

FACULTY SENATE MINUTES

March 25, 2024

The Pittsburg State University Faculty Senate met at 3:00 p.m. on Monday, March 25, 2025 with Rebeca Book, President, presiding.

Past Minutes

Minutes from the February 26, 2024 meeting were approved.

Announcements

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

Provost Smith shared that a KBOR update was provided to both Faculty Senate and Graduate Council executive groups and a few other leadership teams. The updates are attached to the minutes along with the other handouts that were shared. KBOR has hired a new VP for Academic Affairs, Rusty Monhollon. He will be on campus for a visit on April 10, 2024.

PSU/KNEA – Amy Hite, President

President Hite shared that they have finalized candidates for the upcoming election. A KNEA social has been scheduled for April 30, 2024 at Einstein Bros from 7-9am. It was also shared that KNEA has begun planning for their 50th Anniversary. Faculty were encouraged to email Ananda Jayawardhana if they'd like to help.

Student Senate – Jaben Parnell, Representative

No report.

Unclassified Professional Senate – Greg Belcher, President

It was shared that UPS and USS have discussed a possible merger. They will have town halls in April to share out and gather feedback.

University Support Staff – Cindy VanBecelaere, President

No report.

Faculty Senate President – Rebeca Book, President

President Book provided a KBOR update. See attachment with details.

Committee Reports

Academic Affairs – Norm Philipp, Chair

The committee plans to meet in April to continue the syllabus guidelines discussion.

Undergraduate Curriculum – Mary Jo Goedeke, Chair

All submissions up for review were passed and recommended for approval by Faculty Senate. See agenda for details.

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

Library Services/Learning Resources – Chris Labuda, Chair

No report.

Online and Distance Learning – Kelly Woestman, Chair

No report.

Academic Honors – Jamie Wood, Chair

No report.

Honors College – Michelle Hudiburg, Chair

The committee met on March 7, 2024 to discuss a number of topics regarding the Honors College. See agenda for details. A new structure was proposed by the committee. Phase #1 for AY 25 is as follows: Presidential Scholars (no change) \$9,500 per year, University Scholars \$6,000 per year and Crimson & Gold Scholars \$4,000 per year. For AY 26 phase #2, all Scholars will receive \$6,000 per year. (The \$2,000 study abroad stipend will continue to be included at all levels.)

The proposal recommended by the committee was approved.

Writing Across the Curriculum – Lydia Bechtel, Chair

The committee met on March 21, 2024 to discuss the results of their course evaluations.

Diversity and Multicultural Affairs – Laura Washburn, Chair

No report.

Student-Faculty – David Weaver, Chair

No report.

All University Committee – Anna Beth Gilmore, Chair

No report.

Faculty Affairs – Jonathan Dresner, Chair

No report.

Constitution Committee – Mark Johnson, Chair

No report.

General Education Committee – Mark Johnson, Chair

The committee met recently to continue discussing Gen Ed course assessment. A 3-yr rotation of courses for assessment was confirmed. See agenda for details. Training will be provided to instructors. More details to follow.

Budget Committee – Mary Jo Goedeke, Chair

No report.

Academic Honesty – Norm Philipp, Chair

It was reported that there are Maxient reports for review.

Unfinished Business

None.

New Business

President Book shared a handout covering criteria for the Annual Kansas Board of Regents Faculty of the Year Award. (Handout is attached to minutes.) It was mentioned that PSU will cover travel expenses if necessary for the announcement of the award. Nominees have been solicited. The process outlined was recommended for approval and approved.

Open Forum

It was shared that the Provost search is progressing. There was a question about a possible General Faculty meeting to further discuss the IRB. It was determined that the IRB will present at PD Day and that this will take the place of a General Faculty meeting. There were also questions regarding the former format of the schedule of classes. Due to updates made to academic departments/schools the schedule of classes in the former format is not accurate. It was

shared that the former format is no longer supported by ITS as it is sitting on an outdated platform. Once we move to the new system, both existing formats will be replaced. Faculty were encouraged to share comments/suggestions with ITS regarding the schedule of classes.

Meeting Adjourned Meeting adjourned Monday, March 25, 2024, at 3:57 p.m.

A handwritten signature in black ink, appearing to read 'Melinda Roelfs', written over a horizontal line.

Melinda Roelfs, Recording Secretary

FACULTY SENATE MEMBERSHIP (2023-2024)

| | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May |
|-----------------------------------|------|-----|-----|-----|-----|-----|-------|-------|-----|
| Rebeca Book, (President) | X | X | X | x | X | X | X | | |
| Norm Philipp, (President Elect) | X | X | X | x | X | X | X | | |
| Jordan Backs, TWL | X | X | X | x | | | | | |
| Tim Bailey, HPSS | X | | X | | X | | X | | |
| David Boffey, HHPR | | X | X | | | | | | |
| Paige Boydston, PSYCH | | X | X | x | X | X | X | | |
| Susan Carlson, At-Large | | | | | | | | | |
| Heather Carter, TCHL | | | | | | X | X | | |
| Marcus Daczewitz, TCHL | X | X | X | | X | X | X | | |
| Jonathan Dresner, HPSS | | X | X | x | X | X | X | | |
| Kristi Frisbee, At-Large | | X | X | x | X | X | X | | |
| Andrew George, BIOL | X | X | X | x | X | X | | | |
| Beth Hendrickson, Library | X | X | X | x | X | X | X | | |
| Casie Hermansson, ENGML | X | X | | x | X | X | | | |
| Ashleigh Heter, NURS | X | X | | x | X | X | X | | |
| Amy Hite, At-Large | X | X | X | | X | X | | | |
| Ananda Jayawardhana, At-Large | X | X | X | x | X | X | X | | |
| Karen Johnson, NURS | X | X | X | | X | X | X | | |
| Mark Johnson, At-Large | X | | X | x | X | X | X | | |
| Myriam Krepps, ENGML | X | X | X | x | * | X | X | | |
| Joseph Labuda, MIL | | X | | | | | | | |
| Kris Lawson, At-Large | X | X | | x | X | X | X | | |
| Janet Lewis, ART | X | X | X | x | X | X | X | | |
| Kristen Livingston, COMM | X | X | X | x | X | X | X | | |
| Kristen Maceli, KUSB | X | X | X | x | X | X | X | | |
| Dan Maxwell, ETECH | X | X | | x | X | X | X | | |
| Barbara McClaskey, At-Large | X | X | X | x | X | X | X | | |
| Ruth Monnier, At-Large | X | | X | x | X | X | X | | |
| Clifford Morris, At-Large | X | X | X | * | X | X | X | | |
| David Pearson, PHYS | X | X | X | x | X | X | | | |
| Steve Polley, AUTO | X | X | X | * | X | X | X | | |
| Jason Reid, TWL | X | X | X | x | X | X | X | | |
| John Ross, MUSIC | X | X | | | | | | | |
| Kent Runyan, At-Large | X | X | X | x | | X | X | | |
| Ashley Shaw, TCHL | X | X | | | X | | X | | |
| Kyle Thompson, WGS | X | X | X | x | X | X | X | | |
| Scott Thuong, MATH | | | | | | | | | |
| David Weaver, KUSB | X | X | X | x | X | X | X | | |
| Gail Yarick, At-Large | X | X | X | x | X | | X | | |
| Irene Zegar, CHEM | | | X | x | X | X | * | | |
| USS Senate Representative | | X | | | | | | | |
| UPS Senate Representative | | | X | x | X | X | X | | |
| Student Government Representative | | | X | | | | | | |
| Student | | | | x | | | | | |

*Substitutes: 12/11/23, Brian Welch/Clifford Morris, Dave Ferguson/Steve Polley; 1/29/24, Myriam Krepps replaced Eric Rojas; 3/25/24 Irene Zegar replaced Ram Gupta

KBOR UPDATE SPRING 2024

Systemwide General Education

Math Pathways

Performance Agreement

Program Review

Program to Program Articulations



Pittsburgh State
University.

Systemwide General Education

- General Education Approved Extensions
 - Short-term extensions for year 1 – AY25
 - Systemwide extensions - Extensions
 - PSU Master Gen Ed list and extensions - PSU Specific
- Degree Maps
 - Degree maps required for all undergraduate degrees
 - Coming soon – a new link on the PSU website to include all degree maps



Math Pathways

- Gateway courses
 - Courses include Quantitative Reasoning, Elementary Statistics and College Algebra
 - Discipline groups have been formed or are being formed to discuss appropriate course(s)
- Co-Req Developmental Education
 - Develop Co-req developmental class for each Gateway course
- Course placement
 - Multiple placement measures being considered
 - Students may enroll in Gateway courses, but may be required to also enroll in Co-req developmental course



Math Pathways

| Discipline Group | PSU Rep | Preferred Gen Ed Math Course | PSU Active Course |
|------------------------------|---------------------|------------------------------|-------------------|
| Mathematics | Tim Flood | | |
| Social Sciences | Chris Childers | Elementary Statistics | Yes |
| Family and Consumer Sciences | Sheila Cook | | |
| Elementary Education | Cherona Hicklin | | |
| Business | Alex Binder | | |
| Geography | Chris Childers | | |
| Other | | | |
| Graphic Communications | Rion Huffman | Quantitative Reasoning | Yes |
| Automotive Technology | Chauncey Pennington | Elementary Statistics | Yes |
| Integrated Studies | Jamie Oliver | | |
| Workforce Development | Krissy Lewis | | |



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Performance Agreement

- AY 24
 - Process and timing for creating Gateway courses
 - Process and timing for creating corequisite Math developmental courses
 - Process and timing for creating corequisite English developmental courses
 - Detail commitment to faculty and staff professional development
 - Develop and post degree maps for all undergraduate degrees
- AY 25 and beyond
 - Scheduled Gateway courses each term
 - Scheduled Co-req courses each term for Math and English
 - Compliance with English and Math course placement measures
 - Annual updates of degree maps



Program Review

- AY 24
 - Six programs selected by KBOR for focused review
 - Written response due to KBOR in mid-April
 - 1 program discontinued effective Fall 2024
 - action planned prior to review
 - International Business
 - 3 programs merged two years prior to review
 - action plan – continue to monitor
 - Math, Music, & History
 - 2 programs submitting action plans
 - Physics, Polymer Chemistry
- AY 27
 - All degree programs reviewed
 - Program Review committee meeting regularly to update PSU policies and outline procedures for AY 27 review



Academic Program Review for AY 24

#1 - Student Demand
25 or more Junior and Senior Majors
(4-Year Average)

#3 – Talent Pipeline
51% or more are employed in Region
within 1 YR (4-Year Average)

#2 - Degree Production
10 or more Graduates
(4-Year Average)

#4 – Student ROI
2022 5-YR Post-Graduation Median
Salary \$38,052 or more

Review undergraduate programs that do not meet 3 or more metrics



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Academic Program Review for AY 27

Affordability

- % of FT Junior and Senior Majors enrolled in at least 30 hours per Yr or Graduated
- Maximum number of Transfer Credit Hours that apply toward the Bachelors from 2-Yr Colleges

Success

- Number of Juniors and Seniors, Masters and Doctoral Majors to measure Student Demand
- Undergraduate Median Wage Data 5 Yrs after Graduation to measure Student ROI

Completion

- Number of Undergraduate, Masters and Doctoral Completions
- Junior Graduation Rate

Businesses

- % of Undergraduate Degree Completers Employed in Region within 1 Yr
- Narrative articulating how program meets critical KS economic needs



Program to Program Articulations

- Systemwide Elementary Education Associate Degree
 - Curriculum guide approved for Fall 2024 - [Guide](#)
- Others
 - Articulations currently in discussion: Business Administration, Computer Science, Nursing and Social Work
 - Work to be completed in May 2024



Questions?



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Institutional Program Review – PSU

1. In a diagram, graphic, or paragraph or two, please briefly describe your campus program review process. (You may also provide a link if this information is in succinct form on a website.)

IN PROGRESS - MR

2. Over the last two years, excluding those programs included in this year's Program Review for the Board, please indicate any programs you phased out, merged, or put on an action plan, resulting from your institution's internal program review process, and briefly describe the rationale for the decision. For any placed on an action plan, please briefly describe the plan and intended (or actual) outcomes.

IN PROGRESS - MR

Pittsburg State University

1. Math/General (Bachelor of Science in Math)

| Preliminary Analysis | | | |
|---------------------------------|----------------------------------|--|--|
| Student Demand | Degree Production | Talent Pipeline | Student ROI |
| | | ✓ | |
| 15.5 Majors (4-Year Average) | 3.75 Degrees (4-Year Average) | 91.67% Employed in Region Within 1 Year After Graduation (4-Year Average) | ^ Median Salary 5 Years After Graduation |

| Other Universities Offering Program | | |
|--|--|---------------------------------------|
| Other KS Public Universities Offering Program | # of KS Private Universities Offering Program | State Market Share Completion Data |
| 6: ESU, FHSU, K-State, KU, WSU, & WU | 13 | 2.97% |

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Bachelor of Science in Math degree prepares students for a career in mathematics or to pursue a graduate degree in mathematics. Within the BS degree, optional emphases are also available in Actuarial Science, Teaching Grades 6-12 and Teaching Grades 5-8.

The Bachelor of Science in Education (BSE) with a major in Math was discontinued in Fall 2021. Existing emphases, Teaching Grades 6-12 and Teaching Grades 5-8, in the BSE, were moved to the BS in Math. Depending on the terms used to calculate the 4-year average, the average for student demand may not include students in the education emphases. The student enrollment numbers for the BS in Math (including the education emphases) for Fall 2022 and Fall 2023 were 25 and 26 respectively. In addition, the talent pipeline average and student ROI median would not likely include students in either education emphasis since the changes described above have only been in place for two academic years.

To provide additional context, the degree production numbers were as follows for the Bachelor of Science in Education in Math for Academic Years 2020-2022: Academic Year 2020 – 8, Academic Year 2021 – 6, and Academic Year 2022 – 10. Inclusion of these numbers would meet or exceed the degree production minima.

The BS in Math will continue to be monitored in the categories above. Since the changes to the program in Fall 2021, improvements have been made.

Additional Considerations:

^Indicates data masked when represented by cell size less than 5.

- Courses with the MATH prefix produced 5,411 undergraduate Student Credit Hours in AY23.
- In Fall 2023, there were 35 students with a Math or Teaching Middle School minor.
- Courses from within the Math major fulfill the Quantitative/Analytic Methods and Scientific Literacy requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will analyze data logically" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.

2. History (Bachelor of Science in History)

| Preliminary Analysis | | | |
|-------------------------------|----------------------------------|---|---|
| Student Demand | Degree Production | Talent Pipeline | Student ROI |
| ✓ | | ✓ | |
| 35 Majors (4-Year Average) | 5.75 Degrees (4-Year Average) | 58.33% Employed in Region Within 1 Year After Graduation (4-Year Average) | \$35,472 Median Salary 5 Years After Graduation |

| Other Universities Offering Program | | |
|--|---|------------------------------------|
| Other KS Public Universities Offering Program | # of KS Private Universities Offering Program | State Market Share Completion Data |
| 6: ESU (is integrating political science with history), FHSU, K-State, KU, WSU, & WU | 14 | 2.72% |

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Bachelor of Science in History students enjoy a great deal of flexibility in designing their program. Within the BS degree, an optional emphasis in Education is offered.

The Bachelor of Science in Education in History/Government was discontinued in Fall 2021. A new Education emphasis was developed under the new BS in History which replaced the discontinued Bachelor of Arts in History also in Fall 2021. Depending on the terms used to calculate the 4-year average, the average for student demand may not include students in the education emphasis or students who would have previously been in the BA program. The student enrollment numbers for the BS in History (including the education emphasis) for Fall 2022 and Fall 2023 were 48 and 71 respectively. In addition, the talent pipeline average and student ROI median would not likely include students in the education emphasis since the change has only been in place for two academic years.

To provide additional context, the degree production numbers were as follows for the Bachelor of Science in Education in History/Government for Academic Years 2020-2022: Academic Year 2020 – 8, Academic Year 2021 – 6, and Academic Year 2022 – 10. In addition, the degree production numbers were as follows for the Bachelor of Arts in History for Academic Years 2020-2022: Academic Year 2020 – 4, Academic Year 2021 – 6, and Academic Year 2022 – 2. Inclusion of these numbers would meet or exceed the degree production minima.

[^]Indicates data masked when represented by cell size less than 5.

The BS in History will continue to be monitored in the categories above. Since the changes to the program in Fall 2021, improvements have been made.

Additional Considerations:

- Courses with the HIST prefix accounted for 1,984 undergraduate Student Credit Hours in AY23.
- In the Fall of 2023, there were 10 students with a declared minor in History.
- The BS in History serves as a stepping stone to the graduate program in History, which had 39 declared majors in Fall 2023. It is a fully-online History MA degree.
- Courses from within the History major fulfill the Global Understanding and Civic Engagement requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will explore global systems conscientiously" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.

3. Polymer Chemistry (Bachelor of Science in Polymer Chemistry)

| Preliminary Analysis | | | |
|--------------------------------|---------------------------------|---|--|
| Student Demand | Degree Production | Talent Pipeline | Student ROI |
| | | ✓ | |
| 9.5 Majors (4-Year Average) | 2.5 Degrees (4-Year Average) | ^ Employed in Region Within 1 Year After Graduation (4-Year Average) | ^ Median Salary 5 Years After Graduation |

| Other Universities Offering Program | | |
|--|--|---------------------------------------|
| Other KS Public Universities Offering Program | # of KS Private Universities Offering Program | State Market Share Completion Data |
| N/A | N/A | N/A |

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Polymer Chemistry at PSU offers a Bachelor of Science degree. It is housed within the Department of Chemistry of the College of Arts and Sciences, but because of its interdisciplinary nature it also connects with the Plastics Engineering Program in the College of Technology and Kansas Polymer Research Institute at the Tyler Research Center. It consists of two main components: coursework and hands-on research experience in selected areas of polymer science.

The program was increasing enrollment until the pandemic (12 majors in Fall 2019). Since the pandemic, the program has begun to slowly rebuild (7 majors in Fall 2023).

INSERT ACTION PLAN

Additional Considerations:

- The BS in Polymer Chemistry, one of only a few in the US, serves as a stepping stone to the MS in Polymer Chemistry, which had 29 majors in Fall 2023, a growth rate of 163% since Fall of 2019.
- The curriculum includes existing Chemistry and Plastics Engineering Technology courses which allows PSU to leverage those resources.
- The Polymer Chemistry academic programming is intentionally partnered with the Kansas Polymer Research Center (KPRC) as a University Strategic Initiative. The Kansas Polymer Research Center (KPRC) is a leading center in the development of new bio-based polymer materials. With a well-developed expertise in polymers and a history of performing applied research for several industries, PSU assist our partners in developing, processing, and testing new materials for licensing and commercial applications.

^Indicates data masked when represented by cell size less than 5.

- Polymer Chemistry degree programs (Undergraduate and Graduate) play an instrumental role in helping the university meet its mission in education, economic development and research. These programs are directly linked to initiatives providing external funding from state, federal and contract sources that are tied directly to workforce and business and industry needs.

4. Physics (Bachelor of Science in Physics)

| Preliminary Analysis | | | |
|----------------------------------|----------------------------------|---|--|
| Student Demand | Degree Production | Talent Pipeline | Student ROI |
| | | ✓ | |
| 11.75 Majors (4-Year Average) | 2.75 Degrees (4-Year Average) | ^ Employed in Region Within 1 Year After Graduation (4-Year Average) | ^ Median Salary 5 Years After Graduation |

| Other Universities Offering Program | | |
|--|---|------------------------------------|
| Other KS Public Universities Offering Program | # of KS Private Universities Offering Program | State Market Share Completion Data |
| 6: ESU (Phasing out), FHSU, K-State, KU, WSU, & WU | 3 | 5.06% |

Recommendation (Phase out, Merge, or Action Plan): Action Plan
 (Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Bachelor of Science degree in Physics is offered with a variety of seven different emphases. Of these emphases, three are designed for students planning to seek graduate study: Professional, Solid State Physics, and Astrophysics. The other four are designed for students going directly into the workforce after graduating: Polymer Physics, Engineering Technology, Secondary Education, and the Customized Option.

In Fall 2019, there were 13 majors in the BS in Physics. The number has decreased slightly since the pandemic. Majors totaled 10 in Fall 2023. The number of degrees awarded over the last five academic years peaked at five in AY21.

INSERT ACTION PLAN

Additional Considerations:

- Courses with the PHYSICS prefix produced 2,192 undergraduate Student Credit Hours in AY23.
- Courses with the PHYSICS prefix support several minors (Earth and Space Science, Physical Science and Physics); in Fall 2023, there were 66 students pursuing a minor.
- Upper level Physics courses are a required component of PSU’s Engineering Technology degrees. Physics courses also support the MS in Materials Science.

^Indicates data masked when represented by cell size less than 5.

- Courses from within the Physics major fulfill the Quantitative/Analytic Methods and Scientific Literacy requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will analyze data logically" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.

5. Music (Bachelor of Music)

| Preliminary Analysis | | | |
|----------------------------------|-------------------------------|---|---|
| Student Demand | Degree Production | Talent Pipeline | Student ROI |
| | | | ✓ |
| 18.75 Majors (4-Year Average) | 3 Degrees (4-Year Average) | ^ Employed in Region Within 1 Year After Graduation (4-Year Average) | \$48,258 Median Salary 5 Years After Graduation |

| Other Universities Offering Program | | |
|---|---|------------------------------------|
| Other KS Public Universities Offering Program | # of KS Private Universities Offering Program | State Market Share Completion Data |
| 6: ESU, FHSU, K-State, KU, WSU, & WU | 12 | 2.25% |

Recommendation (Phase out, Merge, or Action Plan): Action Plan
 (Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Bachelor of Music at PSU prepares students for career opportunities in the field of music and beyond. Students chose from one of three emphases, Music Education, Music Performance and Music with Elective Studies in an Outside Field.

The BME in Music was discontinued and a new Education emphasis was developed and included with the BM in Music in Fall 2021. The Bachelor of Arts in Music was also discontinued at this time. Depending on the terms used to calculate the 4-year average, the average for student demand may not include students in the education emphasis or students who would have previously been in the BA program. The student enrollment numbers for the BM in Music (including the Education emphasis) for Fall 2022 and Fall 2023 were 41 and 55 respectively. In addition, the degree production average, talent pipeline average and Student ROI median would not likely include students in the education emphasis since the change has only been in place for two academic years.

To provide additional context, the degree production numbers were as follows for the Bachelor of Science in Education in Music for Academic Years 2020-2022: Academic Year 2020 – 7, Academic Year 2021 – 7, and Academic Year 2022 – 11. In addition, the degree production numbers were as follows for the Bachelor of Arts in Music for Academic Years 2020-2022: Academic Year 2020 – 0, Academic Year 2021 – 0, and Academic Year 2022 – 2. Inclusion of these numbers would meet or exceed the degree production minima.

^Indicates data masked when represented by cell size less than 5.

The BM in Music will continue to be monitored in the categories above. Since the changes to the program in Fall 2021, improvements have been made.

Additional Considerations:

- Courses with the MUSIC prefix produced 3,368 undergraduate Student Credit Hours in AY23. In the Fall of 2023, there were 49 students with a declared minor in Music.
- Courses from within the Music major fulfill the Global Understanding and Civic Engagement requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will explore global systems conscientiously" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.
- The Music programs and department provide a significant contribution to the Arts regionally, generating immeasurable goodwill in the local community. Music students and faculty contribute hundreds of contact hours with community members annually.

6. International Business (Bachelor of Business Administration)

| Preliminary Analysis | | | |
|----------------------------------|-------------------------------|---|---|
| Student Demand | Degree Production | Talent Pipeline | Student ROI |
| ✓ | | | ✓ |
| 28.25 Majors (4-Year Average) | 7 Degrees (4-Year Average) | 50% Employed in Region Within 1 Year After Graduation (4-Year Average) | \$66,442 Median Salary 5 Years After Graduation |

| Other Universities Offering Program | | |
|---|---|------------------------------------|
| Other KS Public Universities Offering Program | # of KS Private Universities Offering Program | State Market Share Completion Data |
| 3: KU, WSU, & WU | 3 | 11.33% |

Recommendation (Phase out, Merge, or Action Plan):

Phase Out

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Before the new Program Review notification was issued by the board, the Kelce College of Business faculty had voted to discontinue the International Business BBA program based on its own internal review processes. Admissions to the International Business BBA have already been suspended and the college is working with the current students to teach out the program. Some of the courses will remain in the catalog and undergraduate students will still be able to earn a minor in International Business in support of our other BBA majors.

In addition to the existing minor, a new emphasis has been developed within the Business Economics BBA that utilizes the remaining IB courses and combines them with existing international economics courses to provide students with an opportunity to earn a STEM degree in economics with an international business flavor. The belief is that this will help us recruit additional international students to campus as the STEM designation provides additional visa and work opportunities for them.

Overall, the IB BBA goes away but international business content remains available in the form of a minor open to all students and an emphasis within Business Economics. At Pitt State, the International Business BBA was always an interdisciplinary degree with courses taught by professors across a variety of disciplines. The Kelce College of Business is planning to use the resources freed up by the program's discontinuance to offer a new degree in supply chain. This new program is currently under development in cooperation with the College of Technology with the expectation that courses will be shared across the colleges.

^Indicates data masked when represented by cell size less than 5.

| Project | Project-Based Performance | | | | |
|---------------------------------|---------------------------|--|---|--|---|
| | Funding | Math Pathways in Accordance with Amended Chapter III.A.14. | Corequisite Math Support Developmental Education in Accordance with Amended Chapter III.A.14. | Corequisite English Support Developmental Education in Accordance with Amended Chapter III.A.14. | Systemwide Course Placement Measures in Accordance with Amended Chapter III.A.14. |
| Percentage of Funding Each Year | 20% Funding | 20% Funding | 20% Funding | 20% Funding | 20% Funding |

Concerns were raised by the institutions over the interrelated and overlapping projects in the system and the need to revise Academic Degree Maps each year of the agreement (due to the new Systemwide General Education and expected, but thus far undefined, changes resulting from the ongoing Math Pathways projects). Chair Lane recommended a working group to discuss the concerns and make a recommendation. A working group was formed and met on February 29, 2024. The group discussed the concerns and recommends removing the requirement that the Academic Degree Maps adhere to the specifications in the Degree Map Guidance (Attachment A) and the General Education Coding for Academic Degree Maps (Attachment B) documents, both referred to above as “Basic Standards,” but only for the AY 2024 Performance Report due July 1, 2024. The requirement would remain intact for the AY 2025 and AY 2026 Performance Reports. Attachments C and D include the AY 2024 – AY 2026 Performance Agreement and the AY 2024 Performance Report template, respectively, for reference.

Importance of Degree Maps

In the spring of 2021, after hearing from Georgia State University President, Mark Becker address strategies his institution employed to address equity gaps for underrepresented populations, the Board engaged the newly formed National Institute of Student Success (NISS) to work with the six state universities and Cowley Community College to identify and resolve institutional barriers to equity and college completion. At the May 18, 2022, Board meeting, the National Institute of Student Success (NISS) Executive Director, Tim Renick, summarized the findings and recommendations. Dr. Renick reported that each institution that participated in the project received its own unique playbook that outlines recommendations to address specific challenges. One of the common recommendations for the institutions included standardizing academic degree maps for all academic programs, using a common template that sets forth, semester by semester, the preferred sequence of courses for students to take to complete their degrees. Along with the other recommendations, standardized academic degree maps were suggested to help address common challenges facing the institutions, including declining enrollment, equity gaps for students receiving Pell grants and non-white students, inconsistent student support services, and deficiencies in data utilization.

Performance Agreement Guidelines and Procedures document

As the performance funding model changed for the AY 2024 – AY 2026 Performance Agreements, Board staff revised the Performance Agreement Guidelines and Procedures document to reflect those changes. That document is included as Attachment E for BAASC’s review.

Recommendations

Board staff recommends approval for the following:

- the proposal to **remove** the requirement that the Academic Degree Maps adhere to the specifications of the Degree Map Guidance (Attachment A) and the General Education Coding for Academic Degree Maps (Attachment B) for the AY 2024 Performance Report due July 1, 2024, and
- the Performance Agreements Guidelines and Procedures document (Attachment E).



ACADEMIC DEGREE MAPS

What are Academic Degree Maps?

These are term-by-term sample course schedules that specify milestones, courses, and special requirements that are necessary for facilitating on-time completion. More information about academic degree maps is detailed by [Complete College America](#).

Who Utilizes Academic Degree Maps?

- Current students use them to understand course sequencing and important information about their academic journey;
- Concurrent enrollment, transfer, and prospective students use them to consider options and plan their academic future;
- College academic advisors and high school counselors use them as an academic advising tool; and
- Families use them to support students with academic planning.

What are Some of the Professional Organizations that Recommend Academic Degree Maps?

- Complete College America (CCA);
- Education Advisory Board (EAB); and
- National Institute for Student Success (NISS)

What are the Basic Standards for Academic Degree Maps?

At a minimum, each academic degree map will need to:

- Specify any applicable milestones (e.g., specify that there is a minimum grade standard, a course must be taken during a specific semester to ensure the student is on a trajectory for on-time completion, etc.);
- Code each general education course requirement based on the following [guidance](#);
- List specific courses required each semester;
- Provide a path to complete associate degrees in two years and baccalaureate degrees in four years.¹
 - In most cases, institutions will list at least 15 credit hours of course requirements in the Fall and Spring semesters OR 30 credit hours of course requirements over the course of the Fall, Spring, and Summer semesters;
- Be listed in alphabetical order on a centralized location on the institution's website to provide a one-stop shop approach for visitors to review all undergraduate degree program requirements. Here are some examples:
 - [Middle Tennessee State University](#);
 - [University of Texas @ Austin](#); and
 - [Perimeter College](#).

When are the Academic Degree Maps Due?

- A link to the academic degree maps, which will include the new systemwide GE and coding labels as noted above, must be sent to KBOR by July 1, 2024.
- Updated academic degree maps will be provided in subsequent years.

¹ It is understood that a small number of programs may not be completed in two or four years. In such cases, the institution will need to outline the most efficient semester-by-semester route possible for timely completion.

Degree Map Coding Guide for Institutions

| Bucket | English | Communications | Math & Statistics | Natural & Physical Sciences | Social & Behavioral Sciences | Arts & Humanities | Institutionally Designated |
|------------------------------|---|---|---|---|--|---|---|
| |  |  |  |  |  |  |  |
| Systemwide General Education | 010 | 020 | 030 | 040 | 050 | 060 | 070 |

Include the footnote code that aligns with each bucket requirement.

Here is an example of how the codes would be notated on a degree map. Links to course lists are recommended but not required.

| First-Year | | | | | | | |
|----------------|--|-------|-------|-----------------|--|-------|---------------------------|
| First Semester | | | | Second Semester | | | |
| Code | Course | Hours | Notes | Code | Course | Hours | Notes |
| ENG 101 | English Composition I (SGE) ⁰¹⁰ | 3 | | ENG 102 | English Composition II (SGE) ⁰¹⁰ | 3 | |
| COM ---- | Communications (SGE) ⁰²⁰ | 3 | | ----- | Arts & Humanities (SGE) ⁰⁶⁰ | 3 | |
| MTH 101 | College Algebra (SGE) ⁰³⁰ | 3 | | ----- | Natural & Physical Sciences (SGE) ⁰⁴⁰ | 4 | |
| BUS 101 | Intro to Business | 3 | | ACC 101 | Accounting I | 3 | Must have a "C" or Better |
| ----- | Arts & Humanities (SGE) ⁰⁶⁰ | 3 | | CIS 101 | Intro to Information Technology | 3 | |

| Systemwide General Education (SGE) Key | |
|--|----------------------------------|
| 010 English | 050 Social & Behavioral Sciences |
| 020 Communications | 060 Arts & Humanities |
| 030 Math & Statistics | 070 Institutionally Designated |
| 040 Natural & Physical Sciences | |

AY 2024 – AY 2026 Performance Agreement

| | |
|---|--------------|
| AY 2024 – AY 2026 Performance Agreement | Institution: |
| Contact: | Email: |

Project Timeline

| AY 2023: Starting the Foundation | | |
|--|---|---|
| Fall 2022 Semester | Spring 2023 Semester | Summer 2023 Semester |
| Acceptance into Dana Center's Launch Year's Initiative | Establish timeline | Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines) |
| Math task force attends the Dana Center's <u>Launch Year's Initiative in November 2022.</u> | <u>Develop Charge Document</u> | |
| <u>Develop Charge Document</u> | Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines) | |
| Performance Funding Implications | | |
| N/A existing system still in place. (Review of AY 2021 Performance Reports was completed by the Board in Spring of 2023; any new funding to be awarded in July of 2023.) | | |

| AY 2024: Continue Building the Foundation | | |
|--|---|---|
| Fall 2023 Semester | Spring 2024 Semester | Summer 2024 Semester |
| Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines). Upon completion of this work, revise Board policy to include math pathway options with a Fall 2026 implementation date. | Establish systemwide math course placement measures (Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this). | Establish systemwide math course placement measures (Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this). |
| Establish systemwide math course placement measures (Once it is understood what gateway math courses will be used for math pathways, this work will begin). Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this. | Establish systemwide English course placement measures (A soon-to-be systemwide English course placement measure committee will work on this). | Establish systemwide English course placement measures (A soon-to-be systemwide English course placement measure committee will work on this). |
| Contemporary Math course outcomes and Elementary Statistics course outcomes might be revised at the Fall 2023 Kansas Core Outcomes Group Meeting. | | Establish math pathways advising one-pager to outline what, when, and the alignment between majors and math pathway courses. |
| Institutions will work on creating degree maps for students who begin in Fall 2024 or Spring 2025. | Institutions will work on creating degree maps for students who begin in Fall 2024 or Spring 2025. | |
| Performance Funding Implications | | |
| N/A existing system still in place. (Review of existing AY 2022 Performance Reports turned in by June 30, 2023, will be completed by the Board in Spring of 2024; any new funding to be awarded in July of 2024.) | | |

AY 2024 performance is based on creating a plan for AY 2025, including the below activities. Any new funding to be awarded in July of 2025.

| AY 2025: Professional Development and Preparation | | |
|--|--|--|
| Fall 2024 Semester | Spring 2025 Semester | Summer 2025 Semester |
| Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures | Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures | |
| Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus | Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus | |
| English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures | English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures | |
| KBOR Professional Development <ul style="list-style-type: none"> • Corequisite Support Developmental Education <ul style="list-style-type: none"> ○ Instruction: English and Math Faculty ○ Advising: Academic Advisors ○ Data Reporting: Institutional Research • Math Pathways <ul style="list-style-type: none"> ○ Instruction: Math Faculty ○ Advising: Academic Advisors • Course Placement Measures <ul style="list-style-type: none"> ○ Instruction: Math Faculty ○ Advising: Academic Advisors ○ Data Reporting: Institutional Research ○ Assessment: Testing Center Personnel | KBOR Professional Development <ul style="list-style-type: none"> • Corequisite Support Developmental Education <ul style="list-style-type: none"> ○ Instruction: English and Math Faculty ○ Advising: Academic Advisors ○ Data Reporting: Institutional Research • Math Pathways <ul style="list-style-type: none"> ○ Instruction: Math Faculty ○ Advising: Academic Advisors • Course Placement Measures <ul style="list-style-type: none"> ○ Instruction: Math Faculty ○ Advising: Academic Advisors ○ Data Reporting: Institutional Research ○ Assessment: Testing Center Personnel | Some of the professional development may also be conducted in Summer 2025. |
| Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026 | Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026 | |
| Performance Funding Implications (AY 25 Funding Cycle; any new funding awarded July of 2025) | | |
| By July 1, 2024, each institution submits a plan document (template to be provided by KBOR in Spring of 2024) for the above activities for AY 2025, including: | | |
| 1. A commitment to implementing math pathways, which will include detailing <ul style="list-style-type: none"> • the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs; and • the list of the group members that will lead this work on campus. | | 1 Point |
| 2. A commitment to implementing corequisite math support developmental education, which will include detailing <ul style="list-style-type: none"> • the process and estimated timing that is required on campus to create and approve corequisite math support developmental education; and • the list of the group members that will lead this work on campus. | | 1 Point |
| 3. A commitment to implementing corequisite English support developmental education, which will include detailing (its understood that many are currently doing corequisite English) <ul style="list-style-type: none"> • the process and estimated timing that is required on campus to create and approve corequisite English support developmental education; and • the list of the group members that will lead this work on campus. | | 1 Point |
| 4. A commitment to having faculty and staff participate in KBOR sponsored-professional development, which will include: <ul style="list-style-type: none"> • the list of the individuals that will participate in professional development; and • a plan to ensure that faculty and staff who are unable to attend professional development meeting will receive the information missed (e.g., watch video recordings, review professional development documentation, etc.). | | 1 Point |
| 5. A link to all its <u>academic degree maps</u> for students starting in Fall 2024 or Spring 2025. | | 1 Point |

AY 2025 performance is based on creating a plan for AY 2026, including the below activities. Any new funding to be awarded in July of 2026.

| AY 2026: Soft Launch | | |
|---|--|----------------------|
| Fall 2025 Semester | Spring 2026 Semester | Summer 2026 Semester |
| Offer at least one section of each gateway math course that applies to the degree programs on its campus for math pathways. | Offer at least one section of each gateway math course that applies to the degree programs on its campus for math pathways. | |
| Offer at least one section of corequisite math support developmental education for each gateway math course that applies to the degree programs on its campus for math pathways. | Offer at least one section of corequisite math support developmental education for each gateway math course that applies to the degree programs on its campus for math pathways. | |
| Offer at least one section of corequisite English support developmental education. | Offer at least one section of corequisite English support developmental education. | |
| Institutions will work on updating degree maps for students beginning in Fall 2026 or Spring 2027 | Institutions will work on updating degree maps for students beginning in Fall 2026 or Spring 2027 | |
| Performance Funding Implications (AY 26 Funding Cycle; any new funding awarded July of 2026) | | |
| By July 1, 2025 , each institution submits a plan document (template to be provided by KBOR in Spring of 2025) for the above activities for AY 2026, including: | | |
| 1. A schedule showing at least one section of each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026 and a plan to implement math pathways full scale in 2026-2027 (Identify the number of students and course sections that are estimated to be taught in each respective gateway math course per year when this initiative is fully scaled in 2026-2027); | | 1 Point |
| 2. A schedule showing at least one section of corequisite math support developmental education for each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026 and a plan to implement corequisite math support developmental education full scale in 2026-2027; | | 1 Point |
| 3. A schedule showing at least one section of corequisite English support developmental education for Fall 2025 and Spring 2026 and a plan to implement corequisite English support developmental education full scale in 2026-2027; | | 1 Point |
| 4. A plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027; and | | 1 Point |
| 5. A link to all its <u>academic degree maps</u> for students starting in Fall 2025 or Spring 2026. | | 1 Point |

Attachment C

AY 2024 – AY 2026 Performance Agreement

AY 2026 performance is based on creating a plan for AY 2027, including the below activities. Any new funding to be awarded in July of 2027.

| AY 2027: Full Implementation | | |
|--|---|---|
| Fall 2026 Semester | Spring 2027 Semester | Summer 2027 Semester |
| Math pathways full scale | Math pathways full scale | Math pathways full scale |
| Corequisite English and math support developmental education are full scale | Corequisite English and math support developmental education are full scale | Corequisite English and math support developmental education are full scale |
| Systemwide English and math course placement measures are full scale | Systemwide English and math course placement measures are full scale | Systemwide English and math course placement measures are full scale |
| Performance Funding Implications (AY 27 Funding Cycle; any new funding awarded July of 2027) | | |
| By July 1, 2026, each institution submits a plan document (template to be provided by KBOR in Spring of 2026) for the above activities for AY 2027, including: | | |
| 1. A schedule of Fall 2026 and Spring 2027 gateway math courses for math pathways; | | 1 Point |
| 2. A schedule of Fall 2026 and Spring 2027 corequisite math support developmental education sections (no prerequisite math developmental education courses will be offered); | | 1 Point |
| 3. A schedule of Fall 2026 and Spring 2027 corequisite English support developmental education sections; (no prerequisite English developmental education courses will be offered); | | 1 Point |
| 4. An institutional policy demonstrating compliance with the systemwide English and math course placement measures and any institutionally designated English and math course placement measures that will be used (ALEKS, homegrown math assessment, plan to evaluate non-cognitive factors, etc.); and | | 1 Point |
| 5. A link to all its <u>academic degree maps</u> for students starting in Fall 2026 or Spring 2027. | | 1 Point |

AY 2024 Performance Report Template

- b. **Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)**

Insert text here

AY 2024 Performance Report Template

| | |
|---|---------|
| 5. Please provide a link to all <u>academic degree maps</u> effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges, and all courses required for completion of the program and credential. | 1 Point |
| Insert text here | |



Performance Agreement Guidelines & Procedures

Effective for Academic Years 2024, 2025, & 2026

Approved _____

★ LEADING HIGHER EDUCATION ★

Introduction

In 1999, the Kansas legislature adopted K.S.A. 74-3202d which established improvement plans for public higher education institutions in Kansas and tied the awarding of new state funds to these improvement plans. These plans are commonly known as performance agreements.

The Board of Regents is responsible for reviewing and approving performance agreements and for providing technical assistance to institutions as they develop, implement and revise their performance agreements.

The Board is also responsible for determining the amount of new state funds awarded, as defined in K.S.A. 74-3202d. The awarding of new state funds is based on an institution's level of compliance with its performance agreement and the funds available for distribution.

Establishing an Improvement Plan

At least once every three years, institutions negotiate a new performance agreement with the Board. *Building a Future*, the Board's strategic plan for the System, provides the foundation for each institution's performance agreement. The three pillars of Building a Future are Family, Business, and Economic Prosperity. Performance metrics will be drawn predominantly from the Family pillar, which includes three areas of focus: Affordability, Access, and Success.

The projects-based performance funding model is based upon an institution employing proven practices that will position the system to move the needle on the Board's *Building a Future* strategic plan.

Annual Evaluation of Compliance and Funding

To be eligible for any new funding appropriated by the Legislature and approved by the Governor, each institution annually submits a performance report that updates the Board on an institution's progress toward implementing the proven practices as outlined in the performance agreement. The performance report provides the Board a basis for awarding any new funding.

Awarding of new funding is based on progress in the following five projects/indicators included in the performance agreement, all in accordance with amended Board Policy Chapter III.A.14, unless otherwise noted in the Projects-Based Performance Funding table below.

- Math Pathways
- Corequisite Math Support Developmental Education
- Corequisite English Support Developmental Education
- Systemwide Course Placement Measures (for both math & English)
- Academic Degree Maps

| Projects-Based Performance Funding | | | | | |
|------------------------------------|---------------|--|---|---|---|
| Project | Math Pathways | Corequisite Math Support Developmental Education | Corequisite English Support Developmental Education | Systemwide Math & English Course Placement Measures | Academic Degree Maps in Accordance with the Basic Standards |
| Percentage of Funding Each Year | 20% Funding | 20% Funding | 20% Funding | 20% Funding | 20% Funding |

It should be noted that when new legislative dollars are allocated to higher education, an institution will receive a performance funding allocation by participating and meeting basic conditions in the five projects, in accordance with the reporting specifications outlined in the AY 2024 – AY 2026 Performance Agreement, and as generally described below. *The below Funding Tiers table is based upon full completion of the given number of projects/indicators. Please refer to the AY 2024 – AY 2026 Performance Agreement for the specific expectations and reporting requirements for each project/indicator for each year of the agreement.*

| Funding Tiers | | | | | |
|--|---|---|---|---|---|
| <u>First Funding Tier: Institution Receives 100% New Funding Available</u> | | | | | |
| Institution Meets 5 out of 5 Indicators | 1 | 2 | 3 | 4 | 5 |
| <u>Second Funding Tier: Institution Receives 80% New Funding Available</u> | | | | | |
| Institution Meets 4 out of 5 Indicators | 1 | 2 | 3 | 4 | 5 |
| <u>Third Funding Tier: Institution Receives 60% New Funding Available</u> | | | | | |
| Institution Meets 3 out of 5 Indicators | 1 | 2 | 3 | 4 | 5 |
| <u>Fourth Funding Tier: Institution Receives 40% New Funding Available</u> | | | | | |
| Institution Meets 2 out of 5 Indicators | 1 | 2 | 3 | 4 | 5 |
| <u>Fifth Funding Tier: Institution Receives 20% New Funding Available</u> | | | | | |
| Institution Meets 1 out of 5 Indicators | 1 | 2 | 3 | 4 | 5 |
| <u>Sixth Funding Tier: Institution Receives 0% New Funding Available</u> | | | | | |
| Institution Meets 0 out of 5 Indicators | 1 | 2 | 3 | 4 | 5 |

If a project/indicator is not fully completed, partial credit may be awarded for each project/indicator, depending upon the institution's level of completion and compliance, as determined by Board Staff and BAASC upon review of each annual performance report.

Compliance is evaluated annually, and levels of funding are determined on an annual basis. The first year is critical

and builds the foundation for the next two years. For each reporting year, an institution may be awarded 0% to 100% of new funding, based on its level of compliance with the performance agreement and level of completion of each of the five projects as specified in the AY 2024 – AY 2026 Performance Agreement, as reported by the institution.

Definition of New State Funds

Pursuant to K.S.A. 74-3202d, each public postsecondary educational institution's receipt of "new state funds" shall be contingent upon achieving compliance with its performance agreement, as determined by the Kansas Board of Regents. Except as otherwise specifically required by statute or appropriation proviso, only those funds that are appropriated by the Legislature to a specific postsecondary educational institution for a specific purpose by using a separate line item shall be exempted from performance funding.

Accordingly, the Board has determined that the following line items are subject to performance: (1) State university and Washburn University operating grants; (2) community college, technical college and Washburn Institute of Technology Postsecondary Tiered Technical State Aid and Non-Tiered Course Credit Hour Aid; (3) eligible institutions' Career Technical Education Capital Outlay Aid and Technology Grant Funding; (4) Tuition for Technical Education (secondary students); (5) Postsecondary Education Performance-Based Incentive Special Revenue Fund; and (6) any other state funding consistent with the statutes. "New state funds" received by any postsecondary institution under the original 1999 Senate Bill 345 provisions for 2% performance grant funding, codified in K.S.A. 76-771, will also be subject to performance.

Pursuant to K.S.A. 74-3202d, the Board of Regents will determine the amount of new state funds to be received by each institution, taking into account the institution's level of compliance with its performance agreement and the funds available for distribution. For the purpose of this statute, "new state funds" means the amounts of additional state funding each institution received for the fiscal year from a particular line item that is in excess of state funding that institution received for the previous fiscal year from that line item. The Board will determine the amount of new state funds each institution is eligible to receive for each line item if the institution is determined to be in full compliance with its performance agreement. If the Board determines that an institution is not in full compliance with its performance agreement, the Board may allocate to the institution none or a portion of the new state funds for which the institution would otherwise be eligible. Any portion not allocated to an institution in the fiscal year shall not be reallocated to any other institution. Except for those funds that never become a part of the institution's base, any portion not allocated to an institution will be deemed to be part of the institution's base budget for the purpose of determining the following fiscal year's allocation. This provision precludes an institution from permanently losing multi-year state funding due to noncompliance with its performance agreement. The intended effect of this provision is that such loss of funds would be only for one fiscal year.

Alignment with Building a Future

Building a Future is the Board’s strategic plan for the System and provides the foundation for each institution’s performance agreement. Much more information is collected for strategic plan purposes than can be used in any single performance agreement. A data dashboard has been incorporated into the Kansas Board of Regents website. Taken together, the dashboard and the annual institutional performance reports will provide a comprehensive picture of where the system stands on the critical components of Building a Future and of the progress individual institutions are making on their performance agreements.

DRAFT

Performance Agreement Statute

Statute 74-3202d: Same; performance indicators, review; core indicators of quality performance; selection of determinants for state moneys; institutional improvement plans; performance agreements; new state funds, requirements for receipt. (a) During the 2000 fiscal year, the state board of regents (1) shall review the performance indicators developed by the postsecondary educational institutions, including the municipal university; (2) after consideration of the core indicators of quality performance identified by the respective commissions and with the active involvement of the postsecondary educational institutions, shall approve those indicators that the state board determines should be implemented; and (3) shall select from among the indicators approved for implementation those indicators that will become determinants for the allocation of state moneys on the basis of performance. The indicators selected may vary among the postsecondary educational institutions and among institutional sectors and, if feasible, shall include indicators developed and adopted by the governing bodies of each postsecondary educational institution based on the needs of each such postsecondary educational institution.

(b) During the 2001 fiscal year, the postsecondary educational institutions, including the municipal university, shall develop institutional improvement plans showing how they will implement the performance indicators applicable to their institution and how they will measure performance on the basis of each indicator. Institutional improvement plans shall be revised and submitted to the state board of regents by each institution at least every three years. The state board of regents shall provide technical assistance to institutions in the development, implementation, and revision of their improvement plans.

(c) Commencing on July 1, 2001, institutional improvement plans shall be implemented for each postsecondary educational institution, including the municipal university. Each postsecondary educational institution shall begin the data collection, measurement, or other documentation necessary in order for its performance to be evaluated with regard to each indicator.

(d) Commencing on July 1, 2004, the state board shall have authority to review and approve institutional improvement plans, and, on the basis of each plan, shall develop and implement a performance agreement with each postsecondary educational institution. Performance agreements shall incorporate the goals, priorities, policies and mission objectives identified in the institutional improvement plans, and the performance measures, which will be used to demonstrate compliance and progress.

(e) Commencing on July 1, 2005, each postsecondary educational institution's receipt of new state funds shall be contingent on achieving compliance with its performance agreement. As used in this subsection, "new state funds" means that amount of state funds by which the amount received by a postsecondary educational institution for a fiscal year exceeds the amount received by that postsecondary educational institution for the preceding fiscal year. The state board shall determine the amount of new state funds to be received by each postsecondary educational institution, taking into account the postsecondary educational institution's level of compliance with its performance agreement and the funds available for distribution. Any new state funds received by a postsecondary educational institution pursuant to a performance agreement shall be deemed to be part of the state funds received in the preceding fiscal year for the purposes of determining new state funds for the postsecondary educational institution pursuant to a performance agreement for the ensuing fiscal year. If a postsecondary educational institution is not allocated any portion of new state funds in a fiscal year, the new state funds which the institution was eligible to be allocated by the state board in such fiscal year shall be deemed part of the state funds received by such institution in such fiscal year for the purpose of determining such institution's base budget and any new state funds for the ensuing fiscal year. The failure of a postsecondary educational institution to enter a performance agreement with the state board shall prevent that postsecondary educational institution from receiving any new state funds. Any funds designated by the legislature for a specific postsecondary educational institution or purpose shall be exempt from the provisions of this section.

History: L. 1999, ch. 147, § 12; L. 2001, ch. 94, § 3; L. 2002, ch. 188, § 3; July

Updates from Kansas Board of Regents (KBOR):

- **New VP** of academic affairs, Rusty Monhollon.
- **KBOR Faculty of Year Award** – (later under new business)
- **Summary** (copy in Faculty Senate Canvas Module)
- **Systemwide General Education** – extensions ending
- **Degree Maps** – deadline July 1, 2024
- **Math Pathways** – quantitative reasoning, elementary statistics & college algebra, adding developmental classes
- **Performance Agreement** – university funding based upon meeting criteria
- **Program Review** – April 19th Provost Presents to BAASC. June 20th Presentation to entire KBOR.
- **Program to Program Articulations**

Criteria for the Annual Kansas Board of Regents Faculty of the Year Award

Nominees

Eligibility is restricted to faculty meeting the following requirements:

- Full-time, tenured or tenure-track faculty
- Demonstrate one’s teaching, scholarship/research, and service over the preceding academic year* have exemplified excellence and commitment to the mission of the institution. (*confirmed by the dean of their respective college*)
- Have not received the annual KBOR Faculty of the Year Award in the previous two (2) years.

Nominations

Nominations must adhere to the following guidelines to be accepted:

- Nominations may only be submitted by a faculty senator employed at the same institution as the nominee during the preceding academic year. *
- A faculty senator may submit two nominations per year, one for a tenured faculty and one for a tenure-track faculty.

Submission

- Nominations must be submitted to the “Faculty Senate KBOR Faculty of the Year Awards Committee.” See first bullet under **Selection**.
- Nominations are due by March 15th of the awarding year. #
- Nomination includes nominee’s name, academic department, and distribution of their workload for the academic year in which they are being nominated.
- Nomination includes the nominator’s name, academic department, and position held at their institution.
- A summary not to exceed 500 words of the nominee’s accomplishments including evidence to support the nomination.

Suggested examples of supporting materials/evidence:

| | |
|----------------------------------|--|
| Scholarship/ Research | <ul style="list-style-type: none">• Papers, monographs or other publications• Works in progress• Juried or invited exhibitions.• Reviews of creative work |
| Service | <ul style="list-style-type: none">• University Service (Conducting educational studies/investigations; Outreach; Board of Regents System; University-wide or College-wide; Departmental)• Offices held in academic, professional, and scholarly societies• Public and/or governmental service activities• Consulting activities• Community service |
| Teaching | <ul style="list-style-type: none">• Course load data• Master's degree committee memberships• Theses directed or student advising• Preparation of instructional media• Institutes, workshops, and other programs attended |

- It is at the discretion of each institution if additional materials may be required.

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Kansas Board of Regents (KBOR)

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* (e.g., 2024 award - August 2022 through August 2023)

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FACULTY SENATE MEMEBERSHIP (23-24) March 25, 2024

| Faculty Senators | Signature | Substitute (Print) |
|-----------------------------------|-----------|--------------------|
| Rebeca Book, (President) | | |
| Norm Philipp, (President Elect) | | |
| Jordan Backs, TWL | | |
| Tim Bailey, HPSS | | |
| David Boffey, HHPR | | |
| Paige Boydston, PSYCH | | |
| Susan Carlson, At-Large | | |
| Kari Cronister, TCHL | | |
| Marcus Daczewitz, TCHL | | |
| Jonathan Dresner, HPSS | | |
| Kristi Frisbee, At-Large | | |
| Andrew George, BIOL | | |
| Ram Gupta, CHEM | | |
| Beth Hendrickson, Library | | |
| Casie Hermansson, ENGML | | |
| Ashleigh Heter, NURS | | |
| Amy Hite, At-Large | | |
| Ananda Jayawardhana, At-Large | | |
| Karen Johnson, NURS | | |
| Mark Johnson, At-Large | | |
| Myriam Krepps, ENGML | | |
| Joseph Labuda, MIL | | |
| Kris Lawson, At-Large | | |
| Janet Lewis, ART | | |
| Kristen Livingston, COMM | | |
| Kristen Maceli, KUSB | | |
| Dan Maxwell, ETECH | | |
| Barbara McClaskey, At-Large | | |
| Ruth Monnier, At-Large | | |
| Clifford Morris, At-Large | | |
| David Pearson, PHYS | | |
| Steve Polley, AUTO | | |
| Jason Reid, TWL | | |
| John Ross, MUSIC | | |
| Kent Runyan, At-Large | | |
| Ashley Shaw, TCHL | | |
| Kyle Thompson, WGS | | |
| Scott Thuong, MATH | | |
| David Weaver, KUSB | | |
| Gail Yarick, At-Large | | |
| USS Senate Representative | | |
| UPS Senate Representative | | |
| Student Government Representative | | |
| Student | | |



Pittsburg State University

Faculty Senate Meeting

Date: Monday, March 25, 2024
Time: 3:00 p.m.
Location: Ballroom A, Overman Student Center

Agenda

I. Call to order

II. Approval of February 26, 2024 Minutes

III. Announcements

- A. Provost and Vice President of Academic Affairs- Dr. Howard Smith
- B. PSU/KNEA Remarks- Amy Hite
- C. Student Senate Remarks- Jaben Parnell
- D. Unclassified Professional Senate Remarks – Greg Belcher
- E. University Support Staff Remarks - Cindy VanBecelaere
- F. Faculty Senate Report- Rebeca Book

IV. Committee Reports

- A. Academic Affairs Committee - Chair: Norm Philipp
- B. Undergraduate Curriculum Subcommittee - Chair: MaryJo Goedeke
- C. Library Services/Learning Resources Subcommittee - Chair: Chris Labuda
- D. Online and Distance Learning Committee - Chair: Kelly Woestman
- E. Academic Honors Subcommittee - Chair: Jamie Wood
- F. Honors College Subcommittee - Chair: Michelle Hudiburg
- G. Writing Across the Curriculum Subcommittee - Chair: Lydia Bechtel
- H. Diversity and Multicultural Affairs Subcommittee - Chair: Laura Washburn
- I. Student-Faculty Committee - Chair: David Weaver
- J. All-University Committee - Chair: Anna Beth Gilmore
- K. Faculty Affairs Committee - Chair: Jonathan Dresner
- L. Constitution Committee - Chair: Mark Johnson
- M. General Education Committee - Chair: Mark Johnson
- N. Budget Committee - Chair: MaryJo Goedeke
- O. Academic Honesty Committee - Chair: Norm Philipp

V. Unfinished Business:

- A. Course syllabi
- B. General Education

VI. New Business:

- A. KBOR Faculty Award
- B. Apple Day – Wed. April 3rd.

VII. Open Forum:

Upcoming events:

April 3 – Apple Day – part of GoPittFest Week!

April 22 – Faculty Senate Meeting – Doug Ball speaker on Budget, Elections for Executive Committee

May 1 – Food Trucks on Campus

VIII. Adjournment

Academic Affairs-

Chair: Norm Philipp
 Recorder: David Weaver
 No report.

Undergraduate Curriculum-

Chair: MaryJo Goedeke
 Recorder: Shelby Hutchens

UGCC Meeting 3/8/2024

| | | Voting Members Approval of Proposed Changes | | | | |
|---|---|---|----------|-------|--------|---|
| | | Goedeke | Hutchens | McCay | Lawson | |
| Dept: Integrated Studies | | Present: | x | x | x | x |
| Revision to Emphasis Form | Healthcare Leadership & Innovation | | x | x | x | x |
| | Sustainability, Society and Resource Management | | x | x | x | x |
| Deletion of Emphasis | Deletion of Liberal Studies Emphasis | | x | x | x | x |
| Dept: TWL | | | | | | |
| Revision to Emphasis Form | Career & Technical Education | | x | x | x | x |
| | Career & Tech Education: Tech Teacher Ed | | x | x | x | x |
| Notification Form | GC 301 | | | | | |
| | GC 510 | | | | | |
| | GC 630 | | | | | |
| Revision to Major | Revision to Graphics Communication Major | | x | x | x | x |
| Revision to Emphasis | Revision to Photo/Video Emphasis | | x | x | x | x |
| Dept: Teaching & Leadership | | | | | | |
| Course Revision Form | EDUC 321 | | x | x | x | x |
| | EDUC 359 | | x | x | x | x |
| | EDUC 362 | | x | x | x | x |
| | EDUC 363 | | x | x | x | x |
| | EDUC 366 | | x | x | x | x |
| | EDUC 367 | | x | x | x | x |
| | EDUC 368 | | x | x | x | x |
| | EDUC 371 | | x | x | x | x |
| | EDUC 551 | | x | x | x | x |
| | SPED 510 | | x | x | x | x |
| | SPED 511 | | x | x | x | x |
| | SPED 512 | | x | x | x | x |
| | SPED 514 | | x | x | x | x |
| | SPED 515 | | x | x | x | x |
| | SPED 516 | | x | x | x | x |
| New Course | EDUC 513 | | x | x | x | x |
| | SPED 517 | | x | x | x | x |
| Deletion of Course | SPED 513 | | x | x | x | x |
| Revision to Major Form | Revision to Elementary Ed Unified Major | | x | x | x | x |
| | Revision to Elementary Ed | | x | x | x | x |
| Dept: Modern Languages and Literatures | | | | | | |
| Notification Form | Switching gen ed for pitt pathway | | | | | |

Dept: Modern Languages and Literatures
Notification Form

Dept: Kelce College of Business
New Course

Switching gen ed for pitt pathway

| | | | | |
|---|---|---|---|---|
| DSIS 130 | x | x | x | x |
| DSIS 440 | x | x | x | x |
| DSIS 690 | x | x | x | x |
| DSIS 650 | x | x | x | x |
| DSIS 615 | x | x | x | x |
| DSIS 610 | x | x | x | x |
| DSIS 604 | x | x | x | x |
| DSIS 603 | x | x | x | x |
| DSIS 470 | x | x | x | x |
| DSIS 450 | x | x | x | x |
| DSIS 440 | x | x | x | x |
| DSIS 430 | x | x | x | x |
| DSIS 420 | x | x | x | x |
| DSIS 380 | x | x | x | x |
| DSIS 240 | x | x | x | x |
| DSIS 130 | x | x | x | x |
| DSIS 230 | x | x | x | x |
| DSIS 240 | x | x | x | x |
| MGT 550 | x | x | x | x |
| Revision to Major | | | | |
| Revision to Minor | | | | |
| New Minor: | | | | |
| Data Science and Information Systems | x | x | x | x |
| Renaming Minor in Computing to Minor in Information Systems | x | x | x | x |
| Data Science | x | x | x | x |

Library Services-

Chair: Chris Labuda
Recorder: Beth Hendrickson
No report.

Online and Distance Learning-

Chair: Kelly Woestman
Recorder: Paige Boydston
No report.

Academic Honors-

Chair: Jamie Wood
Recorder: Jessica Jorgenson Borchert
No report.

Honors College –

Chair: Michelle Hudiburg
Recorder: Anuradha Ghosh

March 7, 2024

In-person Meeting Notes

Members present: Michelle Hudiburg, Randy Winzer, Stephen Zornes, Brian Moots, Anuradha Ghosh, Hannah Eckstein (student), Erik Jantz (student)

Invited guests present: Karl Stumo, Tucker Jessip, Jenna Clark

1. Introduction of the new member: Stephen Zornes
2. Introduction of guests
3. Brian Moots: Updated on 2024-2025 cohort
 - a. Acceptance rate
 - b. Ranking of admitted cohort
4. Karl Stumo: Shared his thoughts on Honors College structure
 - a. How PSU HC compares to other institutions' HC
 - b. Any changes in the HC structure foreseen (such as tier system, FAFSA requirement)
 - c. Developmental process of academic achievement award

- d. Debating on stacking of awards for current HC students
- e. Allowable stacking on departmental or private scholarships
- f. Emphasized on growth of scholarships and means of generating revenues
- g. New award policy will be in place by the end of March
5. Randy Winzer: Elaborated on how the extra dollars beyond tuition and fees is paid for residence; Stacking of awards should be supported if academic merit is achieved
6. Tucker, Jenna, and Hannah: Shared students' perspectives on current HC structure
 - a. Opens up avenues to interact with other classmen and enhances crosstalk among organizations
 - b. Pivotal roles played by class representatives, development of community sense
 - c. Values academia, engenders willingness to give back
 - d. HC students recruitment team visits High School with promotional materials
 - e. Inclusion of transfer students in the cohort is highly recommended
 - f. Debating on equity of special groups of students on campus (such as athletics and HC)
7. Brian Moots: Further added on the HC strengths and challenges
 - a. Early graduation of many students in HC cohort keeps 4-year HC students at around 110 instead of 120 (30 per cohort x 4yr)
 - b. Students put through the rigors of academia, holding leadership positions, etc. (few students are lost from each cohort if standards are not met)
 - c. Challenge encountered in recent past is lower number of applicants
 - d. Accomplishments this year is expansion of geographic area of applicants
 - e. Significant contribution and support from HC alums (willingness to pay back to the college) is praised
 - f. HC scholarship structure is amenable to change based on needs of the University
 - g. Proposed a pilot activity on inclusion for transfer students for 2025 HC cohort:
Three existing PSU students will be offered Crimson and Gold
Needs to enroll in "Intro to Honors" course
Randy Winzer motioned contacting three students and Anu Ghosh seconded
8. Michelle Hudiburg: Further communication with Karl Stumo and University Scholarship Committee is needed to consolidate HC marketing approach for the 2025 cohort, initiate collaborative decision-making process

Next meeting: March 21, 2024 (In-person)

Writing Across the Curriculum –

Chair: Lydia Bechtel

Recorder: Carol Meza-Bakke

February 18th it was determined that the committee would divide the Writing to Learn courses between its members for the courses to be evaluated against the rubric for adhering to the various standards for writing to learn courses. Members are to have their assigned courses scored by Friday, February 23rd.

Diversity and Multicultural Affairs –

Chair: Laura Washburn

Recorder: Kristen Maceli

No report.

Student-Faculty –

Chair: David Weaver

Recorder: Jessica Jorgenson Borchert

No report.

All-University –

Chair: Anna Beth Gilmore

Recorder: Jason Reid

No report.

Faculty Affairs –

Chair: Jonathan Dresner
Recorder: Kevin Elliott

No report.

Constitution –

Chair: Mark Johnson
Recorder: Beth Hendrickson
No report.

General Education –

Chair: Mark Johnson
Recorder: Lora Winters
Notes 3/19/2024 General education committee

The committee has agreed these will be the current buckets we will review each of the next three years:

1. Buckets 1, 2 and 4 (26 courses)
2. Bucket 6 (46 courses)
3. Buckets 3, 5 and 7 (48 courses)

I have asked the committee to review the specific courses in each bucket 1, 2 and 4 to determine which component of the rubrics best fits each course. That way, during our training, instructors will learn what we are looking for in their course syllabi.

In the meantime, I will meet with Mark Diacopoulos and Melinda Reolfs to discuss our specific training strategy 1) When to do the training? 2) Who do we invite? 3) What do we need to in the training? 4) Where will we do the training? etc.

Budget Committee –

Chair: MaryJo Goedeke
Recorder: Karen Johnson
No report.

Academic Honesty –

Chair: Norm Philipp
No report.

Criteria for the Annual Kansas Board of Regents Faculty of the Year Award

Nominees

Eligibility is restricted to faculty meeting the following requirements:

- Full-time, tenured or tenure-track faculty
- Demonstrate one’s teaching, scholarship/research, and service over the preceding academic year* have exemplified excellence and commitment to the mission of the institution. (*confirmed by the dean of their respective college*)
- Have not received the annual KBOR Faculty of the Year Award in the previous two (2) years.

Nominations

Nominations must adhere to the following guidelines to be accepted:

- Nominations may only be submitted by a faculty senator employed at the same institution as the nominee during the preceding academic year. *
- A faculty senator may submit two nominations per year, one for a tenured faculty and one for a tenure-track faculty.

Submission

- Nominations must be submitted to the “Faculty Senate KBOR Faculty of the Year Awards Committee.” See first bullet under **Selection**.
- Nominations are due by March 15th of the awarding year. #
- Nomination includes nominee’s name, academic department, and distribution of their workload for the academic year in which they are being nominated.
- Nomination includes the nominator’s name, academic department, and position held at their institution.
- A summary not to exceed 500 words of the nominee’s accomplishments including evidence to support the nomination.

Suggested examples of supporting materials/evidence:

| | |
|----------------------------------|--|
| Scholarship/ Research | <ul style="list-style-type: none">• Papers, monographs or other publications• Works in progress• Juried or invited exhibitions.• Reviews of creative work |
| Service | <ul style="list-style-type: none">• University Service (Conducting educational studies/investigations; Outreach; Board of Regents System; University-wide or College-wide; Departmental)• Offices held in academic, professional, and scholarly societies• Public and/or governmental service activities• Consulting activities• Community service |
| Teaching | <ul style="list-style-type: none">• Course load data• Master's degree committee memberships• Theses directed or student advising• Preparation of instructional media• Institutes, workshops, and other programs attended |

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6. Does the revision meet University catalog definitions for majors, minors, emphases and certificates as appropriate? **Yes**
7. Are additional resources required (e.g. library/multimedia resources, technology, space, major expense, etc.)?
No additional resources are required with this change.
8. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the course fee form on the Provost's website, it will need to gain approval of the President's Council.
9. What additional costs will be required for revising this curriculum (e.g. staffing, equipment, etc.)?
None.
10. Describe the program assessment plan (for new programs only):
 - a. Enrollment targets = N/A
 - b. Outcome expected and process to evaluate =

 - c. Plan to abandon if enrollment targets not met =

Questions for certificate only: If you have questions concerning these questions, contact the Financial Aid Office, 4240. If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Admission and Financial Assistance to initiate Department of Education approval.

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **Select One**
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? **Select One**

CURRICULUM REVISIONS

| | Existing | Proposed |
|---------------------------------------|------------------------|---|
| Title: | Health Care Innovation | Health Care Leadership and Innovation |
| Curriculum: (Do not include GenEd) | See attached document | See Attached document: Changes Highlighted in yellow. |

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/8/23 Signature, Chairperson: James Oliver Jr

-Approved: College Curriculum Committee

Date: 1/30/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/30/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Existing BIS- Healthcare Innovations

Core Requirement (14-15 hours)

BIOL-410 Biological and Medical Terminology (2hrs)
or- NURS 314- Health Care Terminology and Drug Calculations (3 hours)

BIOL- 605 Bioethics (3 hours)

HCI-400 Introduction to Innovation in Healthcare (1hr)

HCI-500 Healthcare Innovation Practicum (2 hrs)

Note: Pre-req: HCI 400 Introduction to Innovation in Healthcare; BIOL 410 Biological/Medical Terminology-or- NURS 314 Health Care Terminology/Drug Calculations

HCI-550- Healthcare Leadership and Innovation Capstone (3 hours)

Note: Pre-Req: HCI 400 Introduction to Innovation in Healthcare Practicum

NURS- 303 Introduction to Public Health (3 hours)

Choose 30-31 hours of Upper Division Courses from:

COMM- 450 Small Group Communications (3 hours)

COMM-530 Interpersonal Communications (3 hours)

ENGL- 301 Technical and Professional Writing (3 hours)

FCS-305 Community Nutrition (3 hours). Note: Pre-Req: FCS 203 Nutrition and Health

FCS- 430 Family Resource Management (3 hours) Note: Pre-Req: FCS 230 Consumer Ed and Personal Finance

FCS-470 Professional and Social Skills (3 hours)

FCS-480 Dynamics of Family Relationships (3 hours)

FCS-580 Family Violence and Child Abuse (3 hours)

HHP 349 Group Fitness Instructor Training (2 hours)

HIST-607 History of American Medicine (3 hours)

HRD-775 Instructional Technology (3 hours)

GT-320 Communication Systems in Technology (3 hours)

MGT-330 Management and Organizational Behavior (3 hours)

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

MKTG-330 Principles of Marketing (3 hours)

NURS-370 Women's Health Issues (2 hours)

NURS-445 Transcultural Health Care (1-3 hours)

NURS-482 Evidence Based Practice and Research (2 hours)

PSYCH-430 Positive Psychology (3 hours)

PSYCH-571 Abnormal Psychology (3 hours)

PSYCH-705 Human Service Skills (3 hours)

REC-350- Promoting Community and Worksite Wellness (3 hours)

SOC-584 Medical Sociology (3 hours)

Plus 34- 35 hours of Electives

Firefox

<https://outlook.office.com/mail/id/AAQkAGIINjg2OWU0LTNmN...>**Re: LDSP 600- Foundations of Leadership**Cherona Hicklin <chicklin@pittstate.edu>

Mon 10/16/2023 12:53 PM

To: James Oliver JR <joliver@pittstate.edu>

My pleasure!

*Cherona Hicklin, Ed.D.**Department Chair and Professor**Teaching and Leadership**College of Education**Pittsburg State University**620-235-4504**education.pittstate.edu*

From: James Oliver JR <joliver@pittstate.edu>**Sent:** Monday, October 16, 2023 12:33 PM**To:** Cherona Hicklin <chicklin@pittstate.edu>**Cc:** Mary Carol Pomatto <mpomatto@pittstate.edu>; Jennifer Harris <jharris@pittstate.edu>**Subject:** Re: LDSP 600- Foundations of LeadershipCherona,
Thanks.

Jamie

From: Cherona Hicklin <chicklin@pittstate.edu>**Sent:** Monday, October 16, 2023 11:54 AM**To:** James Oliver JR <joliver@pittstate.edu>**Cc:** Mary Carol Pomatto <mpomatto@pittstate.edu>; Jennifer Harris <jharris@pittstate.edu>**Subject:** Re: LDSP 600- Foundations of Leadership

Hi Jamie,

Thank you for your email. We would be happy to have LDSP 600 included in this program. We are always looking for ways to partner with our colleagues across campus.

If there's anything else I can do to support this change, please don't hesitate to reach out.

Take care,
Cherona*Cherona Hicklin, Ed.D.**Department Chair and Professor**Teaching and Leadership**College of Education**Pittsburg State University*

Firefox

<https://outlook.office.com/mail/id/AAQkAGI1Njg2OWU0LTNmN...>

620-235-4504

education.pittstate.edu

From: James Oliver JR <joliver@pittstate.edu>
Sent: Monday, October 16, 2023 7:17 AM
To: Cherona Hicklin <chicklin@pittstate.edu>
Cc: Mary Carol Pomatto <mpomatto@pittstate.edu>; Jennifer Harris <jharris@pittstate.edu>
Subject: LDSP 600- Foundations of Leadership

Cherona,

On Friday, Mary Carol, Jennifer Harris, and I met to discuss the addition of 6 hours to the Bachelor of Integrated Studies- Healthcare Innovation emphasis to make up the 6-hour difference as we transition from the Pathway to the KBOR GE package.

As this program continues to be refined, we will be altering the title of the emphasis to Healthcare Leadership and Innovation, to more readily reflect the coursework and potential of this interdisciplinary emphasis. As such we would like to add/include LDSP 600- Foundations of Leadership - 3-hours to the Core requirements of this emphasis. Currently there are 10 students with this degree program/emphasis declared (these students will be unaffected), but in the future we perceive growth. Currently, the catalog description indicates "Declared Leadership Minor or Permission of Instructor." Would you have any issues with the inclusion of this course in the core components of this course?

Best,
Jamie

James Oliver,
Professor of Art
Chair, Department of Art
Director, BGS
Director, BIS
Porter Hall 101
Pittsburg State University
1701 South Broadway
Pittsburg, KS 66762
620-235-4301

Firefox

<https://outlook.office.com/mail/id/AAQkAGI1Njg2OWU0LTNmN...>**Re: Bachelor of Integrated Studies- Healthcare Innovation elective additions from Communications**

Troy Comeau <tcomeau@pittstate.edu>

Mon 10/16/2023 8:25 AM

To: James Oliver JR <joliver@pittstate.edu>

Cc: Mary Carol Pomatto <mpomatto@pittstate.edu>; Jennifer Harris <jharris@pittstate.edu>

I see no issue. We would welcome these students in those classes if they choose those electives.

Have a great day!

Troy

Dr. Troy O. Comeau

Professor/Chair, Departments of Communication/English and Modern Languages

Pittsburg State University

Grubbs Hall 215

620-235-4724

From: James Oliver JR <joliver@pittstate.edu>**Sent:** Monday, October 16, 2023 7:22 AM**To:** Troy Comeau <tcomeau@pittstate.edu>**Cc:** Mary Carol Pomatto <mpomatto@pittstate.edu>; Jennifer Harris <jharris@pittstate.edu>**Subject:** Bachelor of Integrated Studies- Healthcare Innovation elective additions from Communications

Troy,

On Friday, Mary Carol, Jennifer Harris, and I met to discuss the addition of 6 hours to the Bachelor of Integrated Studies- Healthcare Innovation emphasis to make up the 6-hour difference as we transition from the Pathway to the KBOR GE package.

As this program continues to be refined, we will be altering the title of the emphasis to Healthcare Leadership and Innovation, to more readily reflect the coursework and potential of this interdisciplinary emphasis. As such we would like to add/include the following to the list of elective options/choices from Communications for students within this emphasis:

COMM 416- Social Influence and Persuasion- 3 hours

COMM 438- Gender Communication- 3 hours

COMM 576- Media Writing and Copy- 3 hours

Currently there are 10 students with this degree program/emphasis declared, but in the future, we perceive growth. Would you have any issues with the inclusion of this course in the core components of this course?

Best,
Jamie

James Oliver,

1 of 2

1/29/24, 2:59 PM

1 of 2

1/30/2024, 11:11 AM

Firefox

Professor of Art
Chair, Department of Art
Porter Hall 101
Pittsburg State University
1701 South Broadway
Pittsburg, KS 66762
620-235-4301

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024

Submission Date:

Department: Bachelor of Integrated Studies College: Arts & Sciences

Contact Person: James Oliver Chair

Deletion Emphasis

If Emphasis, enter name of the Major: Bachelor of Integrated Studies- Liberal Studies

If selection is "Deletion" complete questions 2, 3, 4, & 5, then complete signatures.

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, Please apply the appropriate signatures, and send to your College Admin.

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

1. Description of Change:

2. Rationale for change, including changes to curriculum objectives:

The Liberal Studies Emphasis within the Bachelor of Integrated Studies degree program has not had any majors in recent history.

3. Will this change affect any education majors? No

If "yes," this request will need to have the approval of the Council for Teacher Education.

4. Is this **Deletion** related to, and/or may affect, any other department/college/unit curricula or programs at PSU? ***Whether a "yes" or "no" response, please provide an explanation or documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

As this emphasis is within the Bachelor of Integrated Studies program, an interdisciplinary program, coursework is chosen from various departments on campus, no other department/college or unit curricula is affected by this deletion.

5. Is this **Deletion** related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? ***Whether a "yes" or "no" response, please provide an explanation.***

As this emphasis is within the Bachelor of Integrated Studies program, an interdisciplinary program solely within PSU, no degree program, minor/emphasis/ or certificate at any other Regent university is affected by this deletion.

6. Does the revision meet University catalog definitions for majors, minors, emphases and certificates as appropriate? **Select One**
7. Are additional resources required (e.g. library/multimedia resources, technology, space, major expense, etc.)?
8. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **Select One**
If "yes," complete the course fee form on the Provost's website, it will need to gain approval of the President's Council.
9. What additional costs will be required for revising this curriculum (e.g. staffing, equipment, etc.)?
10. Describe the program assessment plan (for **new** programs only):
 - a. Enrollment targets =
 - b. Outcome expected and process to evaluate =

 - c. Plan to abandon if enrollment targets not met =

Questions for certificate only: If you have questions concerning these questions, contact the Financial Aid Office, 4240. If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Admission and Financial Assistance to initiate Department of Education approval.

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **Select One**
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? **Select One**

CURRICULUM REVISIONS

| | Existing | Proposed |
|---------------------------------------|----------|----------|
| Title: | | |
| Curriculum: (Do not include GenEd) | | |

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 1/3/24 Signature, Chairperson: James Oliver Jr

-Approved: College Curriculum Committee

Date: 1/29/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/29/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024



Submission Date:

Department: Integrated Studies

College: Arts & Sciences



Contact Person: Catherine Hooley

Faculty



Revision Emphasis

If Emphasis, enter name of the Major: Integrated Studies

If selection is "Deletion" complete questions 2, 3, 4, & 5, then complete signatures.

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, Please apply the appropriate signatures, and send to your College Admin.

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

1. Description of Change:

- Two courses totaling 7 credit hours (GEOG 303: GIS I @ 4 hrs and GEOG 401: Urban and Regional Planning @ 3 hrs) were removed from the discipline choice categories and added to the required CORE category.
- The original "Core" courses were divided into two categories: "Core Content" and "Core Methods/Skills".
- Three courses were deleted: ECON-437 Economics of Sustainability, MKGT-610 Topics in Marketing: Sustainable Marketing and COMM-601 Intercultural Communication.

2. Rationale for change, including changes to curriculum objectives:

- The seven credit hours added to the Core is in response to the KBOR GE package being changed to 34-35 hours. This brings the program total hours from what was 55-58 to a new total of 62-63.
- The Core Methods/Skills categories were created so students can clearly see the skills and methods courses that are fundamental to the program.
- The three courses were deleted as they are no longer offered.

3. Will this change affect any education majors? No



If "yes," this request will need to have the approval of the Council for Teacher Education.

4. Is this **Revision** related to, and/or may affect, any other department/college/unit curricula or programs at PSU? ***Whether a "yes" or "no" response, please provide an explanation or documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

No. These changes will not affect any other programs at PSU.

5. Is this **Revision** related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? ***Whether a "yes" or "no" response, please provide an explanation.***

No. There are no other programs like this at any other Regent university.

6. Does the revision meet University catalog definitions for majors, minors, emphases and certificates as appropriate? **Yes**
7. Are additional resources required (e.g. library/multimedia resources, technology, space, major expense, etc.)?
No.
8. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the course fee form on the Provost's website, it will need to gain approval of the President's Council.
9. What additional costs will be required for revising this curriculum (e.g. staffing, equipment, etc.)?
None.
10. Describe the program assessment plan (for **new** programs only):
 - a. Enrollment targets =
 - b. Outcome expected and process to evaluate =

 - c. Plan to abandon if enrollment targets not met =

Questions for certificate only: If you have questions concerning these questions, contact the Financial Aid Office, 4240. If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Admission and Financial Assistance to initiate Department of Education approval.

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **Select One**
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? **Select One**

CURRICULUM REVISIONS

| | Existing | Proposed |
|--|--|--|
| Title: | Integrated Studies with an Emphasis in Sustainability, Society and Resource Management | Integrated Studies with an Emphasis in Sustainability, Society and Resource Management |
| Curriculum: (Do not include GenEd) | Please see the attached file. | Please see the attached file. |

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 1/3/24 Signature, Chairperson: James Oliver Jr

-Approved: College Curriculum Committee

Date: 1/29/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/29/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

EXISTING DEGREE PROGRAM:

BACHELOR OF INTERGRATED STUDIES with an emphasis in *Sustainability, Society and Resource Management*

Program Requirements (55-58 hours)

CORE (22-23 HOURS)

- SSRM-200 Introduction to Sustainability, Society and Resource Management (1 hour)
- BIOL-330 Principles of Ecology (3 hours)
- COMM-277 Introduction to Strategic Communication (3 hours)
- GEOG-302 Introduction to Environmental Geography (3 hours)
- ECON-201 Principles of Macroeconomics (3 hours)
- ENGL-301 Technical/Professional Writing (3 hours)
- Choose one (3-4 hours): SOSCI-388 Research and Quantitative Methods (4 hrs) **OR**
BIOL-603 Biometry (3 hrs) **OR** COMM-717 Research Procedures in Communication (3 hrs)
- SSRM-600 Senior Seminar in Sustainability, Society and Resource Management (3 hours)

SELECT 9 HOURS OF BIOLOGY

- BIOL-313 Principles of Conservation (3 hours)
- BIOL-332 Natural History Interpretation (3 hours)
- BIOL-525 Urban Ecology (3 hours)
- BIOL-537 Regional Natural History (3 hours)
- BIOL-576 Human Dimensions of Natural Resource Management (3 hours)
- BIOL-612 Internship in Biology (1-3 hours)
- BIOL-617 Environmental Health (3 hours)
- BIOL-643 Natural History Interpretation (3 hours)

SELECT 9 HOURS OF COMMUNICATION

- COMM-438 Gender Communication (3 hours)
- COMM-450 Small Group Communication (3 hours)
- COMM-530 Interpersonal Communication (3 hours)
- COMM 576 Media Writing and Copy (3 hours)
- COMM-601 Intercultural Communication (3 hours)
- COMM-690 Internship in Applied Communication (____) (1-3 hours)
- COMM-702 Mass Media Management (3 hours)
- COMM-726 Media Analysis and Criticism (____) (3 hours)
- COMM-755 Organizational Communication (3 hours)
- COMM-785 International Communication (3 hours)
- COMM-795 Issues in Communication (____)* (3 hours) *Must be taken as Risk/Crisis Communication.

SELECT 9-11 HOURS OF GEOGRAPHY

- GEOG-301 Urban Development (3 hours)
- GEOG-303 Geographic Information Systems I (4 hours)
- GEOG-401 Urban and Regional Planning (3 hours)

- GEOG-403 Geographic Information Systems II (4 hours)
- GEOG-405 Computer Mapping (3 hours)
- GEOG-501 Urban and Rural Sustainability (3 hours)
- GEOG-502 Global Environmental Change (3 hours)
- GEOG-508 Geography of Hazards and Disasters (3 hours)
- GEOG-602 Service Learning in Sustainability Laboratory* (3 hours) *Permission of instructor required

SELECT 3 ADDITIONAL HOURS FROM BIOL OR COMM OR GEOG

SELECT 3 HOURS OF POLITICAL/EQUITY

- PHIL-114 Environmental Ethics* (3 hours)
- POLS-512 Topics in Environmental Politics (3 hours)
- POLS-609 Administrative Law (3 hours)
- SOC-443 Race and Ethnic Relations (3 hours)
- SOC-512 Social Stratification (3 hours)
- SOC-663 Women, Men and Society (3 hours)
- WGS-200 Intro to Women's Studies (3 hours)
- WGS-399 Women's Global Issues (3 hours)

RECOMMENDED ELECTIVES (21-25 HOURS)

- ECON-437 Economics of Sustainability (3 hours)
- ENGL-566 (American Theme) American Environmental Literature (3 hours)
- MKGT-610 Topics in Marketing: Sustainable Marketing (3 hours)
- XXX Service Learning* (Dept Specific) (3 hours) *Can be course specific to a student focus, additional BIOL/COMM/SOSCI courses not used for major requirements, or courses recommended in consultation with advisor.

MGT-430 Legal and Social Environment of Business (3 hours)
MKTG-330 Principles of Marketing (3 hours)
NURS-370 Women's Health Issues (2 hours)
NURS-445 Transcultural Health Care (1-3 hours)
NURS-482 Evidence Based Practice and Research (2 hours)
PSYCH-430 Positive Psychology (3 hours)
PSYCH-571 Abnormal Psychology (3 hours)
PSYCH-705 Human Service Skills (3 hours)
REC-350- Promoting Community and Worksite Wellness (3 hours)
SOC-584 Medical Sociology (3 hours)

Plus 34- 35 hours of Electives

Proposed BIS- Healthcare Leadership and Innovation

Core Requirement (17-18 hours)

- ✓ BIOL-410 Biological and Medical Terminology (2hrs)
or- NURS 314- Health Care Terminology and Drug Calculations (3 hours)
- ✓ BIOL- 605 Bioethics (3 hours)
- ✓ HCI-400 Introduction to Innovation in Healthcare (1hr)
- ✓ HCI-500 Healthcare Innovation Practicum (2 hrs)
Note: Pre-req: HCI 400 Introduction to Innovation in Healthcare; BIOL 410 Biological/Medical Terminology-or- NURS 314 Health Care Terminology/Drug Calculations
- ✓ HCI-550- Healthcare Leadership and Innovation Capstone (3 hours)
Note: Pre-Req: HCI 400 Introduction to Innovation in Healthcare Practicum
- ✓ LDSP- 600 Foundations of Leadership
- ✓ NURS- 303 Introduction to Public Health (3 hours)

Choose 33-34 hours of Upper Division Courses from:

- COMM-416 Social Influence and Persuasion (3 hours)
- COMM-438 Gender Communication (3 hours)
- COMM- 450 Small Group Communications (3 hours)
- COMM-530 Interpersonal Communications (3 hours)
- COMM-576 Media Writing and Copy (3 hours)
- ENGL- 301 Technical and Professional Writing (3 hours)
- FCS-305 Community Nutrition (3 hours). Note: Pre-Req: FCS 203 Nutrition and Health
- FCS- 430 Family Resource Management (3 hours) Note: Pre-Req: FCS 230 Consumer Ed and Personal Finance
- FCS-470 Professional and Social Skills (3 hours)
- FCS-480 Dynamics of Family Relationships (3 hours)
- FCS-580 Family Violence and Child Abuse (3 hours)
- HHP 349 Group Fitness Instructor Training (2 hours)
- HIST-607 History of American Medicine (3 hours)
- HRD-775 Instructional Technology (3 hours)
- GT-320 Communication Systems in Technology (3 hours)
- MGT-330 Management and Organizational Behavior (3 hours)

PROPOSED DEGREE PROGRAM (changes highlighted):

BACHELOR OF INTERGRATED STUDIES with an emphasis in *Sustainability, Society and Resource Management*

Program Requirements (62-63 hours)

CORE (29-30)

Core Content (19 hours)

- ✓ SSRM-200 Introduction to Sustainability, Society and Resource Management (1 hour)
- ✓ BIOL-330 Principles of Ecology (3 hours)
- ✓ COMM-277 Introduction to Strategic Communication (3 hours)
- ✓ GEOG-302 Introduction to Environmental Geography (3 hours)
- ✓ GEOG-401 Urban and Regional Planning (3 hours)
- ✓ ECON-201 Principles of Macroeconomics (3 hours)
- ✓ SSRM-600 Senior Seminar in Sustainability, Society and Resource Management (3 hours)

Core Methods/Skills (10-11 hours)

- ✓ ENGL-301 Technical/Professional Writing (3 hours)
- ✓ GEOG-303 Geographic Information Systems I (4 hours)
- ✓ Choose one (3-4 hours): SOSCI-388 Research and Quantitative Methods (4 hrs) OR
BIOL-603 Biometry (3 hrs) OR COMM-717 Research Procedures in Communication (3 hrs)

SELECT 9 HOURS OF BIOLOGY

- ✓ BIOL-303 Regional Natural History (3 hours)
- BIOL-313 Principles of Conservation (3 hours)
- BIOL-343 Natural History Interpretation (3 hours)
- BIOL-525 Urban Ecology (3 hours)
- BIOL-576 Human Dimensions of Natural Resource Management (3 hours)
- BIOL-612 Internship in Biology (1-3 hours)
- BIOL-617 Environmental Health (3 hours)

SELECT 9 HOURS OF COMMUNICATION

- ✓ COMM-438 Gender Communication (3 hours)
- ✓ COMM-450 Small Group Communication (3 hours)
- ✓ COMM-530 Interpersonal Communication (3 hours)
- ✓ COMM 576 Media Writing and Copy (3 hours)
- ✓ COMM-690 Internship in Applied Communication (____) (1-3 hours)
- ✓ COMM-702 Mass Media Management (3 hours)
- ✓ COMM-726 Media Analysis and Criticism (____) (3 hours)
- ✓ COMM-755 Organizational Communication (3 hours)
- ✓ COMM-785 International Communication (3 hours)
- ✓ COMM-795 Issues in Communication (____)* (3 hours) *Must be taken as Risk/Crisis Communication.

SELECT 9 HOURS OF GEOGRAPHY

GEOG-301 Urban Development (3 hours)

GEOG-403 Geographic Information Systems II (4 hours)

GEOG-405 Computer Mapping (3 hours)

GEOG-501 Urban and Rural Sustainability (3 hours)

GEOG-502 Global Environmental Change (3 hours)

GEOG-508 Geography of Hazards and Disasters (3 hours)

GEOG-602 Service Learning in Sustainability Laboratory* (3 hours) *Permission of instructor required

SELECT 3 ADDITIONAL HOURS FROM BIOL OR COMM OR GEOG

SELECT 3 HOURS OF POLITICAL/EQUITY

PHIL-114 Environmental Ethics (3 hours)

POLS-512 Topics in Environmental Politics (3 hours)

POLS-609 Administrative Law (3 hours)

SOC-443 Race and Ethnic Relations (3 hours)

SOC-512 Social Stratification (3 hours)

SOC-663 Women, Men and Society (3 hours)

WGS-200 Intro to Women's Studies (3 hours)

WGS-399 Women's Global Issues (3 hours)

RECOMMENDED ELECTIVES (22-24 HOURS)

ENGL-566 (American Theme) American Environmental Literature (3 hours)

XXX Service Learning* (Dept Specific) (3 hours) *Can be course specific to a student focus, additional

BIOL/COMM/SOSCI/SSRM courses not used for major requirements, or courses recommended in consultation with advisor.

Faculty Senate Notification Form

This form is to be used to notify campus of changes that need to be updated in the university catalog but don't necessarily need Faculty Senate approval.

Effective Date: Fall 2024 Submission Date: December 5, 2023

Department: Modern Languages and Literatures College: Arts & Science

Contact Person: Myriam Krepps Chair/Coordinator

Originating Department(s): After completing this form, in its entirety, please have it signed by the chair and the dean. The College Admin will load to the "Approved College Curriculum" file in SharePoint. It will be added to the next 10-day viewing and then sent forward with the next Faculty Senate agenda.

1. Purpose/Justification for this notification:

No changes to the Modern Languages major (4 Emphasis: French Language and Culture, French Teacher Certification, Spanish Language and Culture, Spanish Teacher Certification), minor (French, Spanish), and certificate (French, Spanish), beyond swapping Gen Ed for Pitt Pathway.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? No *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Informing on the change from Pitt Pathway to Gen Ed.

3. Is this notification related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? No *Whether a "yes" or "no" response, please provide an explanation.*

Informing on the change from Pitt Pathway to Gen Ed.

| | Existing Select One | New/Proposed Select One |
|-----------------------------|------------------------|----------------------------|
| Modality of: | | |
| Admission Requirements: | | |
| Pre/Co-Requisite(s): | | |
| Other: (ex. Gen Ed ONLY) | Pitt Pathway | Gen Ed |

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 1/8/24 Signature, Chairperson: Jerry O. Comman

-Approved: Dean of College

Date: 1/29/24 Signature, Dean: Mary Carol Pomatto

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date:
Department: KUSB College of: Business
Contact Person: Alex Binder Chair

Course: New

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and send to your College Admin.

1. Purpose/Justification for a **New** to Course:
A new course with a DSIS prefix is being created to replace the CIS prefix to reflect the name change of the major from Computer Information Systems to Data Science and Information Systems.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
Yes, potentially. The Exercise Science program currently requires CIS 130 as a Pathway course and they will need to update their degree requirements to include this course if they continue to require it in the new general education requirements instead of CIS 130 which will no longer be provided. Two Associate of Applied Science Degrees also include CIS 130 as an elective.
3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
No
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No. The resources required for this course will be repurposed from the CIS equivalent.

7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|---|--|
| Title: | | Computer Information Systems |
| Course Number: | | DSIS 130 |
| Credits: | | 3 |
| Grading System: | A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | | None |
| Course Description | | An introduction to the use of computer systems in business and industry. Computer hardware and software, data communications, and computer based information systems. Introduction to word processing, spreadsheets, databases, and a survey of programming languages. |

6. Does the revision meet University catalog definitions for majors, minors, emphases and certificates as appropriate? **Yes**
7. Are additional resources required (e.g. library/multimedia resources, technology, space, major expense, etc.)?
No
8. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the course fee form on the Provost's website, it will need to gain approval of the President's Council.
9. What additional costs will be required for revising this curriculum (e.g. staffing, equipment, etc.)?
NA
10. Describe the program assessment plan (for new programs only):
 - a. Enrollment targets =
 - b. Outcome expected and process to evaluate =
 - c. Plan to abandon if enrollment targets not met =

Questions for certificate only: If you have questions concerning these questions, contact the Financial Aid Office, 4240. If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Admission and Financial Assistance to initiate Department of Education approval.

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **Select One**
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? **Select One**

CURRICULUM REVISIONS

| Title: | Existing BSCTE TTED | Proposed BSCTE TTED |
|--|---|---|
| <p>Curriculum: (Do not include GenEd)</p> | <p>Core Requirements (30 hours) ___ TTED-201 Occupational Work Experience (3-12 hours) Note: Must be taken a total of 12 hours. ___ TTED-401 Occupational Work Experience (3-12 hours) Note: Must be taken a total of 12 hours. ___ TTED-694 Foundations of Career and Technical Education (3 hours) ___ TTED-697 Identification and Instruction of Students with Special Needs (3 hours) or ___ SPED-510 Overview of Special Education (3 hours)</p> <p>Select 15 hours from: ___ TTED-193 Workshop for Beginning Career and Technical Education Teachers (3 hours) ___ EST-293 Introduction to Industrial Safety (3 hours) ___ EST-296 Introduction to Construction Safety (3 hours) ___ TTED-308 Laboratory and Shop Safety (3 hours) ___ TM-390 Trade and Job Analysis (3 hour) ___ TTED-391 Student Assessment Development in Career and Technical Education (3 hours) ___ TTED-445 Development of a Unit Study Guide (3 hours) ___ TM-606 Industrial Supervision (3 hours) ___ TTED-607 Student Leadership Development in Career and Technical Education (3 hours) ___ TTED-608 Components of Work-based Learning in Career and Technical Education (3 hours) ___ TTED-610 Seminar (___) (1-6 hours) ___ TTED-619 Planning Shop Layout for Career and Technical Education (3 hours) ___ TTED-695 Using Technology as an Instructional Tool () (3 hours) ___ TTED-698 Leadership and Professionalism in Career and Technical Education (3 hours) ___ TTED-731 Adult Learners () (3 hours) ___ TTED-780 Classroom and Laboratory Management in Career and Technical Education () (3 hours)</p> <p>Professional Education and Support Requirements (15 hours) ___ PSYCH-263 Developmental Psychology (3 hours) ___ PSYCH-357 Educational Psychology (3 hours) ___ TTED-479 Techniques for Teaching Career and Technical Education (3 hours) ___ TTED-483 Teaching Internship (3-6 hours)</p> <p>Electives (17 hours)</p> | <p>Core Requirements (30 hours) ___ TTED-201 Occupational Work Experience (3-12 hours) Note: Must be taken a total of 12 hours. ___ TTED-401 Occupational Work Experience (3-12 hours) Note: Must be taken a total of 12 hours. ___ TTED-694 Foundations of Career and Technical Education (3 hours) ___ TTED-697 Identification and Instruction of Students with Special Needs (3 hours) or ___ SPED-510 Overview of Special Education (3 hours)</p> <p>Select 21 hours from: ___ TTED-193 Workshop for Beginning Career and Technical Education Teachers (3 hours) ___ EST-293 Introduction to Industrial Safety (3 Hours) ___ EST-296 Introduction to Construction Safety (3 hours) ___ TTED-308 Laboratory and Shop Safety (3 hours) ___ TM-390 Trade and Job Analysis (3 hour) ___ TTED-391 Student Assessment Development in Career and Technical Education (3 hours) ___ TTED-445 Development of a Unit Study Guide (3 hours) ___ TM-606 Industrial Supervision (3 hours) ___ TTED-607 Student Leadership Development in Career and Technical Education (3 hours) ___ TTED-608 Components of Work-based Learning in Career and Technical Education (3 hours) ___ TTED-619 Planning Shop Layout for Career and Technical Education (3 hours) ___ TTED-695 Using Technology as an Instructional Tool () (3 hours) ___ TTED-698 Leadership and Professionalism in Career and Technical Education (3 hours) ___ TTED-731 Adult Learners () (3 hours) ___ TTED-780 Classroom and Laboratory Management in Career and Technical Education () (3 hours)</p> <p>Professional Education and Support Requirements (18 hours) ___ PSYCH-155 General Psychology (3 hours) ___ PSYCH-263 Developmental Psychology (3 hours) ___ PSYCH-357 Educational Psychology (3 hours) ___ TTED-479 Techniques for Teaching Career and Technical Education (3 hours) ___ TTED-483 Teaching Internship (3-6 hours)</p> <p>Electives (17 hours)</p> |

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024

Submission Date: 12/11/23

Department: Technology and Workforce College: Technology

Contact Person: Jon Jones Faculty

Revision Emphasis

If Emphasis, enter name of the Major: Career & Technical Education

If selection is "Deletion" complete questions 2, 3, 4, & 5, then complete signatures.

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, Please apply the appropriate signatures, and send to your College Admin.

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

1. Description of Change:
Adjusting hours to degree due to Gen Ed changes

2. Rationale for change, including changes to curriculum objectives:
We are adjusting the required credit hours within our program area to compliment the new Gen. Ed. package.

3. Will this change affect any education majors? No
If "yes," this request will need to have the approval of the Council for Teacher Education.

4. Is this **Revision** related to, and/or may affect, any other department/college/unit curricula or programs at PSU? *Whether a "yes" or "no" response, please provide an explanation or documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No

5. Is this **Revision** related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? *Whether a "yes" or "no" response, please provide an explanation.*
No

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/13/23 Signature, Chairperson: Andrew M. Kelle

-Approved: College Curriculum Committee

Date: 01/24/2024 Signature, Committee Chair: Bryan McKay

-Approved: Dean of College

Date: 01/24/2024 Signature, Dean: [Signature]

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: [Signature]

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Subject: Re: Use MKTG460 as a support course
Date: Monday, December 4, 2023 at 12:29:56 PM Central Standard Time
From: Lynn Murray
To: Andrea Kent
Attachments: image001.png

Hi, Andrea! I visited with the program coordinator and we are good to go with this. I'd also suggest our Branding and Content Management MKTG 490 course as an option:

An overview of marketing and promotional strategies related to branding and content marketing. Topics include the fundamentals of branding, the development and evolution of a brand, brand positioning, and the creation of an effective content marketing strategy. Pre-requisite: MKTG 330 Principles of Marketing.

From: Andrea Kent <alkent@pittstate.edu>
Sent: Monday, December 4, 2023 8:36 AM
To: Lynn Murray <lmurray@pittstate.edu>; Doug Younger <dyounger@pittstate.edu>; Andrew Klenke <aklenke@pittstate.edu>
Subject: Re: Use MKTG460 as a support course

Dr. Murray,

Good morning. I haven't heard back from you so I just thought I would follow up on the below request. If you have any questions or need any further information to make your decision, please let me know. Thank you again for your consideration.

Andrea

From: Andrea Kent <alkent@pittstate.edu>
Date: Monday, November 27, 2023 at 8:55 AM
To: Lynn Murray <lmurray@pittstate.edu>, Doug Younger <dyounger@pittstate.edu>, Andrew Klenke <aklenke@pittstate.edu>
Subject: Use MKTG460 as a support course

Dr. Murray,

I am writing as chair of the Graphic Communications curriculum committee. We would like to request approval to list MKTG460 – Social Media Marketing as a support course option for our Photography/Videography Emphasis students. Currently our students have to take 6 hours of support course hours from a list of 4 classes. We are wanting to increase those options as well as offer support courses that also meet upper division credit hour requirements. Please let me know if this is acceptable or if you have any further questions. Thank you.

Subject: Re: Using COMM416 as a support course
Date: Monday, November 27, 2023 at 10:32:06 AM Central Standard Time
From: Troy Comeau
To: Andrea Kent, Doug Younger, Andrew Klenke
Attachments: image001.png

Yes, that should be fine. The class would be particularly good for anyone working with social media.

Troy

Dr. Troy O. Comeau
Professor/Chair, Departments of Communication/English and Modern Languages
Pittsburg State University
Grubbs Hall 215
620-235-4724

From: Andrea Kent <alkent@pittstate.edu>
Sent: Monday, November 27, 2023 8:54 AM
To: Troy Comeau <tcomeau@pittstate.edu>; Doug Younger <dyounger@pittstate.edu>; Andrew Klenke <aklenke@pittstate.edu>
Subject: Using COMM416 as a support course

Dr. Comeau,

I am writing as chair of the Graphic Communications curriculum committee. We would like to request approval to list COMM416 – Social Influence and Persuasion as a support course option for our Photography/Videography Emphasis students. Currently our students have to take 6 hours of support course hours from a list of 4 classes. We are wanting to increase those options as well as offer support courses that also meet upper division credit hour requirements. Please let me know if this is acceptable or if you have any further questions. Thank you.



Andrea Kent (she, her, hers)
Associate Professor | Graphic Communications
Pittsburg State University
alkent@pittstate.edu
620-235-4555



Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/13/23

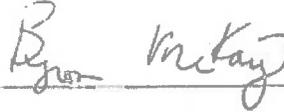
Signature, Chairperson:



-Approved: College Curriculum Committee

Date: 01/26/2024

Signature, Committee Chair:



-Approved: Dean of College

Date: 02/07/2024

Signature, Dean:



-Approved: Council for Teacher Education (if applicable)

Date: _____

Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024

Signature, Committee Chair:



-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

CURRICULUM REVISIONS

| | Existing | Proposed |
|---|--|---|
| Title: | Photography & Videography Emphasis | Photography & Videography Emphasis |
| Curriculum: (Do not include GenEd) | <p>PITT STATE PATHWAY 40-41 hours</p> <p>GC CORE CURRICULUM - 41 hours GC 100 Intro. to Graphic Communications GC 141 Illustration Software GC 142 Photo Editing Software GC 200 User Experience Research GC 210 Mobile Photo & Video Fund. GC 221 Web User Experience GC 230 Graphic Design Fundamentals GC 240 Page Layout Software GC 270 Intro. to Packaging Graphics GC 301 Graphics Career Development GC 330 Typography and Layout GC 350 Printing Technologies GC 600 Graphics Internship GC 690 Senior Project</p> <p>PHOTOGRAPHY & VIDEOGRAPHY EMPHASIS - 21 hrs GC 310 Inter. Photo/Video Techniques GC 341 3D Graphics Software GC 343 Audio/Video Software GC 410 Product Photography GC 411 Portrait Photography GC 510 Audio Video Production Design GC 610 Digital Media Advertising</p> <p>GC ELECTIVES - 11-12 hours Select from any other GC course offering not in core or emphasis requirement.</p> <p>SUPPORT COURSES - 6 hours (Choose 2 Courses from List Below) MECET 121 Engineering Graphics I COMM 200 Intro to Mass Communication COMM 274 Intro to A/V Production MKTG 330 Principles of Marketing</p> <p>TOTAL: 120 Hours</p> | <p>GENERAL EDUCATION - 34-35 hours</p> <p>CORE CURRICULUM - 41 hours GC 100 Intro. to Graphic Communications GC 141 Illustration Software GC 142 Photo Editing Software GC 200 User Experience Research GC 210 Mobile Photo & Video Fundamentals GC 221 Web User Experience GC 230 Graphic Design Fundamentals GC 240 Page Layout Software GC 270 Introduction to Packaging Graphics GC 301 Graphics Career Development GC 330 Typography and Layout GC 350 Printing Technologies GC 600 Graphics Internship GC 690 Senior Project</p> <p>PHOTOGRAPHY & VIDEOGRAPHY EMPHASIS - 21 hrs GC 310 Intermediate Photo/Video Techniques GC 341 3D Graphics Software GC 343 Audio/Video Software GC 410 Product Photography GC 411 Portrait Photography GC 510 Audio Video Production Design GC 610 Digital Media Advertising</p> <p>GC ELECTIVES - 11-12 hours Select from any other GC course offering not in core or emphasis requirement.</p> <p>SUPPORT COURSES - 6 hours (Choose 2 Courses from List Below) MECET 121 Engineering Graphics I COMM 200 Intro to Mass Communication COMM 274 Intro to A/V Production COMM416 Social Influence & Persuasion MKTG 330 Principles of Marketing MKTG 460 Social Media Marketing</p> <p>ELECTIVES BY ADVISEMENT - 6 hours</p> <p>TOTAL: 120 Hours</p> |

6. Does the revision meet University catalog definitions for majors, minors, emphases and certificates as appropriate? **Yes**
7. Are additional resources required (e.g. library/multimedia resources, technology, space, major expense, etc.)?
No.
8. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the course fee form on the Provost's website, it will need to gain approval of the President's Council.
9. What additional costs will be required for revising this curriculum (e.g. staffing, equipment, etc.)?
N/A
10. Describe the program assessment plan (for new programs only):
 - a. Enrollment targets = **N/A**
 - b. Outcome expected and process to evaluate =
 - c. Plan to abandon if enrollment targets not met =

Questions for certificate only: If you have questions concerning these questions, contact the Financial Aid Office, 4240. If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Admission and Financial Assistance to initiate Department of Education approval.

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

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024

Submission Date: 11/29/23

Department: Graphic Communications ^{TWI} College: Technology

Contact Person: Andrea Kent Faculty

Revision Emphasis

If Emphasis, enter name of the Major: Graphic Communications

If selection is "Deletion" complete questions 2, 3, 4, & 5, then complete signatures.

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, Please apply the appropriate signatures, and send to your College Admin.

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

1. Description of Change:

The emphasis was updated in Spring of 2023. Upon review this emphasis track has the potential to leave a student short upper division credit hours depending on which support courses they choose. Updating to add additional upper division credit courses for that requirement.

2. Rationale for change, including changes to curriculum objectives:

What to provide additional support course options for students that help fulfill their 45 credit hour requirement while gaining hours that may lead to an optional minor.

3. Will this change affect any education majors? No

If "yes," this request will need to have the approval of the Council for Teacher Education.

4. Is this **Revision** related to, and/or may affect, any other department/college/unit curricula or programs at PSU? *Whether a "yes" or "no" response, please provide an explanation or documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes - the support courses offered are in other program areas and have been approved as additions by the departments respective chairs. See emails.

5. Is this **Revision** related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? *Whether a "yes" or "no" response, please provide an explanation.*

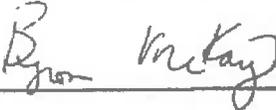
No it does not affect any other institution.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/29/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 01/26/2024 Signature, Committee Chair: 

-Approved: Dean of College

Date: 02/07/2024 Signature, Dean: 

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

CURRICULUM REVISIONS

| | Existing | Proposed |
|--|--|--|
| Title: | Graphic Communications Major | Graphic Communications Major |
| <p>Curriculum: (Do not include GenEd)</p> | <p>PITT STATE PATHWAY - 40-41 hours</p> <p>GC CORE CURRICULUM - 41 hours GC 100 Introduction to Graphic Communications GC 141 Illustration Software GC 142 Photo Editing Software GC 200 User Experience Research GC 210 Mobile Photo & Video Fundamentals GC 221 Web User Experience GC 230 Graphic Design Fundamentals GC 240 Page Layout Software GC 270 Introduction to Packaging Graphics GC 301 Graphics Career Development GC 330 Typography and Layout GC 350 Printing Technologies GC 600 Graphics Internship GC 690 Senior Project</p> <p>4 EMPHASIS AREAS - GRAPHIC DESIGN - 21 hours PHOTOGRAPHY & VIDEOGRAPHY - 21 hours PRINT MEDIA & PACKAGING DESIGN - 21hrs UX/UI & WEB DESIGN - 21 hours</p> <p>GC ELECTIVES - 11-12 hours</p> <p>SUPPORT COURSES - 6 hours</p> <p>TOTAL - 120 hours</p> | <p>GENERAL EDUCATION - 34-35 hours</p> <p>GC CORE CURRICULUM - 41 hours GC 100 Introduction to Graphic Communications GC 141 Illustration Software GC 142 Photo Editing Software GC 200 User Experience Research GC 210 Mobile Photo & Video Fundamentals GC 221 Web User Experience GC 230 Graphic Design Fundamentals GC 240 Page Layout Software GC 270 Introduction to Packaging Graphics GC 301 Graphics Career Development GC 330 Typography and Layout GC 350 Printing Technologies GC 600 Graphics Internship GC 690 Senior Project</p> <p>4 EMPHASIS AREAS - GRAPHIC DESIGN - 21 hours PHOTOGRAPHY & VIDEOGRAPHY - 21 hours PRINT MEDIA & PACKAGING DESIGN - 21 hours UX/UI & WEB DESIGN - 21 hours</p> <p>GC ELECTIVES - 11-12 hours</p> <p>SUPPORT COURSES - 6 hours</p> <p>ELECTIVES BY ADVISEMENT - 6 hours</p> <p>TOTAL - 120 hours</p> |

6. Does the revision meet University catalog definitions for majors, minors, emphases and certificates as appropriate? **Yes**
7. Are additional resources required (e.g. library/multimedia resources, technology, space, major expense, etc.)?
No.
8. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the course fee form on the Provost's website, it will need to gain approval of the President's Council.
9. What additional costs will be required for revising this curriculum (e.g. staffing, equipment, etc.)?
None
10. Describe the program assessment plan (for new programs only):
 - a. Enrollment targets =
 - b. Outcome expected and process to evaluate =
 - c. Plan to abandon if enrollment targets not met =

Questions for certificate only: If you have questions concerning these questions, contact the Financial Aid Office, 4240. If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Admission and Financial Assistance to initiate Department of Education approval.

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

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024

Submission Date: 11/27/23

Department: Graphic Communications

College: Technology

Contact Person: Andrea Kent

Faculty

Revision Major

If Emphasis, enter name of the Major:

If selection is "Deletion" complete questions 2, 3, 4, & 5, then complete signatures.

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, Please apply the appropriate signatures, and send to your College Admin.

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

1. Description of Change:

Updating of hours due to general education hour requirements for Fall 2024.

2. Rationale for change, including changes to curriculum objectives:

Updating hours to meet 120hr minimum with Gen Ed reduction.

3. Will this change affect any education majors? No

If "yes," this request will need to have the approval of the Council for Teacher Education.

4. Is this **Revision** related to, and/or may affect, any other department/college/unit curricula or programs at PSU? *Whether a "yes" or "no" response, please provide an explanation or documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

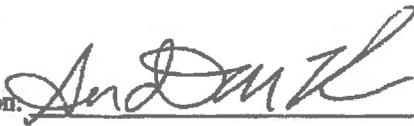
No.

5. Is this **Revision** related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? *Whether a "yes" or "no" response, please provide an explanation.*

No.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/4/23 Signature, Chairperson: 

-Approved: Dean of College

Date: 02/07/2024 Signature, Dean: 

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/4/23 Signature, Chairperson: 

-Approved: Dean of College

Date: 02/07/2024 Signature, Dean: 

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

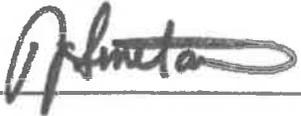
Each college curriculum representative will notify their respective college and department(s) of the completion of the approval process.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/4/23 Signature, Chairperson: 

-Approved: Dean of College

Date: 02/07/2024 Signature, Dean: 

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

6. Does the revision meet University catalog definitions for majors, minors, emphases and certificates as appropriate? Yes
7. Are additional resources required (e.g. library/multimedia resources, technology, space, major expense, etc.)? No
8. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? No
If "yes," complete the course fee form on the Provost's website, it will need to gain approval of the President's Council.
9. What additional costs will be required for revising this curriculum (e.g. staffing, equipment, etc.)? No
10. Describe the program assessment plan (for new programs only):
 - a. Enrollment targets =
 - b. Outcome expected and process to evaluate =
 - c. Plan to abandon if enrollment targets not met =

Questions for certificate only: If you have questions concerning these questions, contact the Financial Aid Office, 4240. If "yes," to both questions, it is the department's responsibility to send a copy of this legislation form to the Director of Admission and Financial Assistance to initiate Department of Education approval.

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **Select One**
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? **Select One**

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024 Submission Date: 12/14/23

Department: Teaching and Leadership College: Education

Contact Person: Cherona Hicklin Chair

Revision Major

If Emphasis, enter name of the Major:

If selection is "Deletion" complete questions 2, 3, 4, & 5, then complete signatures.

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, Please apply the appropriate signatures, and send to your College Admin.

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

1. Description of Change:
The department is realigning coursework to better meet the current needs of students going into the teaching profession.
2. Rationale for change, including changes to curriculum objectives:
Courses are being changed to align with state and national standards and to be on track with current trends in education.
3. Will this change affect any education majors? Yes
If "yes," this request will need to have the approval of the Council for Teacher Education.
4. Is this **Revision** related to, and/or may affect, any other department/college/unit curricula or programs at PSU? ***Whether a "yes" or "no" response, please provide an explanation or documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***
Yes, service courses offered from other departments have been removed from the sequence.
5. Is this **Revision** related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? ***Whether a "yes" or "no" response, please provide an explanation.***
No, the changes being made to the program will only affect PSU candidates.

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024



Submission Date: 12/14/23

Department: Teaching and Leadership

College: Education



Contact Person: Cherona Hicklin

Chair



Revision



Major



If Emphasis, enter name of the Major:

If selection is "Deletion" complete questions 2, 3, 4, & 5, then complete signatures.

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, Please apply the appropriate signatures, and send to your College Admin.

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

1. Description of Change:

The department is realigning coursework to better meet the current needs of students going into the teaching profession.

2. Rationale for change, including changes to curriculum objectives:

Courses are being changed to align with state and national standards and to be on track with current trends in education.

3. Will this change affect any education majors? Yes



If "yes," this request will need to have the approval of the Council for Teacher Education.

4. Is this **Revision** related to, and/or may affect, any other department/college/unit curricula or programs at PSU? ***Whether a "yes" or "no" response, please provide an explanation or documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.***

Yes, service courses offered from other departments have been removed from the sequence.

5. Is this **Revision** related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? ***Whether a "yes" or "no" response, please provide an explanation.***

No, the changes being made to the program will only affect PSU candidates.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: Cherrie Fickel

-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: J. Truabon

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: J. Truabon

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: J. Truabon

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

- b. Defined Target Behavior
- c. Intervention Selection
- d. Intervention Procedures and Materials
- e. Progress Monitoring and Intervention Reflection

4. IEP Project

- a. Using the TIP information create a legally appropriate, student centered IEP

EDUC 517 Individualized Educational Programming

This course provides an overview of the individualized education programming process, including special education law requirements, timelines, teaming requirements, family and team collaboration, goal writing, progress monitoring, and re-evaluation. The course provides candidates foundational knowledge about the characteristics and components of individualized education programming as well as facilitate an understanding of special education law related to individualized programming. Candidates will be provided opportunities to develop high quality and legally appropriate individualized education plans (IEPs) in order to prepare for future case management and teaching experiences in special education.

Course Objectives

Upon successful completion of this course, the student will demonstrate knowledge of the following:

1. The rights and responsibilities and major principles of students and teachers outlined by the Individuals with Disabilities Education Act (IDEA), Section 504 and ADA and other current federal and state legislation governing and/or impacting programs for exceptional students.
3. The general characteristics and required components included in individualized education plans (IEPs).
4. Factors influencing student learning including assessment data, individual experiences, talents, prior learning, language exposure, family and community values, and environmental conditions.
5. The importance of keeping accurate records especially involving IEPs and records related to federal, state and district policies and those involving legal implications.
6. The importance of families as active partners in planning instruction and services.
7. Physical, sensory, communication, cognitive, affective, and social/emotional behavioral manifestations and their impact on curriculum, program development, and needed services and supports.

Assessments

1. Tests/Quizzes
2. Course assignments
3. Tiered Intervention Project (see Rubric)
 - a. Student Profile



7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ^{No}
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|---|---|
| Title: | | Individualized Educational Programming |
| Course Number: | | SPED 517 |
| Credits: | | 3 |
| Grading System: | A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | | Admission to teacher education |
| Course Description | | This course provides an overview of the individualized education programming process, including special education law requirements, timelines, teaming requirements, family and team collaboration, goal writing, progress monitoring, and re-evaluation. The course provides candidates foundational knowledge about the characteristics and components of individualized education programming as well as facilitate an understanding of special education law related to individualized programming. Candidates will be provided opportunities to develop high quality and legally appropriate individualized education plans (IEPs) in order to prepare for future case management and teaching experiences in special education. |

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/31/23
Department: Teaching and Leadership College of: Education
Contact Person: Cherona Hicklin Chair

Course: **New**

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name. v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and send to your College Admin.

1. Purpose/Justification for a **New** to Course:
The course content is being taken from within another course to allow more in-depth focus on the content matter. This will better align with new state standards and better meet the current needs of students.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this course is only required for majors in Teaching and Leadership.
3. Will this course be required of any education majors? Yes
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: Cherem Yehi

-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: J. Trulove

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: J. Trulove

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: J. Trulove

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____



7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ^{No}
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|--|---|
| Title: | Assessment and Individualized Education Programming | Assessment in Special Education |
| Course Number: | SPED 516 | SPED 516 |
| Credits: | 3 | 2 |
| Grading System: | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | Prerequisites for Elementary Education Unified K-6: EDUC 261 Explorations in Education and ACT score of 22 or higher or passing score on a Basic Skills Test. Completion of EDUC 252 Children's Literature, EDUC 307 Clinical Experience, EDUC 320 Early Childhood Foundations and Curriculum, SPED 510. | Admission to teacher education |
| Course Description | This course will focus upon the special education evaluation process, specifically on the IEP evaluation, creation, and implementation. Emphasis will be on combining knowledge and practice from previous SPED courses. Students will administer test instruments, interpret data, and learn techniques including screening tests, formal and informal tests, normed and criterion referenced tests. Individual assessment of developmental milestones, academic achievement, adaptive behavior, and processes will be included. Informal methods of assessment including observation, trans-disciplinary play based assessment, and response to intervention will also be explored. Students will write statements describing students' present levels of academic and adaptive functional performance (PLAAFP), writing effective IEP goals that align with curricular standards, and implementing the IEP. | This course will focus upon special education assessment before, during, and after the evaluation process. Emphasis will be placed on the multi-tiered system of supports (MTSS) (Child Find), comprehensive evaluation, and progress monitoring processes. Students will combine prior and new knowledge and practices and criteria for special education qualification to determine eligibility and placement decisions. Students will learn to administer and interpret data from formal evaluation testing instruments used throughout a MTSS framework (including screeners, observations, and norm and criterion referenced assessment) to make special education and other data based decisions for students in need of services and supports. |

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/31/23
Department: Teaching and Leadership College of: Education
Contact Person: Cherona Hicklin Chair
Course: Revision

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name. v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and send to your College Admin.

1. Purpose/Justification for a **Revision** to Course:
The course is being updated to better align with new state standards and meet the current needs of students.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this course is only required for majors in Teaching and Leadership.
3. Will this course be required of any education majors? Yes
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: Cherise Giesse

-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: J. Timber

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: J. Timber

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: J. Timber

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____



7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|---|---|
| Title: | Positive Behavior Support in Inclusive Settings | Positive Behavior Support in Inclusive Settings |
| Course Number: | SPED 515 | SPED 515 |
| Credits: | 3 | 3 |
| Grading System: | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | Completion of SPED 510 Overview of Special Education or SPED 511 Overview of Special Education (Birth thru 6th Grade) with grade of C or better. Prerequisites for Elementary Education K-6: EDUC 261 Explorations in Education and ACT score of 22 or higher or passing score on a Basic Skills Test. | Completion of SPED 510 Overview of Inclusive Education or SPED 511 Overview of Inclusive Education (Birth-6th Grade) with grade of C or better. |
| Course Description | Designed to prepare pre-service teachers to effectively instruct and support students who display behavioral and emotional needs. Course content includes characteristics of students with challenging behaviors, theory and research related to various behaviors, an overview of positive behavior support programs, multi-tiered system of support for promoting social competence and inclusive strategies and interventions. | This course is designed to prepare pre-service teachers to effectively instruct and support students who display behavioral and emotional needs. Course content includes characteristics of students with challenging behaviors, study related to various behavior theories, an overview of positive behavior support programs, multi-tiered system of support for promoting social competence, functional behavioral assessment and inclusive strategies, interventions, and behavior plans for students across all tier needs and settings. |

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/31/23
Department: Teaching and Leadership College of: Education
Contact Person: Cherona Hicklin Chair
Course: **Revision**

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name. v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and send to your College Admin.

1. Purpose/Justification for a **Revision** to Course:
The course is being updated to better align with new state standards and meet the current needs of students.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this course is only required for majors in Teaching and Leadership.
3. Will this course be required of any education majors? **Yes**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: Cherom Yuke

-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: J. Timbore

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: J. Timbore

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: J. Timbore

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____



7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ^{No}
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|--|--|
| Title: | Professional Collaboration in Inclusive Settings | Professional Collaboration in Inclusive Settings |
| Course Number: | SPED 514 | SPED 514 |
| Credits: | 3 | 3 |
| Grading System: | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | Completion of SPED 510 Overview of Special Education or SPED 511 Overview of Special Education (Birth thru 6th Grade) with grade of C or better. Concurrent enrollment in or completion of SPED 512 Characteristics of Students in Inclusive Settings, SPED 513 Instructional Approaches for the Inclusive Classroom and SPED 515 Positive Behavior Support in Inclusive Settings. Prerequisites for Elementary Education K-6: EDUC 261 Explorations in Education and ACT score of 22 or higher or passing score on a Basic Skills Test. | Completion of SPED 510/511 Overview of Inclusive Education with grade of C or better. Concurrent enrollment in or completion of SPED 512 Characteristics of Students in Inclusive Settings. |
| Course Description | Designed to develop the knowledge, skills and abilities of pre-service teachers to collaborate with professionals, implement inclusive practices and instruct students with diverse learning needs. Course content includes theory and research related to inclusion, professional collaboration, Individuals with Disability Education Act (IDEA), implementation of instructional strategies, multi-tiered system of support, and a 30 hour clinical experience. | This course prepares teacher candidates for their responsibilities of effectively engaging, empowering, and partnering with families, professionals, and agencies. The course provides candidates empirical knowledge and application of dispositions and methods for meeting the needs of students including not only learners with disabilities, but also those who fall within other historically underserved populations such as learners who could be at-risk of school challenges/failure due to conditions such as poverty, adverse childhood experiences, English language barriers, pregnancy, truancy, race/ethnicity, gifts/talents, etc. A 30-hour clinical experience provides candidates opportunities for observing, analyzing, and applying course content by way of attending a variety of school collaborations such as IEP, 504, and prereferral meetings, parent-teacher conferences, grade level and problem solving teams, as well as co-teaching and community services partnerships. |

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/31/23

Department: Teaching and Leadership College of: Education

Contact Person: Cherona Hicklin Chair

Course: **Revision**

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name. v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and send to your College Admin.

1. Purpose/Justification for a **Revision** to Course:
The course is being updated to better align with new state standards and meet the current needs of students.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this course is only required for majors in Teaching and Leadership.
3. Will this course be required of any education majors? Yes
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: Cherrie Spive

-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: J. Trumble

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: J. Trumble

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: J. Trumble

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **Select One**
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|---|---|
| Title: | Instructional Approaches for the Inclusive Classroom | |
| Course Number: | SPED 513 | |
| Credits: | 3 | |
| Grading System: | A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | | |
| Course Description | | |

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/31/23
Department: Teaching and Leadership College of: Education
Contact Person: Cherona Hicklin Chair

Course: **Deletion**

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name. v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and send to your College Admin.

1. Purpose/Justification for a **Deletion** to Course:
The course is being updated to a new course code and title to better reflect the content.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this course is only required for majors in Teaching and Leadership.
3. Will this course be required of any education majors? **Select One**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: Cherone Gies

-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: J. Timberline

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: J. Timberline

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: J. Timberline

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____



7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|--|---|
| Title: | Characteristics of Students in Inclusive Settings | Characteristics of Students in Inclusive Settings |
| Course Number: | SPED 512 | SPED 512 |
| Credits: | 3 | 3 |
| Grading System: | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | EDUC 261 Explorations in Education . Concurrent enrollment in or completion of enrollment in SPED 510 Overview of Special Education or SPED 511 Overview of Special Education (Birth thru 6th Grade) with grade of C or better. | EDUC 261 Explorations in Education with a C or better. Concurrent enrollment in or completion of SPED 510 Overview of Inclusive Education or SPED 511 Overview of Inclusive Education (Birth-6th Grade) with grade of C or better. |
| Course Description | An introduction to inclusive educational settings, designed to provide an investigation of the characteristics of students with learning challenges in the areas of emotional disturbance, learning disabilities, intellectual disabilities, language disabilities and autism. The etiologies of these disabilities, the learning and behavioral characteristics of students, and relevant learning theory will be addressed. This course supports the development of: independent thinking, effective communication, making relevant judgments, professional collaboration, effective participation in the educational system, discrimination of values in the educational arena and professional ethics. | This course is an introduction to inclusive educational settings, designed to provide an investigation of the characteristics of individuals with learning challenges and disabilities. The etiologies of these disabilities, the learning and behavioral characteristics of students, and relevant learning theory will be addressed. This course supports the development of independent thinking, effective communication, making relevant judgments, professional collaboration, effective participation in the educational system, discrimination of values in the educational arena, and professional ethics. |

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/31/23

Department: Teaching and Leadership College of: Education

Contact Person: Cherona Hicklin Chair

Course: **Revision**

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name. v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and send to your College Admin.

1. Purpose/Justification for a **Revision** to Course:
The course is being updated to better align with new state standards and meet the current needs of students.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this course is only required for majors in Teaching and Leadership.

3. Will this course be required of any education majors? Yes
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.

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

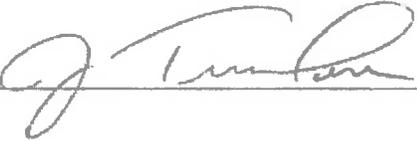
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

Authorization/Notification Sign-Off Sheet

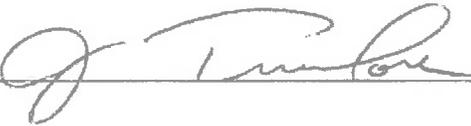
-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: 

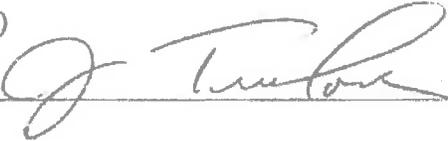
-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: 

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: 

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: 

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____



7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ^{No}
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|--|--|
| Title: | Overview of Spec Educ (Birth-6th Grad) | Overview of Inclusive Education (Birth-6th Grade) |
| Course Number: | SPED 511 | SPED 511 |
| Credits: | 3 | 3 |
| Grading System: | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | EDUC 261 Explorations in Education with a C or better and 2.50 GPA. | EDUC 261 Explorations in Education with a C or better and 2.50 GPA. |
| Course Description | An introduction to the field of special education, types of children served, typical local and state programs that provide intervention for young children with disabilities from birth through sixth grade. | This course is designed to prepare future educators in understanding their roles and responsibilities in working with young learners who may have learning, behavioral, and other types of needs. This includes not only learners with disabilities, but also those who fall within other historically underserved populations such as learners who could be at-risk of school challenges/failure due to conditions such as poverty, adverse childhood experiences, pregnancy, truancy, English language barriers, race/ethnicity, gifts/talents, etc. Course content leads to the understanding of the historical, legal, and philosophical foundations of general, special, and inclusive education as well as the development, characteristics of and processes used for meeting the learning, behavioral, and social/emotional needs of learners. The course includes an early field experience situated in a public school setting working with individual or small groups of learners identified with diverse needs. |

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/31/23
Department: Teaching and Leadership College of: Education
Contact Person: Cherona Hicklin Chair
Course: Revision

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name. v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and send to your College Admin.

1. Purpose/Justification for a **Revision** to Course:
The course is being updated to better align with new state standards and meet the current needs of students.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this course is only required for majors in Teaching and Leadership.
3. Will this course be required of any education majors? **Yes**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: Cherone Guehl

-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: J. Trumble

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: J. Trumble

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: J. Trumble

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____



7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ^{No}
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|---|--|
| Title: | Overview of Special Education | Overview of Inclusive Education |
| Course Number: | SPED 510 | SPED 510 |
| Credits: | 3 | 3 |
| Grading System: | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | EDUC 261 Explorations in Education with a C or better and 2.50 GPA. | EDUC 261 Explorations in Education with a C or better and 2.50 GPA. |
| Course Description | An introduction to the field of special education, types of children served, typical local and state programs that assist in the education of the atypical child. | This course is designed to prepare future educators in understanding their roles and responsibilities in working with PK-12 learners who may have learning, behavioral, and other types of needs. This includes not only students with disabilities, but also those who fall within other historically underserved populations such as learners who could be at-risk of school challenges/failure due to conditions such as poverty, adverse childhood experiences, pregnancy, truancy, English language barriers, race/ethnicity, gifts/talents, etc. Course content leads to the understanding of the historical, legal, and philosophical foundations of general, special, and inclusive education as well as the development, characteristics of and processes used for meeting the learning, behavioral, and social/emotional needs of learners. The course includes an early field experience situated in a public school setting working with individual or small groups of learners identified with diverse needs. |

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/31/23
Department: Teaching and Leadership College of: Education
Contact Person: Cherona Hicklin Chair
Course: Revision

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name. v2.docx" and uploaded as well.

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1. Purpose/Justification for a **Revision** to Course:
The course is being updated to better align with new state standards and meet the current needs of students.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this course is only required for majors in Teaching and Leadership.
3. Will this course be required of any education majors? Yes
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: Cherone Spickard

-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: J. Tomblare

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: J. Tomblare

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: J. Tomblare

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____



7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ^{No}
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|--|--|
| Title: | Diversity in the Classroom | English Language Learners in the Classroom |
| Course Number: | EDUC 551 | EDUC 551 |
| Credits: | 3 | 3 |
| Grading System: | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | EDUC 261 Explorations in Education or concurrent enrollment with ACT score of 22 or higher or passing score on a Basic Skills Test. | EDUC 261 Explorations in Education with a C or better. |
| Course Description | The course is designed to allow candidates to demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community, as well as analyze the role of cultural dynamics and their influence on classroom practice and teaching. | This overview course focuses on English Language Learners (ELLs) as the fastest-growing population of students in PreK-12 classrooms. It introduces characteristics of ELLs, explains main concepts and aspects of cultural and linguistic diversity, as well as current laws and best practices relevant to educating ELLs. The course also discusses most common misconceptions about ELLs and provides participants with tips, strategies, and resources to maximize learning for culturally and linguistically diverse students. |

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/31/23
Department: Teaching and Leadership College of: Education
Contact Person: Cherona Hicklin Chair
Course: **Revision**

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name. v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and send to your College Admin.

1. Purpose/Justification for a **Revision** to Course:
The course is being updated to better align with new state standards and meet the current needs of students.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this course is only required for majors in Teaching and Leadership.
3. Will this course be required of any education majors? **Yes**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

| EEU Standard | Assessment |
|---|---|
| <p>3.2 The Elementary Education Unified (EEU) K-6 teacher candidate understands how to create a learning environment that fosters an inclusive setting for all students.</p> | <p>UDL Multiple Means of Engagement Classroom Analysis – Analyze typical elementary classroom, identify barriers to inclusion and study solutions to those barriers Ideal Classroom Assignment – Design classroom aligned to UDL guidelines. Critique others' designs and revise.</p> |
| <p>3.3: The Elementary Education Unified (EEU) K-6 teacher candidate plans for the varied learning characteristics for effective instructional planning and implementation.</p> | <p>UDL Multiple Means of Engagement, Representation, & Expression Lesson Plan - Analyze various elementary age lessons, identify barriers to inclusion and study solutions to those barriers UDL Autonomy Assignment – requiring Data Collection, Task Analysis, and Forward/Reverse Chaining Strategy</p> |
| <p>3.4: The Elementary Education Unified (EEU) K-6 teacher candidate uses assessment data for effective instructional planning and implementation.</p> | <p>UDL Autonomy Assignment – requiring Data Collection, Task Analysis, and Forward/Reverse Chaining Strategy</p> |

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: Cherrie Yukin

-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: J. Tomaloni

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: J. Tomaloni

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: J. Tomaloni

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____



7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ^{No}
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|---|---|
| Title: | | Inclusive Classroom Practices |
| Course Number: | | EDUC 513 |
| Credits: | | 3 |
| Grading System: | A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | | Completion of SPED 510/511 Overview of Inclusive Education with grade of C or better and completion of basic skills. |
| Course Description | | Course content focuses on inclusive lesson planning and classroom management from a social-emotional and universal design for learning perspective. Students will investigate recent research to design and adapt instruction for students across a spectrum of characteristics (e.g., ability, areas of interest, culture). Students will: examine barriers to inclusion; study corresponding practices, strategies, and interventions designed to overcome those barriers; and create a learning environment that is accessible to the broadest population of students. |

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/31/23
Department: Teaching and Leadership College of: Education
Contact Person: Cherona Hicklin Chair

Course: **New**

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation," to allow for review and questions. Any modifications should be saved as "original file name. v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and send to your College Admin.

1. Purpose/Justification for a **New** to Course:
The course is being revised from a different course code to better reflect the content, align with new state standards, and to meet the current needs of students.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this course is only required for majors in Teaching and Leadership.

3. Will this course be required of any education majors? Yes
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.

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

5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/9/23 Signature, Chairperson: Cherone Hicks

-Approved: College Curriculum Committee

Date: 12/5/23 Signature, Committee Chair: J. Trumble

-Approved: Dean of College

Date: 12/5/23 Signature, Dean: J. Trumble

-Approved: Council for Teacher Education (if applicable)

Date: 2/7/24 Signature, Council Chair: J. Trumble

-Approved: University Undergraduate Curriculum Committee

Date: 03/08/2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____



7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ^{No}
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

| | Existing | New/Proposed |
|----------------------|--|--|
| Title: | Assessment and Evaluation for Elementary Education | Assessment and Evaluation for Elementary Education |
| Course Number: | EDUC 371 | EDUC 371 |
| Credits: | 3 | 3 |
| Grading System: | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> | A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/> |
| Pre/Co-Requisite(s): | Completion of EDUC 261 Explorations in Education, SPED 510/511 Overview of Special Education, SPED 512 Characteristics of Students in Inclusive Education, SPED 513 Instructional Approaches for Inclusive Classroom, EDUC 252 Children's Literature, EDUC 307 Clinical Experience, EDUC 320 Developmentally Appropriate Curriculum in Elementary Education, and PSYCH 357 Educational Psychology. | Completion of EDUC 261 Explorations in Education, SPED 510/511 Overview of Inclusive Education, and basic skills requirement. |
| Course Description | Evaluation of pupil progress; education tests and their uses; techniques of using evaluative information in working with elementary students and parents. | The course is an examination of the current research on effective PK-12 assessment in terms of methodologies and perspectives and exploration of state and national assessment directions. Student will learn classroom evaluation systems that engage all learners in their own growth. Students will learn how to monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions in inclusive settings. |