss

From: Gary Wilson <gwilson@pittstate.edu>
Sent: Thursday, August 25, 2022 11:02 AM
To: Christopher Childers <rchilders@pittstate.edu>
Subject: Re: New Course legislation

Chris,
I think the form is ready, but do we need to attach copies of our emails about the proposal or anything else about the budget? I'm sure there will be questions at the next level about the budget. Let me know. Gary

Gary Wilson, Ph.D.
Department of History, Philosophy and Social Sciences
311 Russ Hall
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
620-235-6020
gwilson@pittstate.edu

From: Christopher Childers <rchilders@pittstate.edu>
Sent: Thursday, August 25, 2022 10:56 AM
To: Gary Wilson <gwilson@pittstate.edu>
Subject: Re: New Course legislation

Thanks Gary. Is the legislation file you sent me yesterday ready to go or does it need any revisions. If it's ready I'll sign and submit it for the legislative process.
Thanks,
Chris

Dr. Christopher Childers
Chair, School of History, Philosophy, and Social Sciences

Associate Professor of History
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
(620) 235-4325 office
www.pittstate.edu/hpss

From: Gary Wilson <gwilson@pittstate.edu>
Sent: Thursday, August 25, 2022 10:52 AM
To: Christopher Childers <rchilders@pittstate.edu>
Subject: Fw: New Course legislation

Chris,
The revised syllabus for our proposed JUST 300 course is attached.
Thanks,
Gary

Gary Wilson, Ph.D.
Department of History, Philosophy and Social Sciences
311 Russ Hall
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
620-235-6020
gwilson@pittstate.edu

From: Matthew DeGarmo <mdegarmo@pittstate.edu>
Sent: Thursday, August 25, 2022 10:27 AM
To: Gary Wilson <gwilson@pittstate.edu>
Subject: Re: New Course legislation

Revised cj 300 syllabus attached. Feel free to revise as needed, or email back for revisions.

Matt

From: Gary Wilson <gwilson@pittstate.edu>
Sent: Wednesday, August 24, 2022 8:20 AM
To: Matthew DeGarmo <mdegarmo@pittstate.edu>
Subject: New Course legislation

Matt,
See the attached form. I used your syllabus as a guide so the details will look familiar to you.
I plan to visit with Chris about this plan today if he is available. Let me know if you have any concerns.
Thanks,
Gary

Gary Wilson, Ph.D.
Department of History, Philosophy and Social Sciences
311 Russ Hall
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
620-235-6020
gwilson@pittstate.edu

Forensics Course Start-up Budget (assuming one course/term, no formal lab, and around 25 students/term)

Total startup: $822

Annual cost after startup: $432 or less

1 year disposable supplies

	purschase site	cost	qty	total
Crime scene tape	sirche.com	16.38	4	65.52
Evidence bags (100 count)	sirchie.com	44.63	1	44.63
Nitrile gloves (1000 count)	amazon.com	42.49	1	42.49
Safety goggles	zoro.com	2.59	25	64.75
batteries (flashlights)	zoro.com	18.98	1	18.98
yellow twine (blood spatter)	sirchie.com	8.96	4	35.84
30lb bogus paper roll	uline.com	54	1	54
regular silk black fingerprint powder (16oz)	sirchie.com	34.93	1	34.93
spatter blood	sirchie.com	24.95	1	24.95
synthetic blood	sirchie.com	19.49	1	19.49
Ink cleaner	sirchie.com	10.51	1	10.51
luminol	sirchie.com	16.43	1	16.43
		Total		**432.52**

Long-term supplies/equipment (5+ years)	purschase site	cost	qty	total
plastic evidence markers (#1-#50)	sirchie.com	82.37	1	82.37
UV flashlights	amazon.com	19.99	2	39.98
zero edge protractors	sirchie.com	2.54	25	63.5
clear storage container	walmart.com	9.28	4	37.12
dusting brush	sirchie.com	5.09		127.25
google cardboard VR headsets (KNOX labs)	arvr.google.com	10	4	40
		Total		**390.22**

No/low cost items	purschase site	cost	qty	total
clothing for crime scenes	ask for donations			
general evidence items (i.e. alluminum cans)	ask for donations			
plastic bags (super glue finger print recovery)	usually bring from home			
iodine and super glue (finger print recover)	usually bring from home			
students use cell phones for pictures				
students use cell phones for 360 degree video				
various free online crime scene mapping apps				

various free online crime scene mapping forms

youtube account for 360 videos

dollhouse furniture   dollar store

Total   0

Optional /wishlist type supplies	purschase site	cost	qty	total	
sumulaids flexible rescue randy	simulaids.com	971.1	1	971.1	will last 10+ years
flourescent print powder (students love it)	sirchie.com	24.27	4	97.08	will last 2-3 years
360 Gopro camera and stand	bestbuy.com	499.99	1	499.99	
home-built finger print steaming chamber		minimal			

Class Information
Class Time:
Class Location:

Instructor Information
Office Hours:
Office phone:
Office:

JUST 300- CRIMINAL FORENSICS
(Proposed Syllabus)

Course Description

A one-term introduction to criminalistic theories and practices, including basic techniques of investigation. Topics include fingerprints, blood typing, photography and casting techniques.

Course Objectives

1: Understand the nature of forensics and its importance within the U.S. criminal justice system.

2: Examine criminalistics theories and practices.

3: Understand and apply the basic techniques of investigation.

Assessment

Student progress will be assessed through a pretest and corresponding posttest. The student will be measured on their current knowledge then retested at the end of the semester to identify some form of progression. The questions for the pretest and posttest are pulled from the *course learning objectives*. The students two tests will be qualitatively compared then their progress will be rated from 1-5 [1=regression; 2=little progress; 3=some progress; 4=considerable progress; 5=significant progress.

Textbook(s) and Materials
Required texts:

Forensic Science
Author: Stuart James et al.
ISBN: 9781439853832

Recommended texts:
- Email instructor if you are interested in learning more about a specific topic.

Course Requirements
(500 points total)

Course Introduction (15 total points)
Location: Module 1 Activities
Due: End of the first week (Sunday by Midnight)
Overview:

Students will provide a brief introduction. Students should tell everyone:
- Who they are and what name they like to be called (i.e. Matt instead of Matthew)
- Where they are from
- What they think they may want to do for a career
- Something interesting about themselves

Grading Criteria/Rubric:
- Completion of assignment

Discussion Threads (10pts each; 150 total points)
Due: End of each Module 1-15 (Due Sundays by Midnight)
Overview:

The student is responsible for participating in 10 discussion threads throughout the duration of the session. Discussions will be based off crime scenes developed by the

instructor. These crime scenes will either be picture based (a number of pictures of a crime scene), or virtual reality based (scenes will be posted at via youtube). Student responses should be at least 200 words.

Format of your discussion response:

- At least 100 words: what you see in the crime scene (victims, evidence, etc.)
- At least 100 words: what you think happened in the crime scene

Grading Criteria/Rubric:

Grading will be weighted on:

- What you see in the crime scene   5pts
- What you think happened   5pts

Chapter Reviews/Notes (10 pts each, 100 total pts)

Due: Modules 1-10 (note that they are out of order)

- Module 1- Chapter 1 "Justice and Science"
- Module 2- Chapter 3 "Crime Scene Investigation)
- Module 3- Chapter 4 "Bloodstain Patterns"
- Module 4- Chapter 5 "Death Investigation"
- Module 5- Chapter 8 "Blood and Body Fluids"
- Module 6-Chapter 9 "DNA Typing"
- Module 7- Chapter 11 "Drug Analysis"
- Module 8- Chapter 12 "Arson, Fire, and Explosives"
- Module 9- Chapter 13 "Fingerprinting"
- Module 10- Chapter 21 "The Future of Forensic Science"

Overview:

The student is responsible for completing ten-chapter reviews. The student should read the assigned chapter and type up their own notes. This can range from 2-5 pages of notes (double-spaced). The professor will give everyone the full points for the first week's notes, providing the student with instructions on how to improve their notes for the remaining weeks.

Grading Criteria/Rubric:

Grading will be weighted on:

- Minimum requirements (i.e. word length)   7pts
- Organization   3pts

At-Home Crime Scene (40 pts)

Due: Module 7

Overview:

Students will stage their own crime scene (at-home) and take pictures of the scene so the instructor can disseminate them to the rest of the students in class. Students will take at least 3 photos of the crime scene and write a 1-page (double- spaced)

overview of what happened in the scene (i.e. who the victim and offender were, what the key evidence is, how the crime actually happened).

Grading Criteria/Rubric:

Grading will be weighted on:

- 3 photos of the crime scene   20pts
- 1-page write-up of what happened   20pts

Other information:

Rules about taking pictures and staging scenes will be discussed in class during the first week. Students should not proceed until the rules are discussed.

Class Participation (2.5pts/class; 75 points total)

Due: Every class period

Overview:

Students will be given 2.5pts/day for attendance and active participation.

Grading Criteria/Rubric:

Grading will be weighted on:

- Active attendance   2.5pts

Solving At-Home Crime Scenes (10 pts each; 40 pts total)

Due: End of Module 15

Overview:

Students will choose 4 crime scenes from other students At-Home Crime Scene. They will then write a 3-4 page paper following this format:

Format of your discussion response:

>250 words: what you see in the crime scene (victims, evidence, etc.)
>250 words: what you think happened in the crime scene

Final Paper: Historical Analysis of Forensic Science (80pts)

Due: Finals Week

Overview:

Students will read one of the first published articles within the field of forensics (i.e. an article on bloodspatter from the 1960's), they will then research the topic (i.e. bloodspatter) from a modern perspective, paying attention what has changed within the field, what has remained the same, and what this means for the field of forensics and its practitioners.

Research paper requirements:

4

- There are various steps that we will work through in order for you project to come to fruition. Your paper must be in **APA format** specific to research projects. An example will be given to the student later in the semester.
- The paper must be double-spaced, Times New Roman, 12pt font, with 1-inch margins.
- The total paper length should be at least **7 pages [double-spaced]**, again papers will be outlined in APA format; failure will result in the paper being handed back to the student for further revision. **Note: you should have a cover page, abstract, and 5 pages of text.**
- The student should, at the least, **reference the text book an older forensics article; and two recent articles discussing the issue from the older article (the current articles can be online articles, but must be from reputable sources).**

Format:

Page 1: Title Page
Page 2: Abstract (100-250 words)
Page 3: Introduction/Overview (1page)
Page 4: What old literature says about a topic (1 page)
Page 5: What current literature says about the topic (1 page)
Page 6: Conclusion about what has changed over the years (1 page)
Page 7: Reference the book, the old article, and two current articles.

Grading Criteria/Rubric:

Grading will be weighted on:

Minimum research paper requirements	40pts
Following the format	20pts
Grammar and spelling	10pts
Paragraph Structuring	10pts

Total Class Points = 500

15-points total	Course Introduction
100-points total	Chapter Reviews
150-points total	Discussion Threads
75-points total	Attendance
40-points total	At-Home Crime Scene
40-points total	Solving At-Home Crime Scenes
80-points total	Final Paper [Historical Analysis]

Schedule
(Note: dates will be adjusted to reflect the 16-week term and semester instructed):

Introduction (week 1)

Sept 24
    -Syllabus, introduction, and icebreakers

Sept 26
    -Qualitative Pretest (Crime Scene)

Criminal Justice

Oct 1
    -Introduction to Criminal Justice

Oct 3
    - Crime rates

Oct 8
    - Criminological Theory

Octo 10
    - History of Forensics

Forensics

Oct 15
    -Crime Scene Investigation (read chapter 3) **Chapter Review Due!**

Oct 17
    -Bloodstain Patterns (read chapter 4) **Chapter Review Due!**

Oct 22
    -Death Investigation (read chapter 5) **Chapter Review Due!**

Oct 24
    -Identification of Blood and Body Fluids (read chapter 8) **Chapter Review Due!**

Oct 29
    -DNA Typing (read chapter 9) **Chapter Review Due!**

Oct 31
    -Drug Analysis (read chapter 11) **Chapter Review Due!**

Nov 5

-Arson, Fire, and Explosives (read chapter 12) **Chapter Review Due!**

Nov 7

-Fingerprinting (read chapter 13) **Chapter Review Due!**

Nov 12 (NO CLASS)

Nov 14

-Firearms and Tool Marks (read chapter 14) **Chapter Review Due!**
-Tread Impressions (read chapter 15) **Chapter Review Due!**

Large Group Project

Nov 19

-Group 1 Mystery

Nov 21

-Group 2 Mystery

Nov 26

-Group 3 Mystery

Nov 28

-Group 4 Mystery

End of Term

Dec 3

-Final Papers DUE (these must be hand delivered to me)

Dec 5

-No Class

Important Information

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This

may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the Academic Integrity Guide for an overview of the topic. For hands- on practice, complete the Understanding and Avoiding Plagiarism tutorial.

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Request for Revision to Course

(Undergraduate Course Numbers through Course Number 699)

Department: **HPASS**   College: **A&S**

Contact Person: **Darren Botello-Samson**

Submission Date: **8/29/22**

☒ Faculty member ☐ Chair

Revision Effective: **23SP** (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.
The course was already exclusive to political science; therefore, splitting the course into two separate courses will not affect any other program.

Purpose/Justification for Revision to Course: Due to changes in faculty, the course will no longer address both democratic theory and public opinion. A separate course on public opinion and polling will be created to take greater advantage of new faculty expertise. The current course satisfies a major subfield requirement in political philosophy. The new focus on public opinion will not satisfy that requirement, but the continued focus of this course on democratic theory will. Since some majors have already taken this course to satisfy that subfield requirement, it would be convenient to maintain the democratic theory portion under the current course number.

Existing Course:
Course Number: POLS 578

Title of Course: Democratic Theory and Public Opinion

Credit Hours: 3

Prerequisite: N/A

Course Description (**as it appears in the current catalog**): Interpretations of democracy, the degree to which the United States is democratic, and the formation of public opinion and its role in United States politics.

Proposed Course:
Course Number: POLS 578

Title of Course: Democratic Theory

Credit Hours: 3

Prerequisite: N/A

Course Description (**as it will appear in the next catalog**): An examination of key concepts in the philosophical traditions establishing, defining, defending, and explaining democracy as a form of government.

Additional Questions

1. Is this course to be considered for PittState Pathway? ☐ Yes ☒ No
   If "yes," please complete the Pitt State Pathway Course Approval Form found on the Faculty Senate webpage.

   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
LEGISLATIVE PROCESS
AUTHORIZATION/NOTIFICATION SIGN-OFF SHEET

☐ Approved: Department Chairperson
Date 9/2/22 Signature, Department Chairperson _Almost D. Childers_

☐ Approved: College Curriculum Committee
Date 10/4/22 Signature, College Curriculum Committee Chair _Mary Carol Pomatto_

☐ Approved: Dean of College
Date 10/4/22 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 _Janet Zepernick_
Date 11/14/22 Signature, Undergraduate Curriculum Committee Chair _____

☒ Approved: Faculty Senate
Date _____ Signature, Presidant, Faculty Senate _____

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

☐ Approved: Faculty Senate
Date _____ Signature, President, 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.

Request for New Course

(Undergraduate Course Numbers through Course Number 699)

Department: HPASS   College: A&S   Submission Date: 8/29/22

Contact Person: Darren Botello-Samson   ☒ 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.
Opinion polling on political matters is sufficiently unique; therefore, the topic is central and exclusive to political science.

Proposed Course:

Course Number: POLS 580

Title of Course: Public Opinion and Polling

Credit Hours: 3

Date first offered: 22SP   ☐ Fall ☒ Spring ☐ Summer
            (Semester/Year)   (check all that apply)

Prerequisite: POLS 101: U.S. Politics or POLS 103: Comparative Politics

Course Description (**as it will appear in the next catalog**): Study of the nature, scope, and determinants of American public opinion and factors that shape and change public opinion over time. Focus on the design, implementation, and analysis of public opinion polls on attitudes about politics and public policy.

Purpose/Justification for Proposed Course: This course is being created to take advantage of new faculty expertise. Public opinion polling is both an important practice in politics and a skill with job market application. The topic of public opinion polling was formerly offered in a class that also covered Democratic Theory (POLS 578). That course is also being legislated so that two separate courses will exist, each covering one topic.

Objectives/Student Learning Outcomes (**as it will appear in the syllabus**)
See Attached Syllabus

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

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

Additional Questions

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

3. Is this course to be considered for Pitt State Pathway? ☐ Yes ☒ No
   If "yes," please complete the Pitt State Pathway Course Approval Form located on the Faculty Senate webpage. 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.)?
   N/A

Pittsburg State University

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

☐ Approved: Department Chairperson
Date 9/2/22 Signature, Department Chairperson *[signature]*

☐ Approved: College Curriculum Committee
Date 10/4/22 Signature, College Curriculum Committee Chair *Mary Carol Pomatto*

☐ Approved: Dean of College
Date 10/4/22 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 *Janet Zepernick*
Date 11/14/22 Signature, Undergraduate Curriculum Committee Chair _____

☒ Approved: Faculty Senate
Date _____ Signature, President, Faculty Senate _____

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

☐ Approved: Faculty Senate
Date _____ Signature, President, 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.

POLS 580:
Public Opinion and Polling

Professor Matt Tarpey
School of History, Philosophy, and Social Sciences
Pittsburg State University
Email: mtarpey@pittstate.edu
Office: Russ Hall 306G

Course Description:
This course studies American public opinion and survey methods for measuring public attitudes about the political world. The course begins by studying the nature and scope of public opinion, focusing on the extent to which voters hold meaningful and informed attitudes about politics and policy. The second section of the course covers the abstract determinants of public opinion, such as ideology, core values, economic self-interest, and mass partisanship. The third part of the course studies the factors that lead to change in public opinion over time, such as elite behavior, the mass media, and policy conditions. Throughout the course, students will learn how to design, implement, and analyze polls to study attitudes about politics and public policy.

Learning Objectives:
By the end of this course, students will be able to:

1. Describe the nature and scope of public opinion.

2. Understand the multiple bases of public opinion, such as ideology, self-interest, partisanship, group identity, etc.

3. Identify factors that influence the evolution of public opinion over time.

4. Develop a novel research project on the determinants of public opinion.

5. Design a poll to measure political attitudes.

6. Analyze data from political polls.

Grade:
Your final grade for the course will consist of the following components:

<u>15% Attendance & Participation</u>
I expect you to attend class regularly, and I will take attendance at the beginning of each class. I will allow you to miss two classes without penalty. Documented absences for medical reasons or other emergencies will also be excused. If you anticipate having to miss class for a valid reason, please get in contact with me ahead of time. For each additional class you miss without an excuse, I will deduct 5 points from your attendance grade. In addition to

attending each class, I expect you to be actively engaged in class discussion. You will be graded both on the quantity and quality of your contributions to classroom discussions.

10 % Problem Sets

You will be required to complete a series of problem sets to demonstrate your general understanding and ability to apply the material on survey methods. The problem sets will ask you to apply the course material to real-world examples and analyze data from national surveys of the American electorate.

25 % Exams (2)

You will complete a midterm and final exam, each worth 25% of your final course grade. These exams will consist of multiple choice, short answer, and short essay questions. The questions will be designed to measure both the breadth and depth of your understanding of the material. The exams will focus on broad, abstract concepts covered in class rather than specific examples used to illustrate them. The final exam will *not* be cumulative.

25 % Survey Research Design

For this course, you will design a novel research project to address some question related to American public opinion. Ideally, you should orient your design around explaining the structure of some substantive area of public opinion of your choice. You will begin by introducing the question and reviewing the literature on the topic. You will then develop a theory to answer your question. Finally, you will design a survey to measure the concepts in your theory. Thus, the project will be comprised of the following four components:

- **Research Question**: What is the question you are trying to address with your research project? Why is it an important question to answer?

- **Literature Review**: Discuss the relevant literature on the topic. You must cite at least six peer-reviewed papers.

- **Theory**: Detail your theory about how your concepts are related and introduce your hypotheses.

- **Survey**: Develop a survey to measure your main concepts and explain the rationale behind your design.

FACULTY SENATE MEMEBERSHIP (22-23)   November 28, 2022

Faculty Senators	Signature	Substitute (Print)
Karen Johnson, (President)		
Jordan Backs, TWL	*signature*	
Tim Bailey, HPSS	*signature*	
Rebeca Book, (President Elect)	*Rebeca Book*	
Susan Carlson, At-Large		
Browyn Conrad, WGS	*Browyn Conrad*	
Kari Cronister, FCS	*signature*	
Marcus Daczewitz, TCHL		
John Daley, HPSS		
Kristi Frisbee, At-Large	*Kristi Frisbee*	
Andrew George, BIOL	*signature*	
Ram Gupta, CHEM	*signature*	
Rick Hardy, HHPR		
Todd Hastings, MUSIC		
Casie Hermansson, ENGML		
Ashleigh Heter, NURS	*signature*	
Amy Hite, At-Large	*signature*	
Ananda Jayawardhana, At-Large	*signature*	
Mark Johnson, At-Large	*Mark Johnson*	
Randy Jones, AUTO		
Myriam Krepps, ENGML	*Myriam Krepps*	
Chris Labuda, Library	*signature*	
Kris Lawson, At-Large	*Lawson*	
Janet Lewis, ART	*Janet Lewis*	
Kristen Livingston, COMM	*signature*	
Kristen Maceli, KUSB	*K Macel*	
Barbara McClaskey, At-Large	*B McClaskey*	
Ruth Monnier, At-Large	*Ruth M*	
Clifford Morris, At-Large	*Clifford Morris*	
Shannon Nicklaus, CMCET	*Shannon Nicklaus*	
David Pearson, PHYS		
Laurent Pretot, PSYCH	*L Pret*	
Jason Reid, TWL		
Kent Runyan, At-Large	Not here Yes I am *Runyan*	
Ashley Shaw, TCHL		
Josh Shay, MIL		
Dan Spielbusch, ETECH	*signature*	
Scott Thuong, MATH	*Scott*	
David Weaver, KUSB	*D Weaver*	
Gail Yarick, At-Large	*Gail Yarick*	
UPS Senate Representative	Tammy Higgins	
USS Senate Representative		
Student Government Representative		
Student		

X Cole Shewmake
(Past President) Replaced
Shawnee