**Pittsburg State University**

**Student Success Programs**

**UGS 150 Gorilla Gateway**

**Course Intended for Partial Fulfillment of Pitt State Pathway Curriculum**

Instructor:

Office Hours:

Office Location:

Office Phone:

Email Address:

**Course Description:** Foundation course for student transition into the intellectual life of the university and relating academic knowledge to broader life and career pursuits. Must be taken in the first fall or spring semester of enrollment at PSU.

**Prerequisite:** None

**WHAT IS THE *GORILLA GATEWAY*?**

Welcome to PSU and the Jungle! This class is unique from your other courses. Gorilla Gateway was created to provide you with the tools, skills, and information necessary for success at Pitt State and in your professional life after graduation.  Employers have indicated the need for students to identify, develop and refine the skills, attitudes and perspectives which are essential for a positive and rewarding work experience.  This course is meant to prepare you for the road ahead, to provide opportunities for you to both enjoy the college experience and to hone your skills in the university environment as you progress in your degree, and to maximize your potential for success post-graduation.

**Pitt State Pathway Outcomes:**

* Research as Discovery: Student will describe information sources for appropriate use in formulating research questions and applying research methods
* Information Validity: Student will describe the information need and the contexts in which information is created and disseminated
* Information Design Process: Student will describe the nature of an appropriate research scope, and how to effectively organize and synthesize ideas from multiple sources
* Use Information Ethically: Student will describe the ethical and legal restrictions on the use of published, confidential, and/or proprietary information
* Evidence of Digital Competency: Student will describe effective search strategies within digital systems
* Financial Literacy: Student will understand financial strategies for lifelong financial security.
* Self-Management: Student will define ethical management, respectful engagement, and critical thinking skills
* Professional Development: Student will identify the strategies for life-long learning, and the problem-solving/decisions-making processes
* Leadership Initiative: Student will understand effective leadership methods

**Other course Outcomes:**

* Demonstrate proficiency in the use of online systems
* Locate curricular and co-curricular resources
* Develop a semester-by-semester course plan to graduation including information regarding the Pitt State Pathway

**THE GORILLA GATEWAY: YOUR PORTAL TO *THE PITT STATE PATHWAY***

**WHAT IS THE *PITT STATE PATHWAY*?**

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

**Nine Elements of the Pitt State Pathway and Corresponding Learning Outcomes to be met in the Gorilla Gateway Course:**

**Information and Digital Literacy: Five Elements**

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

**Learning Outcome:** *Students will evaluate information competently.*

**Definitions of five *Information and Digital Literacy* Elements**

1. **Research as Discovery:**

Research is iterative and depends upon asking increasingly complex or new questions. The analysis of the answers may lead to additional questions or lines of inquiry in any field. Competency in this element means:

* *Evaluating* a range of information sources and pursue alternate research strategies as new understanding develops;
* *Formulating* research questions based on existing information;
* *Applying* various research methods based on the need, context, and type of inquiry as appropriate;
* *Managing* and *assessing* the gathered information.

**Assessment:** Students will describe information sources for appropriate use in formulating research questions and applying research methods by completing pre and post tests. (Benchmark)

1. **Information Validity:**

Information resources reflect the author’s expertise and credibility. These resources should be evaluated based on the information need and the context in which the information will be used. Authority and relevance stems from expertise and the practice of various intellectual and scholarly communities. Competency in this element means:

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

**Assessment**: Students will describe the information need and the contexts in which information is created and disseminated by completing pre and post tests. (Benchmark)

1. **Information Design Process:**

Information is produced to convey a message and is shared through a selected format or delivery method. The processes of researching, creating, revising, and disseminating information vary with the resulting product reflecting these differences. Competency in this element means:

* *Determining* an appropriate scope for investigation;
* *Organizing* information in meaningful ways;
* *Synthesizing* ideas gathered from multiple sources;
* *Drawing reasonable conclusions* based on analysis and interpretation of information.

**Assessment:** Students will describe the nature of an appropriate research scope, and how to effectively organize and synthesize ideas from multiple sources by completing pre and post tests. (Benchmark)

1. **Use Information Ethically:**

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means of influence, and as a means of negotiating and understanding the world. Ethical and legal interests influence information production and dissemination. The value of information is manifest in various contexts, including publishing practices, access to information, the commodification of information, and intellectual property laws. Competency in this element means:

* *Making informed decisions* about how to ethically access, use, produce, and disseminate information;
* *Giving credit* to the original ideas of others through proper attribution and citation;
* *Understanding* that intellectual property is a legal and social construct that varies by culture and the distinguishing characteristics of copyright, fair use, open access, and public domain;
* *Understanding* the implications of the commodification of personal information and the effects of information they produce or disseminate online.

**Assessment:** Student will describe the ethical and legal restrictions on the use of published, confidential, and/or proprietary information by completing pre and post tests. (Benchmark)

1. **Evidence of Digital Competency:**

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

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

**Assessment:** Student will describe effective search strategies within digital systems by completing pre and post tests. (Benchmark)

**Personal and Professional Behavior: Four Elements**

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

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

**Definitions of Four *Personal & Professional Behavior* Elements**

1. **Financial Literacy:**

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

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

**Assessment:** Student will understand financial strategies for lifelong financial security by completing by completing online quizzes and assignments. (Benchmark)

1. **Self-Management:**

To master the concept of self-management, students must develop responsible habits and personal behaviors. Competency in this element means:

* *Making* independent decisions;
* *Applying* ethics, values, self-awareness, and responsibility;
* *Developing* skills for time management, meeting deadlines, task prioritization, and organization.

**Assessment:** Student will define ethical management, respectful engagement, and critical thinking skills by completing quizzes and assignments. (Benchmark)

1. **Professional Development:**

Professional development includes the interrelated components of behavioral, attitudinal, and intellectual skills and aptitudes exhibited by successful professionals. Competency in this element means:

* *Developing* effective job seeking skills (e.g. resume writing, interview skills, etc.);
* *Demonstrating* professional workplace behaviors (e.g. punctuality, dress code, lifelong learning, etc.);
* *Applying* effective negotiation and conflict management techniques;
* *Formulating* successful project management practices and activities.

**Assessment:** Student will identify the strategies for life-long learning, and the problem-solving/decisions-making processes by completing assignments. (Benchmark)

1. **Leadership Initiative:**

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

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

**Assessment:** Student will understand effective leadership methods by completing quizzes and assignments. (Benchmark)

**Course and University Policies:**

Title IX Compliant Education: Completion of the Think About It assignment is required for a student to be eligible for enrollment in future terms at PSU. (this is the president’s council policy for this assignment in FE; will this be the case in GG?)

Academic Honesty: Each student is expected to do and submit his/her own work and not that of others. Please refer to the catalog for the university policy on academic dishonesty. As per the Pittsburg State University 2019 Catalog, “Academic dishonesty…is defined as unethical activity associated with course work or grades.” Additionally, “unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work.” A violation of the academic dishonesty policy may result in a grade of F on the assignment, in the course, and possibly dismissal from the university.

Accommodationsare administered through the Center for Student Accommodations for students with physical and/or learning disabilities (contact information: phone 620-235-4309 or Russ Hall room 213).

Dead Week Policy: No tests or major assignments will be presented during the week prior to final examination week, unless identified in the course syllabus presented at the start of the semester.

Syllabus Supplement – Fall 2019:

[**https://www.pittstate.edu/registrar/syllabus-supplement.html**](https://www.pittstate.edu/registrar/syllabus-supplement.html)

**Code of Student Rights & Responsibilities**

**Article 34. Student Conduct Code Summary. NOT TO BE USED IN LIEU OF ACTUAL CODE.**

The following is a brief summary of Pittsburg State University’s Student Conduct Code. The Code can be found in its entirety at <https://studentlife.pittstate.edu/code-of-student-rights-and-responsiblities.html> under Article 34 of the Code of Student Rights and Responsibilities.

Section A – General Conduct Policy

Promotes and encourages free inquiry and free expression but prohibits acts that are disruptive to the University Community.

Section C – Authority and Responsibility

Makes students and student organizations responsible for their conduct. Designates a Campus Judicial Officer to discipline violators via a non-adversarial confidential hearing.

Section D – Application of Laws and Off-Campus Activities

Holds students and student organizations responsible for their off-campus acts when they adversely impact the University’s educational functions. This includes violations of federal, state, and local laws.

Section E – Prohibited Conduct

Subjects students and student organizations to sanctions for engaging in prohibited conduct. Prohibited conduct broadly includes disruption of University activities or operations, assault, battery, harassment, disorderly conduct, illegal drug use or distribution, dangerous behaviors, possession of dangerous contraband, damage to property, theft, misuse of University documents, equipment, or intellectual property, breaking and entering, misappropriation of a student organization’s funds, fraud, false reports, and violations of the University alcohol policy, hazing policy, academic misconduct policy, disciplinary sanctions, and federal, state and local laws.

Section F – Disciplinary Process

This code shall be applied to all students. The Campus Judicial Officer initiates the charges against the student or student organization upon the submission of a written complaint. Notice of the charges are given to the accused. The accused arranges a meeting with the Judicial Officer or a hearing is held without the accused. At the meeting, the Judicial Officer advises the accused of the charges, hearing process, and rights thereto and may determine the complaint lacks merit and dismiss. The accused accepts responsibility or pleads not responsible to the complaint’s allegations. A hearing with the Discipline Hearing Committee is held if the accused pleads not responsible. At the hearing, the Judicial Officer presents the charges to the Hearing Officer. The complaining party presents witnesses and/or evidence pre-approved by the Judicial Officer. The accused does the same. The Hearing Officer renders a decision within 48 hours.

Section G- Disciplinary Sanctions

Sanctions are imposed to protect the University from detrimental behaviors and help students identify the parameters of acceptable behavior. Sanctions are based on the severity of the violation. They may include expulsion, suspension, residence hall eviction, probation, warnings, restitution, suspension of organizational privileges, termination of organizational status, or other sanctions as determined by the Hearing Officer.

Section H- Appeals

An appeal of the Campus Judicial Officer or Disciplinary Hearing Committee’s decision may be made in writing to the Vice President for Student Life based on a procedural error or material newfound evidence.

Section I- Summary Suspension

A student may be summarily suspended, prior to a hearing with the Disciplinary Hearing Committee, if there is reason to believe the student represents an immediate threat to the safety of him/herself, others, or property. A student may request a meeting with the proper University authorities within five days of a summary suspension to discuss the reliability of the information used to summarily suspend.

**Important – Game Day**

**Football Tailgating**

**Rules Enforcement Information**

**For PSU Students!**

Gorilla Nation is looking forward to a great tailgate atmosphere each game day and expects a capacity crowd for activities leading up to kick-off. Pittsburg State University wants everyone to enjoy its game-day atmosphere but do so in a responsible and safe manner. For full policy regarding game day tailgating visit [www.pittstate.edu/GameDay](http://www.pittstate.edu/GameDay).

The university has a time limit on alcohol consumption in tailgating areas. You are welcome to remain in the designated tailgating areas during the game, but alcohol consumption will not be allowed in these locations after the scheduled kick-off time.

Please know that University police, in conjunction with our partners from the city, county and state, including the Kansas Alcoholic Beverage Control will be on hand each game day to ensure that only those who are of legal age are consuming alcohol.

It is important to emphasize that those who are of legal age must possess legal identification as proof and must be able to present it to law enforcement, security personnel or university officials if asked.

Just as at any other public event, state law prohibits anyone under the age of 21 from possessing or consuming alcoholic beverages.

If you are found in violation of this state law the penalties can be significant and include:

Unlawfully hosting minors consuming alcoholic liquor or cereal malt beverage (minimum $1,000 fine)

Furnishing alcoholic liquor or cereal malt beverage to a minor (minimum $200 fine)

Purchase, possession or consumption by underage persons (not less than $200 nor more than $500 fine or a term of imprisonment not exceeding 30 days or not more than 80 hours of public service or combination of the three, as well as loss of driver’s license for up to 1 year)

Consumption on public property (up to $500 fine)

Possession or display of false identification (maximum penalty of 6 months in jail, a fine up to $1000, and alcohol education)

The university, under the authority of the Code of Student Rights and Responsibilities, has the authority to hold individual students accountable for violations of the conduct code stemming from violations associated with game day and tailgating activities.

**Summary of PSU’s Alcohol Policy**

This document is intended to provide a basic overview of PSU’s Alcohol Policy. It is not intended to be a substitute for reading the policy in its entirety. The full policy can be found on PSU’s website.

**General:**

* The PSU President must preapprove events held on campus where alcohol is served, other than tailgating.
* The only location in which alcohol is permitted inside Carnie Smith Stadium is in the Skyboxes.
* The legal drinking age of 21 years is enforced.
* Subject to PSU’s residence hall / hall living policies and regulations 3.2% beer or wine coolers may be possessed and consumed within PSU residence halls.

**Tailgating:**

* The only alcohol permitted is 3.2% beer or wine coolers in their original 12-ounce cans. No other alcohol is allowed for tailgating.
* Areas where alcohol is allowed during football/basketball tailgating:
	+ Brown parking lot immediately northeast and adjacent to the stadium
	+ All parking lots immediately adjacent to McPherson Nurse Education Building
	+ Parking lot between McPherson Nurse Education Building and Weede Physical Education Building
	+ In designated areas up to 75 feet from the borders of these lots
	+ In the area known as Gorilla Village located between the northwest side of University Lake and the east grandstand of Carnie Smith Stadium
* Areas where alcohol is allowed during baseball/softball tailgating at O. Gene Bicknell Sports Complex:
	+ Parking lot immediately west of the varsity baseball field
	+ Parking lot immediately west of the varsity softball field
	+ In designated areas up to 25 feet from the borders of these lots.
* The legal drinking age of 21 years is enforced and individuals must have valid identification.
* Sale of alcohol is not allowed.
* Beer bongs, funnels and other devices that make it possible to drink rapidly are not allowed.
* Drinking games are not allowed.
* Drinking alcohol is not allowed after kick-off for football. For basketball, baseball and softball, drinking alcohol is not allowed once the game starts.
* This policy does not provide authority for Pittsburg State University organizations to serve alcohol as part of tailgate fundraisers.
* Violation of this policy can result in legal charges and/or student discipline charges.