

## Council of Chief Academic Officers

Wednesday, June 23, 2010  
9:30 a.m.  
Room 530  
Curtis State Office Building  
Reconvene Noon to 1:15 p.m.  
Kathy Rupp Conference Room  
1000 SW Jackson Street Suite 520  
Kansas Board of Regents

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September 10, 2009	August 25, 2009	September 15, 2010	<b>FHSU</b>
October 14, 2009	September 24, 2009	October 21, 2010	<b>KSU</b>
November 12, 2009	October 27, 2009	November 18, 2010	<b>PSU</b>
December 10, 2009	November 23, 2009	December 16, 2010	<b>ESU</b>
January 14, 2010	December 28, 2009	January 20, 2010	<b>WSU</b>
February 11, 2010	January 21, 2010	February 17, 2010	<b>KU</b>
March 11, 2010	March 2, 2010	March 17, 2010	<b>KUMC</b>
April 8, 2010	March 30, 2010	April 14, 2010	<b>Washburn U</b>
May 13, 2010	April 30, 2010	May 19, 2010	<b>FHSU</b>
June 17, 2010	June 2, 2010	June 23, 2010	<b>KSU</b>

**Council of Chief Academic Officers**

**Thursday, May 13, 2010  
3:00 p.m.  
Or upon adjournment of SCOCAO  
Conference Room B  
Kansas Board of Regents  
Curtis State Office Building  
Topeka, KS**

**MINUTES**

The Council of Chief Academic Officers met in the Kathy Rupp Conference Room of the Kansas Board of Regents Office, Suite 520, 1000 SW Jackson, Topeka, Kansas, at 2:28 p.m. by teleconference/conference call on Thursday, May 13, 2010.

**Members Present:**

Gary Alexander, KBOR	Larry Gould, Provost, FHSU
Barbara Romzek, Interim Vice Provost, KU	Ruth Dyer, Sr. Vice Provost, KSU
Lynette Olson, Provost, PSU	April Mason, Provost, KSU
Gary Miller, Provost, WSU	Tes Mehring, Provost, ESU
Allen Rawitch, VCAA, KUMC	Tim Peterson, Washburn University

**Others Present:** Kim Krull, Cloud Community College

**Board Staff Present:**

Gary Alexander, KBOR; Jacqueline Johnson, KBOR, and Jean Redeker, KBOR

**Approve Minutes of April 8, 2010**

Tes Mehring moved and Barbara Romzek seconded the motion to approve the April 8, 2010 minutes. The April 8 minutes need to be amended as follows:

**Informational Items**

**PSU – Informational Item – ~~The Industrial Engineering Technology program is approved for phasing out and the approval back dated to 3/26/2003~~ New Automotive Technical Concentration within the Bachelor’s of Science in Automotive Technology 15.0803**

~~The above phasing out was in response to industry.~~ Pittsburg State University submitted the above mentioned informational item for the Council. This concentration is in response to industry needs and student demand. No action is required.

Tes Mehring moved and Barbara Romzek seconded the motion to approve the April 8, 2010 Minutes as amended. Motion carried.

### **Approve Minutes of April 14, 2010**

Allen Rawitch moved and Tes Mehring seconded the motion to approve the April 14, 2010 minutes as submitted. Motion carried.

### **New Program Request**

#### **KU – Bachelor of Science Degree in Interdisciplinary Computing (BS IC; CIP 11.0101) [FIRST READING]**

The University of Kansas removed this item from the agenda. They want to do further work on the program before placing it on the COCAO agenda.

### **Program Requests**

- a. ESU – Requests approval to combine two departments change the name of the combined departments as follows: Combine the Department of Modern Languages and Literatures and the Department of English and change the name to the Department of English, Modern Languages, and Journalism to reflect the three distinct areas in the department**
- b. KU – Requests approval to change the name of the current degree, Bachelor of Science in Cognitive Psychology (CIP 42.0101) to Bachelor of Science in Behavioral Neuroscience (CIP 42.0101)**
- c. KU – Requests approval to revise the existing Global and International Studies co-major degree to a major degree**
- d. PSU – Requests approval to change the name of the Department of Accounting to the Department of Accounting and Computer Information Systems**

Tes Mehring moved and Barbara Romzek seconded the motion to approve the four program requests listed above items a-d.

There was no discussion.

Motion carried.

### **Informational Items**

- a. ESU – Informational Item – Enterprise Resource Planning (ERP) Concentration within the Master of Business Administration**
- b. KU – Informational Item – Minor in Global and International Studies within the Bachelor of Arts degree in Global and International Studies (CIP 30.2001)**

The above listed items are informational items. There was no discussion. No action required.

### **Discuss Retreat June 3 and 4, 2010**

Retreat information was provided by Kim Krull, Cloud Community College, at the SCOCAO meeting today. The Council had no questions. Members were encouraged to contact Kim Krull if they plan to attend the retreat.

**Other Business**

**Tilford Conference**

Kim Krull indicated that the KCIA is aware of the \$500 fee to send five participants to the Tilford Conference. Community college names have been submitted for the representatives on Tilford Conference Planning Committee.

The Tilford Conference will be on October 11 and 12, 2010.

**KUMC – School of Medicine Extension Program**

Dr. Rawitch advised that a request for approval of an extension program for the Medical Center was omitted from the May 13, 2010 Council of Chief Academic Officers Agenda. The Council will take action on this request at its May 19, 2010 noon meeting.

There being no other business the meeting adjourned at 2:44 p.m. by consensus.

Sincerely,

Larry Gould, Chair,  
Vice President for Academic Affairs,  
Fort Hays State University

**Council of Chief Academic Officers**

**Wednesday, May 19, 2010  
12:00 – 1:15 p.m.  
Kathy Rupp Conference Room  
Curtis State Office Building  
1000 SW Jackson Street Suite 520  
Kansas Board of Regents**

**MINUTES**

The Council of Chief Academic Officers met in the Kathy Rupp Conference Room of the Kansas Board of Regents Office, Suite 520, 1000 SW Jackson, Topeka, Kansas, on Wednesday, May 19, 2010 at 12:00 p.m.

**Members Present:**

Larry Gould, Provost, FHSU	Tes Mehring, Provost, ESU
Danny Anderson, Interim Provost, KU	Gary Miller, Provost, WSU
April Mason, Provost, KSU	Nancy Tate, Interim VPAA, WU
Lynette Olson, Provost, PSU	Gary Alexander, KBOR
Allen Rawitch, VCAA, KU Med Center	Barbara Romzek, Interim Sr. Vice Provost, KU
Ruth Dyer, Sr. Vice Provost, KSU	

**Staff Present**

Jacqueline Johnson, KBOR; Jean Marie Redeker, KBOR; and Joan Warren, KBOR

**Academic Extension Program**

**KUMC – Requests approval for School of Medicine Extension Program**

Allen Rawitch presented the University of Kansas Medical Center's request for an academic extension program for the School of Medicine. The purpose of this request is to create sites in Wichita and Salina where medical students can spend all four years. The more time in medical school spent in a rural area, the higher the odds ratio that the student will initiate practice in a rural area. The approval period requested is ten years.

Discussion followed.

Gary Miller moved and Tes Mehring seconded the motion to approve the University of Kansas Medical Center's request for an academic extension program in the School Medicine.

Motion carried.

**Other Business**

**Legislative Post-Audit Request**

Each university is to respond to the survey independently. To request permission to delay submission contact Legislative Post Audit.

**Retreat to Discuss Issues for Next Year**

Issues need to be identified before a retreat would need to be scheduled.

There being no other business, the meeting adjourned.

Sincerely,

Larry Gould, Chair,  
Vice President for Academic Affairs,  
Fort Hays State University

**University Press of Kansas**

Date: 2 June 2010

To: Tes Mehring, ESU  
Larry Gould, FHSU  
April Mason, KSU  
Lynette Olson, PSU  
Danny Anderson, KU  
Gary Miller, WSU

Gary Alexander  
Vice-President of Academic Affairs  
Kansas Board of Regents

From: Fred Woodward  
Director, University Press of Kansas  
785.864.4667 / [fwoodward@ku.edu](mailto:fwoodward@ku.edu)

Subject: Information Requested by You

With financial statements for the third quarter now in hand, I am able to send you the following. Please let me know if you have further questions.

I. What the University Press of Kansas contributes to its sponsoring institutions

The mission is to extend the reach and reputation of the six state universities in Kansas by publishing scholarly books that advance knowledge and regional books that contribute to an understanding of Kansas, the Great Plains, and the Midwest. By fulfilling this mission, the University Press of Kansas adds value to your institutions in the following ways.

- Low-cost marker of excellence for State of Kansas higher education.

As a result of years of focused list-building, the press has acquired notable lists in American history, politics, law, and culture. Its lists in military and presidential studies are nonpareil. Also held in very high regard by scholars are the lists in constitutional and legal studies, the American West, urban politics, and American political history and thought.

During Fys 2004-2009 its publications collected 45 book prizes, 32 *Choice* Outstanding Academic Title citations, and 37 book club adoptions.

Your press does more with less. Over the most recent five-year period for which comparative figures are currently available (Fys 2004-2008), it generated from book sales 88.6% of its operating expenses as compared

with its peers' 63.7% average—a result that explains why the other publishers needed 70% more external support than did your press to make ends meet.

Excluding external support, the University Press of Kansas in FY 2009 had an operating loss of only \$317,414 (14.1% of net sales); its peers averaged \$936,044 (48.2%), which is almost three times higher.

- Best available source of authoritative books on Kansas for both the general public and academics.

The press performs a valuable public service by publishing a steady stream of reliable and attractive books dealing with the state's history, culture, landscapes, geology, botany, natural history, wildlife, and the like.

- High-profile contributor to the scholarly communication system

During Fys 2004-2009 it published 329 titles and sold 876,371 books (excluding book club releases), all of which credit the six Regents universities as members of the publishing consortium.

- Exemplar of inter-institutional cooperation

The Kansas Board of Regents established the six-school “joint operation in the publication of scholarly books” in 1976.

- Publishing outlet for selected faculty

II. Key operating expense categories

% of Operating Expenses, July-March

	<u>FY 2009</u>	<u>FY 2010</u>
Salaries & benefits	64%	68%
Marketing	20%	16%
Freelance fees	6%	5%
Postage	4%	4%
Travel	2%	2%
Totals	96%	95%

Note 1: FY 2010 operating expenses were \$187,624 less than FY 2009's through the first three quarters of the fiscal year.

Note 2: Book manufacturing costs, which totaled—in the July-March period—\$375,125 in FY 2009 and \$380,734 in FY 2010, are not expensed but rather accounted for as both costs of sales and assets that are depreciated over a five-year period.

### III. The financial future of the University Press of Kansas

Is there a plan for financing the press without depending upon reserves or the sponsoring institutions' "shares" of our operating budget? No, but there is a plan to continue doing more with less and thereby regularly outperform its peers financially. The press has done this for twenty-seven years, from FY 1983 to FY 2009, by operating in the black despite its below-average external support. Consequently the press has managed to accomplish the miraculous by funding its fivefold expansion, paying for its warehouse and office building, and setting aside reserves earmarked for construction, digital development, and bridge funding. Although the University Press of Kansas will continue to be a nonprofit operation, its history suggests that in the world of scholarly publishing it will manage to pursue both excellence and parsimony without harm to either.



Office of the **Provost and  
Senior Vice President**  
106 Anderson Hall Manhattan,  
KS 66506 -0113 785-532-6224  
Fax 785-5326507

March 31, 2010

Dr. April Mason, Provost  
Office of the Provost  
106 Anderson  
CAMPUS

Dear Provost Mason:

I request your consideration of my formal request to merge the Department of Elementary Education and the Department of Secondary Education into a single Department of Curriculum and Instruction. As I discussed in the background to this proposal, shared with you and with the entire faculty of the college, I believe this merger will significantly enhance our faculty's ability to strengthen our M.S., Ed.D., and Ph.D. programs in Curriculum and Instruction, lead to efficiencies in faculty assignment, clarify leadership for our clinical instruction, PDS and ESL efforts, allow the redirection of some administrative expenses to faculty positions, and maintain or improve our already excellent undergraduate programs.

I believe we have substantially exceeded the requirements of Appendix N of the University Handbook in terms of explanation, formal and informal discussion with the involved faculty of the departments (and the entire college), and ongoing consultation with the College Committee on Planning. As stated in the written proposal, this merger is internal to the college, does not involve financial stress or exigency, and requires no changes in curriculum or degree programs; as a consequence it does not (according to the University handbook) require consideration or approval by the college faculty, FSCOUP, Faculty Senate, or FS subcommittees.

As required by the Handbook, this letter is accompanied by a formal response to the proposal by the college's chair of the College Committee on Planning on behalf of its members.

I would appreciate your timely consideration of this request; while the merger is not likely to be contested, there are a great number of details to be resolved, beginning with securing an acceptable recommendation by the merged faculty for a new chair. If you accept this proposal, I would request you agree to an implementation date at the initiation of the new fiscal year (approximately July 1, 2010).

Sincerely,

Michael C. Holen  
Skeen Professor and Dean of Education



Office of the **Provost and  
Senior Vice President**  
106 Anderson Hall Manhattan,  
KS 66506 -0113 785-532-6224  
Fax 785-5326507

June 8, 2010

TO: Ms. Jean Redeker, Kansas Board of Regents

FROM: Dr. April Mason  
Provost and Senior Vice President

SUBJ: Renewal of approval for academic extension specialty program

I am writing to seek COCAO and Board approval to renew our graduate program in Adult, Occupational, and Continuing Education as an academic extension specialty program and that we will be allowed to continue teaching the program outside of our geographical jurisdiction. Under the previous approval, the program was allowed to be taught statewide.

### **Program Information**

Name of Program: Adult, Occupational, and Continuing Education

CIP code: 13.1201

Degrees offered: MS, Ed.D., and Ph.D.

### **Program Purposes**

The MS program is designed to prepare practitioners for careers in a variety of adult and continuing education settings: extension education, human resource development, community education and development, higher education institutions, adult basic education, religious adult education. Nursing education. And institutions, agencies, and organizations that deal primarily with adult needs and education.

The Ed.D. program provides advanced education and experience to prepare people for work in education, business, industry, government, health services, community agencies, community colleges, four-year colleges and universities, as well as many professional areas.

The Ph.D. degree program is designed to prepare scholars who are committed to a career with responsibilities and requirements associated with college/university faculty membership and/or interest in the development of knowledge, theory, and research.

### **Program Need**

The K-State graduate programs in Adult Occupational, and Continuing Education are the only such programs in the state of Kansas. These programs provide continuing education and degree options for teachers and educators from all areas in the state, as well as for those individuals outside of the education profession who seek to advance their careers either in education and education-related fields, or other fields such as human resource development, business and industry, and nursing education.

### **Recent Enrollments (# of Majors 2006-10)**

Degree\YR	2006	2007	2008	2009	2010
MS	55	54	89	80	93
PhD/EdD	29	39	38	32	31

### **Unique Features of Program**

The field of Adult Education is very broad. It encompasses administration of adult education programs; English as a Second Language, Literacy and GED programs; colleges and universities' teaching skills and administration: continuing education; cooperative extension: correctional institutions; corporate training departments and human resource development; vocational and career education; popular education: and religious education. Given the busy schedules of adult learners around the state, it is important that our graduate programs are designed to meet the different needs for delivery as well as content if the adult learners are to flourish. Adult students have busy work/professional lives and family responsibilities. Programs that do not meet their time and location constraints will not be successful. We offer face-to-face classes as a regular part of the program, in addition to continuing the design of distance and online features. Face-to-face classes generally meet one night a week to allow adult students to drive to the specific location after work hours.

**Program Curricula** See attached Appendix

### **Program Contact Information**

Dr. David Thompson  
Chair of the Department of Educational Leadership  
363 Bluemont Hall  
Kansas State University  
Manhattan, KS 66506  
(785) 532-5535

**Specific Locations Where Program will be Offered**  
Statewide

### **Other Information Important to Share**

The program has a special relationship with the military, specifically, the Army's Command and General Staff College (CGSC) at Ft. Leavenworth. All officers at the rank of major in the Army will attend day classes at the Fort Leavenworth prior to their next promotion. These students are strongly encouraged to complete a master's degree and can do so either by attaining the Masters of Military Arts and Sciences offered by the CGSC or through attending one of three approved designated on-post providers: Kansas State University, Webster University or Central Michigan University. Each of these civilian education providers has a signed memorandum of understanding (MOU) indicating that course work will be provided on post for military students. When there are openings, civilians working on post may also participate in these academic

programs. The Adult Education Masters degree program has been offered in this military setting since 1991. Over 600 CGSC students and faculty have completed their Masters degree in Adult, Occupational and Continuing Education. The academic administrators have especially asked for this program to be continued and made available to their CGSC faculty and students. The MOU approved by K-State and Ft. Leavenworth requires that the majority of the course work be offered on post in a face-to-face format.


**Request**

In order to continue to provide these educational opportunities around the state of Kansas, we believe that the graduate programs in Adult, Occupational. And Continuing Education should be renewed as academic extension specialty programs, and that we continue our ability to teach the programs locations around the state. We request this approval for the 10-year period allowed by Board policy.

**Authorizing Signature**

I authorize and support this request for renewal of approval for these programs.

  
\_\_\_\_\_  
April C. Mason  
Provost and Senior Vice President

  
\_\_\_\_\_  
Date

**Appendix**  
**Curricula for Graduate Programs in**  
**Adult, Occupational and Continuing Education**

***Master's degree requirements (33 credit hours)***

**Core courses (18 credit hours)**

**EDACE 780 – Introduction to Adult Education:** A survey of adult education. Consideration given to articulation with other levels of education. Identification of changing needs within the field are reviewed. (3 credits)

**EDACE 790 – Characteristics of the Adult Learner:** For teachers and administrators in adult and occupational programs who need a familiarity with the major characteristics of adulthood which affect the adult as a learner. (3 credits)

**EDACE 830 – Program Planning in Adult Education:** An examination of the basic situations in which adult education occurs and fundamental steps by which learning is made more effective in those situations. (3 credits)

**EDACE 818 – Social Foundations of Adult Education:** Designed for adult and continuing education students and college or university personnel in sociology and related fields dealing with adults. This course focuses on the economic historical and sociocultural context in which learning takes place. Included is an in-depth examination of the relationship between adult education and culture. (3 credits)

**EDACE 847 – Adult Learning and Motivation:** Core course of adult learning perspectives and motivation for learning. (3 credits)

**EDCEP 816 – Research Methods in Education:** This course is designed to provide students with an overview of quantitative and qualitative research methods in education and to equip them with the knowledge to be competent consumers and producers of educational research. (3 credits)

**Elective courses (15 credit hours)**

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**Note:** Program will accept 12 hours transfer from the U.S. Army Command and General Staff College (CGSC) for students attending CGSC.

## ***Doctor in Education (EdD) Degree Requirements***

**Prerequisite core courses (12 credit hours):** Students entering the Ed.D. program without prior knowledge and coursework in adult and continuing education are required to take the core courses in addition to the regular program. The core courses should be completed before foundation and professional or specialized courses are taken.

**EDACE 780 – Introduction to Adult Education:** A survey of adult education. Consideration given to articulation with other levels of education. Identification of changing needs within the field are reviewed. (3 credits)

**EDACE 790 – Characteristics of the Adult Learner:** For teachers and administrators in adult and occupational programs who need a familiarity with the major characteristics of adulthood which affect the adult as a learner. (3 credits)

**EDACE 830 – Program Planning in Adult Education:** An examination of the basic situations in which adult education occurs and fundamental steps by which learning is made more effective in those situations. (3 credits)

**EDACE 886 – Seminars in Adult Education:** These seminars will consider research and professional development on the special interests of the students in the several fields of education represented. (3 credits)

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**Doctoral degree requirements (a minimum of 94 credit hours):** Required courses are marked with an asterisk. (\*)

### **Adult learning and programming (6 credit hours minimum)**

**AGED 706 – Principles of Teaching Adults in Extension:** Methods and principles of adult teaching with emphasis on Cooperative Extension Service; application to various adult education programs. (3 credits)

**EDACE 782 – Educational Gerontology:** For both the practitioner and those interested in educational gerontology as a field of inquiry. It will examine education for and about aging, with particular reference to the role. Needs, and ability of persons in the later years as learners. (3 credits)

**EDACE 786 – Topics in Adult Education:** Examination of current topic in area of specialization of faculty. (1-3 credits)

**EDACE 815 – Introduction to Community Educational Development:** A comprehensive review of factors related to community change and the role of educational programs in

dealing with them. Emphasis is on educational and economic problem-solving approaches and change-implementing programs. (3 credits)

**EDACE 820 – Principles of Teaching Adults:** This course will explore the theory and practice of teaching adults. Collaborative and active learning techniques will be emphasized in face-to-face and online environments. Students will examine the strengths, weaknesses. And appropriate application of a variety of methods to different adult education environments. (3 credits)

**EDACE 860 – Innovative Higher Education Programs for Adults:** Designed to provide a conceptual understanding of innovative systems and structures currently serving higher education needs of adult learners. The course will provide a historical basis for the development of these programs as well as future trends. Included will be discussions of corporate colleges, external degree programs and distance/online learning. (3 credits)

**EDACE 886 – Seminars in Adult Education:** These seminars will consider research and professional development on the special interests of the students in the several fields of education represented. (Recommended: seminars in Self Directed Learning and ACE. HRD, Extension, others) (Var. credit)

#### **Organization, administration, and supervision (3 credit hours minimum)**

**AGED 704 – Extension Organization and Programs:** Development and objectives of Cooperative Extension and other university adult education programs; with emphasis on programs and procedures. (3 credits)

**EDACE 792 – Hospital and Industry Adult Education:** An introduction to principles, roles, organization. Procedures. And problems of adult education in hospitals, industry, and related agencies. (3 credits)

**EDACE 825 – Theory and Practice of Continuing Education:** Specific instruction on facilitating continuing education programs; emphasis on serving the institution, part-time students, community, and other interests. (3 credits)

**EDACE 937 – Organization and Administration of Adult Education:** A critical study of organizational procedures and administrative practices as related to the implementation and maintenance of an effective program in adult education. (3 credits)

**EDACE 986 – Advanced Seminars in Adult Education:** These seminars will critically consider recent research in the designated fields. The emphasis will be upon individual studies and small group interaction. Enrollment is restricted to those students who have been admitted to the doctoral program in education and who have completed substantial amounts of graduate study in the designated fields. (Var. credit)

### **Human resource development (0-6 credit hours)**

**EDACE 786 – Topics in Adult Education:** Examination of current topic in area of specialization of faculty. (1-3 credits)

**EDACE 886 – Seminars in Adult Education:** These seminars will consider research and professional development on the special interests of the students in the several fields of education represented. (Recommended: seminars in Instructional Design in Human Resource Development and Policy Development and Implementation in Human Resource Development). (Var. credit)

### **Supporting courses (0-6 credit hours)**

**EDACE 714 – International Education:** Contemporary overview of the field of international education and an introduction to three of its parts. Comparative education, intercultural education. And development education. (3 credits)

**EDACE 725 – Adult Basic Education Techniques:** Emphasis on providing students with an understanding of the selection, utilization. And development of adult basic education reference, resources. And other materials. (3 credits)

**EDACE 750 – Women, Education, and Work:** Emphasizes the collective and individual educational needs of women in and out of the work force and the part that occupational/educational preparation contributes to their participation in the work force. (2-3 credits)

**EDACE 754 – Adult Basic Education:** Evolving adult basic and high school equivalency education concepts will be examined. Program implementation, supervision, methods, and materials are emphasized. (3 credits)

### **Foundations of education (12 credit hours) \***

Ed.D. students are required to take 12 hours of the following foundations courses or their equivalent. Courses must be approved by the Ed.D. supervisory committee.

**EDLEA 811 – Philosophy of Education:** A critical analysis of major educational philosophies with discussion of their impact on the problem of education for democracy. Credits)

**EDCEP 816 – Research Methods in Education:** This course is designed to provide students with an overview of quantitative and qualitative research methods in education and to equip them with the knowledge to be competent consumers and producers of educational research. (3 credits)

**EDACE 916 – Foundations of Adult Education:** A study of adult education historical perspectives, contemporary institutions and programs, teaching-learning process, administrative practices. And conceptual roles. (3 credits)

**EDLEA 886 – Seminar in Educational Leadership:** Intensive discussion of a problem of current professional interest based on study of pertinent original literature. (1-18 credits)

**EDCEP 912 – Psychological Bases of Educational Thought and Practice:** In studying educational applications of behavioral, social cognitive, and cognitive learning theories, attention is given to historical milieus of origin, relationships to major educational philosophies, relationships to features of instruction, and classroom motivation, and evaluation of impact on contemporary educational thought and practice. (3 credits)

**EDCI 910 – Multicultural Curriculum Programming:** Application of multicultural curriculum principles to total school programming with particular emphasis on the cultural pluralism phenomenon. Includes analytic review of instruments on multicultural/multiracial curriculum evaluation as well as planning skills for equitable thrusts. Primarily involves elementary and secondary focus with some attention to postsecondary programming. (3 credits)

#### **Research courses (6 credit hours minimum) \***

**EDCEP 817 – Statistical Methods in Education:** An introductory yet comprehensive survey of common statistical analyses encountered in educational research. Computer oriented. (3 credits)

**EDCEP 819 – Survey Research:** Evaluation. Interpretation. Use, and production of survey research in education. (3 credits)

**EDCEP 917 – Experimental Design in Educational Research:** Philosophy, planning, and evaluation of research in education. Experimental designs appropriate for educational research with special emphasis on multivariate procedures. Computer oriented. (3 credits)

**SOCIO 824 – Qualitative Methodology:** Collection, analysis. And presentation of sociological data using such methods as participant observation. Ethnomethodology, community analysis, documentary research and historiography, case study, and life history. Emphasis upon formulation of problems and the execution of research. (3 credits)

#### **Doctoral research (16 credit hours)**

**EDACE 999 – Doctoral Research** (Var. credits)

**Preliminary examination.** The requirement for the preliminary examination is satisfactory completion of all segments of a monitored, written examination of at least 12 hours over all areas of the program of study.

## ***Doctor of Philosophy in Education (PhD) Degree Requirements***

**Prerequisite core courses (12 credit hours):** Students entering the Ph.D. program without prior knowledge and coursework in adult and continuing education are required to take the core courses in addition to the regular program. The core courses should be completed before foundation and professional or specialized courses are taken.

**EDACE 780 – Introduction to Adult Education:** A survey of adult education. Consideration given to articulation with other levels of education. Identification of changing needs within the field are reviewed. (3 credits)

**EDACE 790 – Characteristics of the Adult Learner:** For teachers and administrators in adult and occupational programs who need a familiarity with the major characteristics of adulthood which affect the adult as a learner. (3 credits)

**EDACE 830 – Program Planning in Adult Education:** An examination of the basic situations in which adult education occurs and fundamental steps by which learning is made more effective in those situations. (3 credits)

**EDACE 886 – Seminars in Adult Education:** These seminars will consider research and professional development on the special interests of the students in the several fields of education represented. (3 credits)

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**Doctoral degree requirements (a minimum of 90 credit hours):** Required courses are marked with an asterisk. (\*)

### **Adult learning and programming (6 credit hours minimum)**

**AGED 706 – Principles of Teaching Adults in Extension:** Methods and principles of adult teaching with emphasis on Cooperative Extension Service: application to various adult education programs. (3 credits)

**EDACE 782 – Educational Gerontology:** For both the practitioner and those interested in educational gerontology as a field of inquiry. It will examine education for and about aging, with particular reference to the role, needs, and ability of persons in the later years as learners. (3 credits)

**EDACE 786 – Topics in Adult Education:** Examination of current topic in area of specialization of faculty. (1-3 credits)

**EDACE 815 – Introduction to Community Educational Development:** A comprehensive review of factors related to community change and the role of educational programs in

dealing with them. Emphasis is on educational and economic problem-solving approaches and change-implementing programs. (3 credits)

**EDACE 820 – Principles of Teaching Adults:** This course will explore the theory and practice of teaching adults. Collaborative and active learning techniques will be emphasized in face-to-face and online environments. Students will examine the strengths, weaknesses, and appropriate application of a variety of methods to different adult education environments. (3 credits)

**EDACE 860 – Innovative Higher Education Programs for Adults:** Designed to provide a conceptual understanding of innovative systems and structures currently serving higher education needs of adult learners. The course will provide a historical basis for the development of these programs as well as future trends. Included will be discussions of corporate colleges, external degree programs and distance/online learning. (3 credits)

**EDACE 886 – Seminars in Adult Education:** These seminars will consider research and professional development on the special interests of the students in the several fields of education represented. (Recommended: seminars in Self-Directed Learning and ACE. HRD. Extension. Others) (Var. credit)

#### **Organization, administration, and supervision (3 credit hours minimum)**

**AGED 704 – Extension Organization and Programs:** Development and objectives of Cooperative Extension and other university adult education programs; with emphasis on programs and procedures. (3 credits)

**EDACE 792 – Hospital and Industry Adult Education:** An introduction to principles, roles, organization, procedures, and problems of adult education in hospitals, industry, and related agencies. (3 credits)

**EDACE 825 – Theory and Practice of Continuing Education:** Specific instruction on facilitating continuing education programs; emphasis on serving the institution, part-time students, community, and other interests. (3 credits)

**EDACE 937 – Organization and Administration of Adult Education:** A critical study of organizational procedures and administrative practices as related to the implementation and maintenance of an effective program in adult education. (3 credits)

#### **Human resource development (0-6 credit hours)**

**EDACE 786 – Topics in Adult Education:** Examination of current topic in area of specialization of faculty. (1-3 credits)

**EDACE 886 – Seminars in Adult Education:** These seminars will consider research and professional development on the special interests of the students in the several fields of education represented. (Recommended: seminars in Instructional Design in Human

Resource Development and Policy Development and Implementation in Human Resource Development). (Var. credit)

### **Supporting courses (0-6 credit hours)**

**EDACE 714 – International Education:** Contemporary overview of the field of international education and an introduction to three of its parts. Comparative education, intercultural education. And development education. (3 credits)

**EDACE 725 – Adult Basic Education Techniques:** Emphasis on providing students with an understanding of the selection, utilization, and development of adult basic education reference. Resources. And other materials. (3 credits)

**EDACE 750 – Women, Education, and Work:** Emphasizes the collective and individual educational needs of women in and out of the work force and the part that occupational/educational preparation contributes to their participation in the work force. (2-3 credits)

**EDACE 754 – Adult Basic Education:** Evolving adult basic and high school equivalency education concepts will be examined. Program implementation, supervision, methods. And materials are emphasized. (3 credits)

### **Foundations (6 credit hours) \***

**EDACE 916 – Foundations of Adult Education:** A study of adult education historical perspectives, contemporary institutions and programs, teaching-learning process, administrative practices, and conceptual roles. (3 credits)

**EDACE 986 – Advanced Seminars in Adult Education:** These seminars will critically consider recent research in the designated fields. The emphasis will be upon individual studies and small group interaction. Enrollment is restricted to those students who have been admitted to the doctoral program in education and who have completed substantial amounts of graduate study in the designated fields. (Var. credit)

### **Research courses (9 credit hours minimum) \***

**EDCEP 816 – Research Methods in Education:** This course is designed to provide students with an overview of quantitative and qualitative research methods in education and to equip them with the knowledge to be competent consumers and producers of educational research. (3 credits)

**EDCEP 817 – Statistical Methods in Education:** An introductory yet comprehensive survey of common statistical analyses encountered in educational research. Computer oriented. (3 credits)

**EDCEP 917 – Experimental Design in Educational Research:** Philosophy, planning. And evaluation of research in education. Experimental designs appropriate for educational research with special emphasis on multivariate procedures. Computer oriented. (3 credits)

**Doctoral research (30 credit hours)**

**EDACE 999 – Doctoral Research** (Var. credits)

**Experiential and individual courses (0-6 credit hours)**

Students may have no more than 6 hours of individualized work such as Readings (775) and Problems (795). No more than 3 hours of which must be Practicum (including those courses from the master's program).

**EDACE 733 – Practicum in Adult Education:** Related occupational or professional experiences in approved industry, school, Cooperative Extension Service, or similar agency setting under faculty supervision. (1-6 credits)

**EDACE 775 – Readings in Foundations and Adult Education:** Readings in research and application in specialized areas in education. (Var. credits)

**EDACE 795 – Problems in Adult Education:** Independent study of specific problems in the areas of adult or occupational education. (1-3 credits)

**EDACE 991 – Internship in Adult Education:** Field experiences in the development of programs in cooperating schools and educational or related agencies under the supervision of College of Education graduate faculty member.

**Notes:** Internship: Students may complete an internship of 3- 6 hours in the Ph.D. program. The internship will replace part or all of the experiential and individualized course credit.

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**Preliminary examination.** All candidates for the Ph.D. must demonstrate satisfactory completion of all segments of a monitored, written examination of at least 12 hours over all areas of the program of study.

University of Kansas

**Academic Specialty Program Request  
Master of Public Administration Degree  
Topeka Kansas**

2 (a) Name and CIP code of the proposed program:

Master of Public Administration Program

CIP Code: 44.0401

2(b) Degrees that may be awarded through the program:

Master of Public Administration (MPA)

2I Statement of need for the program substantiated with data:

The presence of the MPA program in Topeka provides a vehicle for attracting students from state agencies, cities, and non-profits in the Topeka area. While the state government, cities, and non-profit organizations have experienced significant reductions in force in recent years, largely through attrition, the MPA degree program makes a significant contribution to greater professionalization of the workforce. The Public Management Center in Topeka, which is where the MPA is taught, has played a major role in this professionalization by hosting the MPA degree and by developing and delivering a Certified Public Management Program.

2(d) Purpose of the program:

Teaching MPA courses in Topeka offers opportunities for students who work in state government, those who serve in local governments in the middle and western part of the state, and those who are in non-profit management. The Public Management Center in Topeka has graduated more than 400 MPA scholars, including many prominent state leaders, since its founding in 1974. The Center also provides professional education to public managers across the state of Kansas. Nearly 800 public servants have completed the Center's professional development programs, including the year-long Certified Public Manager Program, Emerging Leaders Program, and Supervisory Training Program.

2(e) Students likely to enroll in the program and estimated enrollment:

Students enrolled in the MPA degree program in Topeka tend to be part time and come from local, state, and federal governments and non-profit organizations. An average 35 to 40 students are enrolled in the program at this location in a given year. There are currently 42 people enrolled at this location.

2(f) Unique and distinguishing features of the proposed program, such as its faculty, facilities, resources, and history sufficient to support designation as an academic extension specialty:

The Public Management Center in Topeka, which is where the MPA classes are taught, is located in recently remodeled facilities at 715 SW 10<sup>th</sup> Street, Topeka, KS. The program has graduated more than 400 MPA scholars in Topeka, including many prominent state leaders, since its founding in 1974.

Faculty for the Program includes:

<b>Name Rank &amp;</b>	<b>Title Tenure</b>	<b>Status Degree &amp;</b>	<b>Field</b>
DeHart-Davis, Leisha	Assistant Professor	Tenure-track	Ph.D.; Public Policy
Epp, Charles R.	Associate Professor	Tenured	Ph.D.; Political Science
Frederickson, George	Distinguished Professor	Tenured	Ph.D.; Public Administration
Goerdel, Holly	Assistant Professor	Tenure-track	Ph.D.; Political Science
Goodyear, Marilu	Associate Professor	Tenured	Ph.D.; Public Administration
LeRoux, Kelly	Assistant Professor	Tenure-track	Ph.D.; Political Science
Maynard-Moody, Steven	Professor	Tenured	Ph.D.; Public Administration
Nalbandian, John	Professor	Tenured	Ph.D.; Public Administration
Romzek, Barbara S.	Professor	Tenured	Ph.D.; Political Science

2(g) Curriculum, including the department, number, name, and a brief description of content for each course within the program:

**Core Requirements:** *(All students must take these core courses)*

Choose one of the following 5 classes, PUAD 824, 825, 826, 827 or 828. If more than one is taken, it would be counted as an elective.

**PUAD 824:** Public Policy and Administration (3). An exploration of the ways in which public policy is made in the United States, focusing on the role of the administrator at each stage of the policy process: formulation, implementation, and evaluation. Various theories of policy-making with application to specific areas of public policy will be examined.

**PUAD 825:** Public Policy and Urban Administration (3). An exploration of policy development, implementation, and evaluation in the local government context. Various theories of the policy process and their application to municipal government are examined.

**PUAD 826:** Public Policy and Administration of State Government (3). An examination of political and administrative aspects of state government focusing on legislative and executive branches of government.

**PUAD 827:** Health Care Policy and Administration (3). Seminar designed to explore the development of public health policy in the United States. Particular attention will be given to (1) the development of public institutions and policy goals; (2) current policy problems such as expenditure-cost controls, prospective reimbursement, utilization review, access, and public and private investment planning; and (3) administrative problems in the current health care system.

**PUAD 828:** Nonprofit Management and Policy (3). This course focuses on the economic, social, and legal foundations of the nonprofit sector. Nonprofits are examined in the context of a three-sector economy, with emphasis on the ways in which nonprofits compensate for market failures and government failures. The course examines government-nonprofit relations in the modern welfare and offers an in-depth examination of the health, education, and welfare functions as performed by nonprofits. This course also provides exposure to selected topics in nonprofit management such as grant writing, board relations, advocacy, fundraising and volunteer management.

**PUAD 831: Public Administration Practicum (1).** Exposes students to day-to-day operational facets of public management through workshops, speakers. And exercises. Students attend 18 contact hours in order to earn this credit hour.

**PUAD 834: Human Resource Management (3).** Explores the way public sector organizations procure, allocate, and develop labor and how the employee-employer relationship is established and maintained. Also emphasizes the relationship between civil service personnel systems and larger political systems.

**PUAD 835: Financing Public Services.** This course examines the management of public investments and theories of taxation and non-tax revenues. Basic microeconomic theory is introduced.

**PUAD 836: Introduction to Quantitative Methods (4).** Introduces quantitative approaches to examine public management and public policy decisions. Concepts of research design. Probability, and inferential statistics are covered. Class work typically involves computer work in spreadsheet and statistical analysis programs.

**PUAD 837: Resource Allocation and Control.** Discusses the methods and political context of policy analysis and the role of budgets in policy making and implementation. Examines public budgeting processes and budgetary decision making.

**PUAD 841: The Role, Context, and Ethics of Public Administration in American Society (3).** Provides students with an overview of the social context of public administration with an emphasis on political issues, political history, and ethics.

**PUAD 842: Law and Public Management (3).** Course investigates major concepts that make up the legal environment of public administration. The accepted uses and procedures of the field, relationships among courts, agencies, the legislature, and basic legal research are examined.

**PUAD 845: Organizational Analysis (3).** Explores knowledge of organization theory and administrative behavior to understand and diagnose organizational problems and dynamics in the public sector. Emphasis is placed on organization environment relationships.

**Electives:**

**PUAD 830: Administrative Ethics (3).** A survey of ethical issues faced by public administrators. Special attention will be given to ethical problems arising within hierarchical organizations and to the ethical implications of particular public policies.

**PUAD 839: Topics in Public Administration (3).** Study of selected topics in public administration. Each course addresses a separate topic. In recent semesters courses have been offered in performance auditing, leadership, and employment law.

**PUAD 840: Theory of Public Administration (3).** Survey of the development of ideas about public administration among public officials and research investigators. Emphasis on basic concepts, research reports, and theoretical treatises on the nature of public administration.

**PUAD 849: Law, Courts and Public Policy (3).** The course explores the role of judges and courts, as normal parts of the policy process and considers the roles, options, and constraints on judges and courts as they perform their duties. The course explores the implications for public policy of judicial involvement at various stages of the policy process and in different types of policy.

**PUAD 851: Infrastructure Management (3).** This course focuses on municipal infrastructure issues and relationships between generalist managers and technically-trained staff.

**PUAD 852: Comparative Public Policy and Administration (3).** This seminar examines the application of theories in public administration, public in management, and public policy in international and comparative contexts. Particular attention is given to how governments and publics are connected by way of intergovernmental strategies, governance, and differing political and administrative arrangements.

**PUAD 853: Policy Analysis and Evaluation (3).** This course will examine the fundamental research techniques associated with analyzing alternative solutions to policy problems, as well as evaluating the effectiveness of public programs. Such techniques include cost-benefit, risk-benefit and cost-effectiveness analysis, and quasi-experimental and experimental designs.

**PUAD 854: Innovation and Organizational Change (3).** This course will examine theories of innovation and organizational change as applied to public organizations. Particular emphasis will be placed on the concepts of innovation in bureaucratic organizations, on the process of successful change in organizations, and on leadership and employees' roles.

**PUAD 855: Financial Management for Public and Not-for-Profit Organizations (3)** Financial management focuses on the use of financial information for decision making and evaluation. This course will rely on fundamental accounting concepts as they relate to the basic financial statements of government and not-for-profit organizations. Time will also be spent on financial management practices (e.g. cash management, debt management, etc.) and financial condition analysis. Material presented in this course expands on the foundational material covered in PUAD 837. Prerequisites: PUAD 837 or permission from the instructor.

**PUAD 856: Management and Information Technology (3).** An introduction to the concepts of information policy and management of technology within governmental organizations. The course covers the effects of technology on government and society as well as information policy (privacy, security and access) and their importance to democracy. The course also includes a leadership perspective on planning, funding, and implementation of technology systems in governmental organizations as well as the role of Chief Information Officer.

**PUAD 893: Directed Readings (1-3).** Designed to meet the needs of advanced students whose study in public administration cannot be met with current course work.

2(h) Other information which the institution may wish to provide in support of its request: NA

2(i) Name, title, address, and telephone number of the designated representative of the program:

Dr. Marilu Goodyear, Chair  
Public Administration Department  
University of Kansas  
4060 Wescoe Hall  
1445 Jayhawk Blvd.  
Lawrence, KS 66044

2(j) Signature of the Chief Academic Officer of the institution authorizing the request:



Danny Anderson, Interim Provost and Executive Vice Chancellor

2(k) Date of the request: May 28, 2010

2(l) Specific locations where the program will be offered:

Public Management Center  
715 SW 10<sup>th</sup> Street  
Topeka, KS 66612

2(m) Requested approval period. Ten years.



# Pittsburg State University

## CONTINUING AND GRADUATE STUDIES

To: Kansas Board of Regents  
Council of Chief Academic Officers (COCAO)

From: Dr. Peggy J. Snyder, Dean  
Continuing and Graduate  
Studies Pittsburg State  
University

Date: May 20, 2010

Re: Request to renew approval to offer the academic extension specialty programs

Cc: Jean Marie Redeker, Ph.D., Director of Academic Affairs-OR

Pittsburg State University would like to submit a request to renew approval to offer the following academic extension specialty programs:

Renewal period: 2010 – 2020 (10 years)

Program: Vocational Technical Education, B.S.  
Career and Technical Education, M.S. (Previously Technical Teacher  
Education, M.S.)

Location: Statewide (Currently being offered in Salina, KS)

a) Name and CIP code of the proposed program(s).

Vocational Technical Education, B.S. – 13.1309 Career and Technical Education, M.S. –  
13.1309

b) Degrees that may be awarded through the program.

Bachelor of Science in Vocational Technical Education degree

Master of Science degree with a Major in Career and Technical Education

c) Statement of need for the program substantiated with data.

The curriculum taught within the PSU Technical Teacher Education unit is aligned with the Kansas Department of Education guidelines for the certification of Career and Technical Teachers in Kansas at the secondary level. Pittsburg State University has been recognized by KSDE to be the primary provider of these courses out in the state. The nine areas of coursework required by the State of Kansas for certification are:

- Foundations of vocation/technical education (TTED 894)
- Development and use of curriculum (TTED 845)
- Instruction of students with special needs (TTED 897)
- Importance of workplace experience and integration of supervised experience into curriculum (TTED 808)
- School improvement process (TTED 698)
- Classroom management (TTED 780)
- Development of effective teaching methods (TTED 779)
- Utilization of technology (TTED 695)
- Utilization of authentic assessment techniques (TTED 893)
- 

d) Purpose of the program.

The mission of Pittsburg State University's Technical Teacher Education (TTE) programs is to provide quality time and cost effective teacher preparation to meet individual educational growth needs, state teacher certification and program requirements. The primary purpose of the program is to provide high quality pre-service and in-service teacher education for individuals pursuing careers in Vocational/Career and Technical Education at the undergraduate and graduate level, including teachers for secondary schools and colleges in various career and technical areas, including Family and Consumer Science and Technology Education. Offering this program in Salina, Kansas provides a central location that enables PSU to pursue its state wide mission in Technical Teacher Education and allows us to service the whole state.

e) Students likely to enroll in the program and estimated enrollment.

Most of the students enrolled in the TTE program attend only as part-time students, are classically defined as non-traditional, do not live or work in the Pittsburg area (or Crawford County), have achieved industry certification or professional accreditation in a trade area prior to teaching at the secondary or postsecondary level, and may or may not have degree status in their profession or another area. Their part-time status is in relation to the total number of hours enrolled each semester (usually 6-9 hours/semester) but also in total number of hours taken each year. Many students only take courses during the summer when they themselves are not teaching or perhaps take 6-9 hours only one semester each year. They are "stop-out" students, returning only when the conditions of their teaching and personal lives allow.

Estimated enrollment of majors is 25 at the graduate level and 35 at the undergraduate level based on our 10/SP enrollment of 21 graduate and 34 undergraduate.

- f) Unique and distinguishing features of the proposed program, such as its faculty, facilities, resources, and history sufficient to support designation as an academic extension specialty.

This program is unique in that PSU is only university in the state that offers a program that prepares teachers with a vocational/technical education certification. PSU's Technical Teacher Education program has a long history of disseminating technical teacher education coursework throughout the state. PSU is recognized as the state leader in developing technology and technical education teachers in Kansas. Most of the classes are offered at the Salina Area Technical College. The Higher Learning Commission has approved this site as part of our Distance Education Plan. We have three faculty members who are designated to teach in this program, each active in professional organizations within their specialty areas.

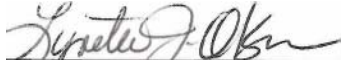
- g) Curriculum, including the department, number, name and a brief description of content for each course within the program.  
(See attached information from the catalog)

- h) Other information which the institution may wish to provide support of its request. The curriculum taught within the Technical Teacher Education unit is aligned with the Kansas Department of Education guidelines for the certification of Career and Technical Teachers in Kansas. Additionally, these courses can be used for certification purposes in Oklahoma and Missouri.

- i) Name, title, address and telephone number of the designated representative of the program.

Dr. Greg Belcher  
Professor  
Technology and Workforce  
Learning Pittsburg State  
University  
1701 S. Broadway  
S210 Kansas Technology  
Center Pittsburg, KS 66762  
Phone: 620-235-4637  
[e-mail: gbelcher@pjtstate.edu](mailto:gbelcher@pjtstate.edu)

j) Signature of the Chief Academic Officer of the institution authorizing the request.



Dr. Lynette Olson, Provost and V.P. of Academic Affairs

k) Date of the request.

May 20, 2010

l) Specific Locations where the program will be offered.

Statewide (Occasionally some of the degree courses are offered at various locations throughout Kansas)

Currently the program is being offered in Salina, Kansas and classes are held primarily at the Salina Area Technical College located at 2562 Centennial Road.

m) Requested approval period.

Ten years – 2010 to 2020

## 2009-2011 University Catalog

### **Bachelor of Science in Vocational Technical Education Degree**

The off-campus BSVTE program is considered a bachelor completion degree which allows students with an associate degree to complete their undergraduate degree. Some students will complete their general education requirements at the local community college or university while working on the additional course requirements for Option II to meet the BSVTE requirements. The Bachelor of Science in Vocational Technical Education degree curriculum is organized with two options which are designed to meet the needs of persons with different work experience backgrounds. Option II, for the public sector, is the program area we are requesting renewal approval.

**Private Sector Option I** of the curriculum is designed for persons who have completed a vocational-technical education program in an accredited public sector institution who have less than two years of work experience above the learner's level in one of the industrial or technical occupations taught in Kansas.

**Public Sector Option II** of the curriculum is designed to provide specialized teacher education for persons teaching or preparing to teach in trade and industrial and technical programs.

Credit of up to 24 semester hours is granted on an individual basis in the two options based on occupational competency.

#### *Baccalaureate Degree Requirements for Public Sector Option II*

#### **Vocational-Technical Education Major for Option II** 45

Selected from the following courses:

**TTED 193 Workshop for Beginning Vocational Teachers** 3  
3 hours. Intensive study of methods of teaching, principles of learning, and evaluating procedures. Summer only. Offered as Pass-Fail only.

**TTED 201 Vocational Work Experience\*** 3-12  
3-12 hours. Work experience in a specific vocation accepted toward vocational teacher certification. May be repeated for a maximum of 12 hours. Offered as Pass-Fail only.

**TTED 308 Laboratory and Shop Safety** 3  
3 hours. A study of safety performance and shop safety, including inspection, planning and maintenance of a shop laboratory and a school shop safety prevention program.

**TM 390 Trade and Job Analysis** 3  
How to analyze trades, occupational pursuits, and jobs for divisions, operations and information. Consideration of the organization for instructional purposes.

<b>TTED 391 Student Assessment Development in Vocational/Technical Education</b>	3
3 hours. Techniques and instruments to be utilized in evaluating the affective, cognitive, and psychomotor domains for applied technology courses.	
<b>EST 393 Introduction to Industrial Safety</b>	3
3 hours. An overview of topics contained within OSHA Title 1910 general industry standards. Includes a basic description of compliance issues. Ten-hour OSHA voluntary compliance cards are available to students who qualify.	
<b>TTED 395 Task Analysis for Technical Teachers</b>	3
1 hour. Techniques to analyze occupational position into duties, task and steps. The focus of the material is for the development and modification of vocational/technical program curriculum.	
<b>EST 396 Introduction to Construction Safety</b>	3
2 hours. Methods of using developed curriculum. Emphasis is placed upon components of the curriculum process and how curriculum is used to make instruction more effective and efficient.	
<b>TTED 396 Curriculum Usage in Technical Education</b>	2
2 hours. Methods of using developed curriculum. Emphasis is placed upon components of the curriculum process and how curriculum is used to make instruction more effective and efficient.	
<b>TTED 401 Vocational Work Experience*</b>	3-12 3-
12 hours. Work experience in a specific vocation accepted toward vocational teacher certification. May be repeated for a maximum of 12 hours. Offered as Pass-Fail only. Prerequisite: TTED 201 Vocational Work Experience	
<b>TTED 445 Development of a Unit Study Guide</b>	3
3 hours. Organization and design of a training program to meet a specified need in business and industry. Progresses from needs analysis through instructional materials and methods selection to evaluation procedures.	
<b>(TTED 555 Diversity in Vocational Education Programs</b>	2
12 hours. An analysis of how social, cultural, political and psychological events have and will continue to impact the vocational/technical education learning environment. Instructional practices, curriculum and evaluation practices are emphasized.	
<b>TTED 606 Industrial Supervision</b>	3
3 hours. Principles and techniques of handling and understanding interpersonal relationship between the supervisor and employee. Covering such topics as effective communications, leadership traits, improving work methods, industrial safety, and instructional skills for supervisors and foremen.	
<b>TTED 607 Student Leadership Development in Vocational Education</b>	3
3 hours. The organization and administration of vocational student organizations, especially at the local level. Incorporation of the student organization into the vocational program curriculum and the uses in public relations.	

<b>TTED 608 Coordinating Techniques in Cooperative Education</b>	3
3 hours. Techniques and procedures needed for organization and operation of federal-state approved cooperative training programs.	
<b>TTED 610 Seminar ( )</b>	1-6
1-6 hours. Study of a particular topic, problem or issue in applied technology education. May be repeated if subject matter is different with a maximum of six hours to be applied towards a degree program.	
<b>TTED 619 Planning Shop Layout for Vocational Education</b>	3
3 hours. Planning and layout of school shop facilities and the organization and management of these facilities.	
<b>TTED 694 Principles of Vocational Education*</b>	3
3 hours. Principles of vocational education and their impact on the legislation which has supported vocational education.	
<b>TIED 695 Using Technology as an Instructional Tool</b>	2
2 hours. An applied course as to how technical teachers can use technology to enhance instruction in the classroom and laboratory. Includes how to use computers, presentations software, scanners, HTML, projectors and other emerging technology as a instructional tool.	
<b>TTED 697 Identification and Instruction of Students with Special Needs* or SSLS 510 Overview of Education for Exceptional Students</b>	3
TIED 697-3 hours. A study of and teaching strategies for special needs students as identified in P.L. 94-142. Awareness, strategies for teaching, curriculum and facility modification as needed for special needs students will be addressed. ,SSLS 510-3 hours.	
<b>TTED 698 School Improvement Processes in Career and Technical Education</b>	2
2 hours. An introductory course examining different methods and theories as to the improvement of schools and the roles in which teachers play in this process.	
<b>TTED 708 Laboratory and Tool Safety in Occupational Education.</b>	3
3 hours. Intensive study in safety performance, safety inspection, legal issues, and maintaining a safe laboratory environment in occupational education programs.	
<b>TTED 731 Adult Learners.</b>	3
3 hours. Facilitating adult learning. Areas of concentration are motivation, adult learners' characteristics, cultural issues, styles and patterns. Special attention will be focused on the adult learners in occupational, correctional, basic adult education, community colleges, extensions and proprietary student learner's programs. Focused toward identification of learning styles, needs and how to match delivery techniques to learners needs.	
<b>TTED 780 Classroom Management in Career and Technical Education</b>	3
3 hours. Different classroom and laboratory methods are covered for which a teacher may use to manage the classroom and/or laboratory environment and create an environment that is conducive to learning. Topics covered include the use of control theory, creating a positive learning environment, motivating students to learn, changing the behavior of students	

through the use of different teaching methods, teachers serving as counselors, developing effective consequential actions and discipline, and nonviolent-crisis intervention.

**Professional Education and Support Requirements for Option II** 14

**PSYCH 263 Developmental Psychology** 3

3 hours. Principles of growth and development in the physical, cognitive, social, emotional and personality spheres. Application of current scientific data in the real world of infants, children, adolescents, and adults will be emphasized. Prerequisite: PSYCH 155 General Psychology or permission of instructor.

**PSYCH 357 Educational Psychology** 3

3 hours. A broad based course designed to relate psychological theory to educational practice. Coverage includes course planning and objectives, learning and information processing, teaching strategies, motivation, behavior management, multicultural education, and measurement and evaluation. Prerequisite: For Teacher Education majors only: Junior standing, grade of “C” or better in PSYCH 155 General Psychology, PSYCH 263 Developmental Psychology and CURIN 261 Explorations in Education, minimum 2.5000 cumulative GPA. Elementary only: Have taken the PPST or C-Base, or score of 24 on the ACT or 1040 SAT. Secondary only: Admission to Teacher Education or permission of the Teacher Education office and instructor.

**TTED 479 Techniques for Teaching Vocational-Technical Education** 3

Techniques and methods used in teaching vocational-technical education in vocational classes at the secondary and post-secondary level. To be taken before the professional semester. Offered by the Technical Education Department for undergraduates only. Prerequisites: Admission to teacher education and PSYCH 357 Educational Psychology.

**TTED 483 Teaching Internship** 5

“5 hours. Directed teaching internship for persons employed as vocational instructors. Prerequisite: Permission of instructor. Offered as Pass/Fail only.

Electives 22

TOTAL 124

@ The Faculty Senate on December 18, 1989, adopted the General Education Committee’s recommendation to grant an exception from the general education requirements as stated in this current catalog for the BSVTE degree candidates and permit these students to meet the requirements for graduation by meeting the general education requirements listed in the 1984-86 PSU Catalog, on page 31, with an additional 16 hours of general education electives. Students enrolled as on-campus students are required to meet the 2005-2007 University Catalog general education requirements. This policy was reaffirmed by the General Education Committee on October 15, 2004, and the Faculty Senate on November 22, 2004.

\* Required of all majors.

### **Credit for Work Experience**

A maximum of twenty-four semester hours of work experience credit may be granted to qualified students working toward meeting requirements for the Bachelor of Science in Vocational-Technical Education degree. Applicants are expected to meet the minimum work experience time for industrial, technical, or health occupation teachers established by the Division of Community Colleges and Vocational Education as specified in the Kansas State Teacher Certification Standards. Two years of experience above the learning level are required. One year of the experience is to be full-time, continuous work.

Applicants who hold a license or certificate will not be required to take the written or skill sections of the examination, but will take the classification test and oral interview. University credit is granted by enrolling in the work experience courses TTED 201 and TTED 401 Vocational Work Experience for a total of twenty-four semester hours.

The following procedure should be followed by persons desiring to qualify for vocational, industrial or technical certification and to become eligible for university credit:

1. Make application for the Competency Examination with the Area Test Center Coordinator, Department of Technology and Workforce Learning, Pittsburg State University. Pittsburg, Kansas 66762.
2. Complete the examination form with documented record of work experience.
3. Schedule examinations and pay required fee.
4. Satisfactorily complete the following examinations with a grade of “C” or better.
  - a. A written examination relating to information of the occupation.
  - b. A performance examination in the skill area.
5. Persons who pass the examination may enroll in the courses TTED 201 and TTED 401 Vocational Work Experience. Persons who have completed a baccalaureate degree may not enroll for work experience credit.

Skill Competency Examinations are scheduled each year in April. Written competency tests are administered in April and, in some cases, on demand.

## **Master of Science Degree with a Major in Career and Technical Education Emphasis: Technical Teacher Education**

The Departments of Technology and Workforce Learning and Family and Consumer Sciences offer an interdisciplinary Master of Science degree with a Major in Career and Technical Education that provides emphases in *Family and Consumer Sciences*, *College Teaching*, *Technology Education*, and *Technical Teacher Education*. The program provides a core of research, philosophy, and teacher preparation courses, and specialization courses in emphasis areas applicable to their specific career goals-teaching in public schools, colleges, business and industry, supervision, curriculum and instruction and/or research

**Technical Teacher Education Emphasis.** The graduate program is for candidates that have already completed Technical Teacher Education certification. It also provides certification opportunity for persons interested in qualifying for teaching in health occupations, business, family and consumer sciences, and other career and technical fields in vocationally approved high school and post-secondary programs-technical colleges, community colleges, universities, business and industry. Persons who hold the baccalaureate degree in allied health, agriculture, business, data processing, engineering, nursing, technology or related professional and technical areas may meet teacher certification and degree requirements by completing the degree. Candidates seeking certification are required to have completed two years of work experience in their profession, and may be required to take foundation courses that may exceed the minimum 32 credit hours associated with Option III.

The emphasis also provides a high degree of flexibility for certified vocational teachers pursuing goals related to Technical Teacher Education, such as: research, curriculum and instruction, as well as opportunities to gain additional technical expertise in a specialized area or broadening one's scope of technical knowledge. For Option I (Theses), candidates complete 14-15 credit hours of core courses; 6 hours of thesis; and select 9-10 credit hours of advanced course work in the discipline for a minimum total of 30 credit hours. Students pursuing Option III (Course Work), complete 14-15 credit hours of core courses; 6 hours of Option III courses; and select 11-12 credit hours of courses to total at least 32 credit hours.

All graduate students pursuing the Master of Science with a Major in Career and Technical Education are required to take a comprehensive examination over the major departmental course work of study. The Master of Science with a Major in Career and Technical Education program consists of the following course work:

<b>Program Guide</b>	
<b>Required Core Courses</b>	14-15
<b>TTED 891 Methods of Research <i>or</i> SSLS 891 Methods of Research (or approved research course)</b>	3
3 hours. Required of all candidates for a Masters of Science degree with a major in technical teacher education. Involves the fundamental principles and techniques of research. Option I students submit a paper representing careful investigation and reporting on an approved problem.	
<b>TTED 887 Data Analysis and Interpretation in Technology or SSLS 824 Educational Statistics (or approved Statistics course)</b>	3
TTED 887-3 hours. This is an applied statistics course that utilizes common statistical software titled SPSS. This course is designed for individuals within the area of technology. The course content consists of determining levels of measurement, measures of central tendency and variability, creating and using an SPSS data base, graphic and verbal representation of data, relationships between variables, running and analyzing differences between parametric and nonparametric populations, and simple linear regression.	
SSLS 824- 3 hours. A first course in applied statistics for the behavioral and social sciences. The course investigates descriptive statistics, measures of central tendency, probability, correlation, one-way analysis of variance and some elementary non-parametric statistical analysis. Manual and computer algorithms are used for effective analysis of data and the testing of hypotheses and research questions.	
<b>TTED 894 History and Philosophy of Vocational Education <i>or</i> TE 850 Contemporary Developments in Technology Education</b>	3
TTED 894- 3 hours. The history, development, and philosophy of vocational education, social and economic reasons for present movement, and federal legislation affecting vocational education and its effects on the public education program of the states; the state plan for trade and industrial education.	
TE 850- 3 hours. Philosophical bases, content, and organization patterns of technology education.	
<b>TTED 779 Instructional Methods in Technical Education <i>or</i> TE 882 Instructional Strategies for Technology Education</b>	3
TTED 779- 3 hours. Development of instruction as basic means of communication; effective demonstration, lecture, conference, and discussion procedures; the question-and-answer, visual aids, aid teaching devices` Relation of methodology to course	

organization.

TE 882- 3 hours. Instructional approaches, including conceptual learning, interdisciplinary, social-cultural, problem-solving, systems integration, and interpretation of technology are presented. Delivery systems for teaching, including formal presentations, group interaction techniques, discovery, inquiry and experimentation, and games/simulations.

**TTED 695 Using Technology as an Instructional Tool *or***

**TE 756 Communication Systems Technology *or***

**TE 864 Topics in Communication Technology**

2-3

TTED 695- 2 hours. An applied course as to how technical teachers can use technology to enhance instruction in the classroom and laboratory. Includes how to use computers, presentations software, scanners, HTML, projectors and other emerging technology as an instructional tool.

TTED 756- 3 hours. Methods of developing and transmitting ideas and information. Content, curriculum and techniques of laboratory operation. Prerequisite: Adequate undergraduate preparation as determined by the instructor.

TE 864- 3 hours. Recent developments in communication technology. May be repeated, when content is different, for a maximum of 6 hours.

**Program Options**

6

Option I (Thesis)

Thesis

6

Option III (Course Work)

**TE 807 Problem Solving and Creative Thinking in Technology *or***

3

**TE 806 Studies in Technology Education (high interest current topics)**

TE 807- 3 hours. Participants learn technological problem solving strategies and creative thinking techniques for use in technology courses. Concepts are applicable to other academic disciplines, and include: orientation to problem solving and technological problem solving; creative thinking strategies; resources to promote creative thinking; development, integration, and evaluation of problem solving activities in programs; and hands-on experiences in problem solving and creative thinking.

TE 806- 1-3 hours. An in-depth investigation into an area of technology education. The investigation may be technical or pedagogical and will result in a research report. Approval of problem topic by instructor is required. May be repeated if subject matter is different for a maximum of 9 hours.

Elective approved by advisor

3

**Program Emphasis**

Select 9-10 credit hours from the following:

**TTED 698 School Improvement Processes in Career and Technical Education**

2

2 hours. An introductory course examining different methods and theories as to the improvement of schools and the roles in which teachers play in this process.

- TTED 780 Classroom Management in Vocational Education** 3  
 3 hours. Different classroom and laboratory methods are covered for which a teacher may use to manage the classroom and/or laboratory environment and create an environment that is conducive to learning. Topics covered include the use of control theory, creating a positive learning environment, motivating students to learn, changing the behavior of students through the use of different teaching methods, teachers serving as counselors, developing effective consequential actions and discipline, and nonviolent-crisis intervention.
- TTED 801 Organization and Administration of Vocational Education** 3  
 3 hours. Organization of vocational-technical education on the national, state and local levels; a study of laws, guidelines, and requirements for administration of vocational-technical programs. Recommended for school administrators and supervisors.
- TTED 805 Special Problems** 1-6  
 1-6 hours. Directed readings and special investigations or problems as determined in consultation with the major advisor. May be repeated if subject matter is different with a maximum of 6 hours to be applied towards a degree program. Prerequisite: TTED 891 Methods of Research or permission of instructor. May be taken as graded or pass-fail.
- TTED 808 Cooperative Education** 3  
 3 hours. For potential coordinators of part-time cooperative classes. Minimum essentials for conducting a cooperative work experience education program in the secondary schools.
- TTED 810 Seminar** 1-6  
 1-6 hours. Intensive study of a particular topic, problem or issue in education. May include comprehensive reading and research with emphasis on current issues. May be repeated if subject matter is different with a maximum of 6 hours to be applied towards a degree program.
- TTED 832 Needs Assessment** 3  
 3 hours. Purposes and uses of needs assessments. A concentrated study and practical application of the methods and procedures involved with determining the specific areas to be surveyed including planning, development of survey instrument, implementation, data collection, analyzing and reporting findings.
- TTED 845 Instructional System Design and Curriculum Development** 3  
 3 hours. Principles and components of a systems approach to the design of human resource development and vocational/technical programs. Needs and task analysis, instructional objectives, design and development of course components, and program evaluation. Prerequisite: TTED 779 Instructional Methods in Technical Education recommended.
- TTED 893 Student Assessment Development in Career and Technical Education** 3  
 3 hours. Development of procedures and devices used to efficiently evaluate the affective, cognitive, and psychomotor domain in the different occupational fields that make up career and technical education.

**TTED 897 Teaching Special Vocational Students** 3  
3 hours. Principles and techniques for vocational instructors in the organization of classes with students under P.L. 94-142. Awareness, legalities, ancillary services and curriculum modification needed for the special vocational needs students will be presented.

Select 2-3 hours of electives as approved by TE advisor for Option III 2-3

**Option I Total Minimum Required Hours** 30

**Option III Total Minimum Required Hours** 32

\*Option I is NOT available for Emphasis B. College Teaching; only Option III is available. #Note: Candidates seeking certification for teaching Technology Education in the public schools (Emphasis C) or Vocational Certification (Emphasis D) will be required to take additional foundation courses in education, psychology, and/or technical courses beyond the 32 hours required for the MS in Career and Technical Education degree. Candidates' undergrad preparation varies; therefore an advisor should be consulted to determine additional requirements.

Pittsburg State University

October 23, 2009

To the Curriculum Committee:

On behalf of the faculty in the Department of Art we appreciate your committed effort to the process of curriculum oversight in the College. We know this process can be time consuming and you are all to be commended for your willingness to serve in this capacity.

As an outgrowth of Academic Program Review, the Department of Art has undertaken extensive and sometimes very difficult discussions pertaining to the BSED in Art Education degree. The specific recommendations from the review committee were to a) decrease the number of required hours from the current 149-156, and b) to create a course sequence that would allow students to obtain the degree in a four year period. As you can imagine, this was no small task. Another concern was that all degrees in the department were below the KBOR minima standards.

We have developed the following plan to address all three of these issues and we are looking for Curriculum Committee approval so this plan can move forward and be implemented as soon as possible.

- 1) Change the name of the degree from a BSED to a BFA with Art Education Emphasis

**Justification:**

This way, all undergraduate degrees in the Department of Art will be BFA's and the data will all be combined and evaluated as one group. We have researched other programs around the country, talked with the College of Education Teacher Education faculty, and consulted with the individual at the KSDE that has oversight for all Art Education programs in the State of Kansas. None of these constituents see any problem with this degree name change. In fact, other Regents institutions are making some of these exact same changes, albeit with a slightly different title.

- 2) Decrease the total number of degree hours in the Art Ed sequence by one hour, taking the total from 73 to 72. (As a point of information, further discussions are currently being held to delete another 6 credit hours bringing the total down to 66, but we have not reached consensus on which hours we would cut just yet.)

**Justification:**

This decrease in hours is being achieved by removing a 1-credit hour enrollment in Senior Exhibit. Again, we have conferred with the College of Education and the KSDE to make sure the removal of this course will not impact the ability for our students to meet the required competencies for teacher licensure.

- 3) We have submitted a waiver request to the General Education Committee for 6-credit hours of waivers for the Art Ed emphasis only, specifically in the Social Studies and History areas. We are anxiously awaiting their reply.

**Justification:**

This decrease of General Education hours would further reduce the overall by six credit hours, thus bringing the total degree hours down to 142-149 based on the selection of general education courses. The goals and objectives of the General Education program were carefully reviewed and considered. Our proposal sufficiently addresses the understanding that these competencies still need to be met, but they will be met through current departmental course offerings required in the Art Education degree.

- 4) Change the course titles and structure for the methods courses in the department.

**Justification:**

Currently, the titles and course descriptions are very vague. We would like to rename ART379 to Art Education: Elementary and have the primary focus on the methodologies and practices for teaching students at the PK-6 level. Likewise, we would like to rename ART479 to Art Education: Secondary and have the primary focus of the course content be on the 7-12 grade levels. In addition, there are currently three 1-credit hour courses that are taken concurrently, namely ART 411, ART441, and ART621. We would like to combine these three 1-credit hour courses into one 3-credit hour course that would cover all of the same materials, but without having to deal with and track concurrent enrollments. This course would be ART441 Art Education: Theory and Practice.

We are in the process of creating a new sample course sequence for the BFA in Art Education degree, but it cannot be completed until we finalize the other changes in process. We thank you for your thoughtful consideration of this request and you will find all required documents included in this packet.

On behalf of the Department of Art faculty-

Dr. Craig A. Fuchs  
Acting Chair, Department of Art

**Kansas Board of Regents**

**APPLICATION FOR CHANGES TO AN EXISTING MAJOR**

**PITTSBURG STATE UNIVERSITY**  
**(NAME OF INSTITUTION)**

1701 South Broadway – Pittsburg, KS 66762  
**(ADDRESS)**

620-236-4113 (Office of the Provost – PSU)  
**(TELEPHONE)**

**Major:**

Computer Information Systems (BBA)  

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**(Title and CIP)**

New  
 Derived from Existing Program

April 13, 2010 \_\_\_\_\_  
**(DATE SUBMITTED)**

\_\_\_\_\_  
**(Signature of Vice-President/or Provost)**

**CHANGE OF AN EXISTING MAJOR**

**Kansas Board of Regents**

**Submitted by: PITTSBURG STATE UNIVERSITY**

**College of Business**

**Division of: Office of the Provost – PSU**

I. Indicate major in which major will be located:

Information Systems

II. Give the name and describe the purpose of the existing major:

Current Name: Information Systems

New Name (if applicable): Computer Information Systems

Description of Purpose/Rationale for Change:

Merger of the Department of Computer Science-Information Systems to the Department of Accounting. The name of the major needs to be descriptive of the fact that the major is heavily involved with computing.

Approved, Department Curriculum Committee Rebecca J. Casey

Date 4/22/10 Signature, Department Chairperson Rebecca J. Casey

Approved, College Curriculum Committee

Date 04/27/10 Signature, College Curriculum Committee Chair Christine Olson

Date \_\_\_\_\_ Signature, Dean [Signature]

**Fort Hays State University**

June 4, 2010

Dr. Gary Alexander  
Vice President for Academic Affairs  
Kansas Board of Regents  
1000 S.W. Jackson, Suite 520  
Topeka, KS 66612-1368

Dear Dr. Alexander:

Fort Hays State University requests approval from the Council of Chief Academic Officers to change the name of one existing unit:

- (1) The Department of Music to the Department of Music and Theatre.

See attached memorandum dated May 24, 2010 for justification. Please contact me if you have any questions or a desire for further information.

Sincerely,

Larry Gould  
Provost

c Dr. Chris Crawford

## MEMORANDUM

**TO:** Paul Faber, Dean, College of Arts and Sciences  
Larry Gould, Provost

**FROM:** Ben Morris-Cline, Chair, Department of Music  
Scott Robson, Chair, Department of Communication Studies

**DATE:** May 24, 2010

**RE:** Proposal for Theatre Program and Music Department Name Change

It is proposed that the Theatre program, currently in the Department of Communication Studies, be moved to the Department of Music. This move will allow the University to align the needs of the Theatre program with the Music Department, including program support for publicity, administration, curricular design, and facilities management. The move will also strengthen the existing collaborative relationship of the Theatre and Music programs.

By conjoining two established arts programs at FHSU, the move will also facilitate improved community outreach, consolidate community support, and engender an increased synergy for the arts on the FHSU campus.

The move would necessitate a change in name for the Department of Music to:  
**Department of Music and Theatre.**

## MEMORANDUM

TO: Curriculum Committee  
College of Arts and Sciences

FROM: Dr. Michael A. Kelley, Chair  
Department of Social  
Sciences

DATE: 12 February 2010 (revised 3/16/10)

SUBJECT: Bachelor of Arts in Sociology

Pursuant to the recommendation of the university's Program Review Committee, the Department of Social Sciences proposes the elimination of its Bachelor of Arts (BA) degree in Sociology. The degree did not meet the Board of Regents' standards for majors and graduates.

Year	Graduates
2009	3
2008	0
2W7	1
2W6	3

The Department makes this recommendation reluctantly since the facts demonstrate that the only additional cost in having both BA and BS degrees is willingly borne by the faculty in terms of uncompensated overloads; eliminating the program works against the university's internationalization mission; there are implications for our colleagues in Foreign Languages; and there are some students who feel better served by taking a BA degree in Sociology. Frankly, the problem is that the BS is not a substantive degree rather it is simply a BA "light" approach to education. However, necessity is a demanding taskmaster and the Sociology faculty recognize the need for this sacrifice. The faculty will be submitting a revision of its BS curriculum to the committee once the program is officially eliminated.

**APPLICATION FOR CHANGES TO AN EXISTING  
MINOR/CONCENTRATION/EMPHASIS**

PITTSBURG STATE UNIVERSITY

1701 South Broadway – Pittsburg, KS 66762

620-235-4113 (Office of the Provost – PSU)

**Concentration/Minor/Emphasis:**

Deletion of Second Teaching Option (K- 12 Art Teaching Certification)  
**(Title and CIP)**

New

Derived from Existing Program

April 13, 2010  
**(DATE SUBMITTED)**

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**(Signature of Vice-President/or Provost)**

**CHANGE TO AN EXISTING  
MINOR/CONCENTRATION/EMPHASIS**

**Kansas Board of Regents**

**Submitted by: PITTSBURG STATE UNIVERSITY**

**College of Arts and Sciences**

**Division of: Office of the Provost – PSU**

I. Indicate major in which concentration is located:

Department of Art

II. Give the name and describe the purpose of the existing concentration/minor/emphasis:

Current Name: Second Teaching Option – K-12 Art

New Name (if applicable): N/A

Description of Purpose/Rationale for Change:

The Department of Art would like to delete this program from the PSU Catalog. After faculty discussions and some research into the history of the program, it has been deemed useless in the department. There are simply too many hours for anyone to actually undertake this program and research shows that no one has done it in at least the past 10 years. One option was to decrease the number of hours to achieve the second teaching option, but then the integrity of the program would be diminished. Therefore, it was decided to just do away with it altogether.

From the

## DEPARTMENT OF PHYSICS

College of Arts and Sciences, Pittsburg State University



Dept Phone: 235 – 4400

Fax: 235 – 4429

Chair Phone: 235 – 4401

[email: tflood@pittstate.edu](mailto:tflood@pittstate.edu)

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Date: March 25, 2010

To: Arts & Sciences Undergraduate Curriculum Committee

Subject: Changes in the B.S. in Physics Degree Program

From: Tim Flood, Acting Chair

Please find attached the current B.S. in Physics degree program and our proposed degree program that changes course requirements for both the core and individual emphasis areas. Two emphasis areas have been discontinued (Computational Physics and Pre-medical) and two new emphasis areas have been introduced (Astrophysics and Engineering Technology). In addition, we have moved some courses (PHYS 104/105, MATH 155, MATH 253, and MATH 553) out of the core and into the individual emphasis areas where they are needed.

You will notice that the overall number of credit hours for each emphasis area has decreased, especially for those areas where the student is not planning to go to graduate school. We have decreased the requirements of upper-division hours within some emphasis areas so as to allow for a greater possibility of students pursuing double-majors in closely related fields such as mathematics, chemistry, and engineering technology. Lowering the number of hours in the degree also allows students more flexibility in choosing a minor.

In closing, we thank the committee for considering our proposal to change the B.S. in Physics Degree program.

# Proposed BS in Physics

5/13/10 8:43 AM

General	Education	Component*	Hours
Basic Skills**		9	
<u>General Education Electives</u>		<b>27-34</b>	
Sciences**		4-5	
Social Studies		3	
Political Studies		3 2	
Producing and Consuming**		3	
Fine Arts and Aesthetic Studies		2-3	
Cultural Studies		3-5	
Health and Well-Being		4-6	
Human Heritage		<u>6</u>	
		<b>Total 36-43</b>	

\* See General Education Degree Requirements for details and a list of specific course requirements.

\*\* MATH 150, a programming course, and PHYS 104/130 or PHYS 100/130 required in the major partially fulfill General Education requirements.

## Core Physics Courses

<b>(A) Physics</b>		<b>17</b>
PHYS 110	Introductory Mathematical Physics	1
PHYS 500	Mathematical Physics	3
PHYS 510	Analytical Mechanics I	3
PHYS 512	Electricity and Magnetism I	3
PHYS 516	Modern Physics I	3
PHYS 530	<u>Intermediate Physics Laboratory</u> ( )	3
PHYS 699	Senior Review and Assessment	1

<b>(B) Other</b>		<b>18</b>
CHEM 215/216	General Chemistry I/Laboratory	5
CHEM 225/226	General Chemistry II/Laboratory	5
MATH 150	Calculus I	5
Choose a programming course from CSIS 230, CSIS 240, or CSIS 245		3
	<b>Total</b>	<b><u>35</u></b>

## Choose one area of emphasis from list below

<b>1. Bachelor of Science (Physics Major with <u>Professional Emphasis</u>)</b>		<b>38</b>
<b>(a) Physics</b>		
PHYS 104/130	Engineering Physics I / Elementary Physics Lab I	5
PHYS 105/132	Engineering Physics II / Engineering Physics Lab II	5
PHYS 691	Senior Research Project	2
PHYS 612	Electricity & Magnetism II	3
PHYS 616	Modern Physics II	3
PHYS 714	Statistical Thermodynamics	3

PHYS 716	Introductory Quantum Mechanics	3
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<b>(b) Electives</b>		3
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Choose three hours of upper-division electives from physics, mathematics, chemistry or technology subject to the approval of the Physics Department.

**© Mathematics**

MATH 155	Calculus II	5
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MATH 253	Calculus III	3
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MATH 553	Differential Equations	3
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**The Professional Physics emphasis area is for students seeking further study in graduate school.**

**A minor in Mathematics is recommended.**

**38**

**(a) Physics**

PHYS 104/130	Engineering Physics I / Elementary Physics Lab I	5
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PHYS 105/132	Engineering Physics II / Engineering Physics Lab II	5
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PHYS 504	Solid State Electronic Devices	3
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PHYS 532	Electronic Circuits I	3
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PHYS 691	Senior Research Project	2
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PHYS 742	Solid State Physics	3
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PHYS 714	Statistical Thermodynamics	3
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PHYS 716	Introductory Quantum Mechanics	3
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**(b) Mathematics**

MATH 155	Calculus II	5
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MATH 253	Calculus III	3
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MATH 553	Differential Equations	3
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**The Solid State Physics emphasis area is for students seeking further study in graduate school.**

**A minor in Mathematics is recommended.**

**3. Bachelor of Science (Physics Major with Emphasis in Astrophysics)**

**38**

**(a) Physics**

PHYS 104/130	Engineering Physics I / Elementary Physics Lab I	
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PHYS 105/132	Engineering Physics II / Engineering Physics Lab II	5
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PHYS 502	Computational Physics	3
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PHYS 518	Physical Optics	3
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PHYS 575	Introductory Astrophysics	3
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PHYS 691	Senior Research Project	2
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PHYS 775	High Energy Astrophysics	3
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PHYS 716	Introductory Quantum Mechanics	3
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**(b) Mathematics**

MATH 155	Calculus II	5
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MATH 253	Calculus III	3
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MATH 553	Differential Equations	3
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**The Astrophysics emphasis area is for students seeking further study in graduate school. A minor in Mathematics is recommended.**

**4. Bachelor of Science (Physics Major with Emphasis in Polymer Physics)**

**26**

**(a) Physics**

PHYS 104/130 Engineering Physics I / Elementary Physics Lab I <i>or</i> Elementary Physics Lab I	5	PHYS 100/130 College Physics I / Elementary Physics Lab I
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PHYS 105/132 Engineering Physics II / Engineering Physics Lab II <i>or</i> College Physics Lab II	5	PHYS 101/131 College Physics II / College Physics Lab II
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<b>(b) Physics Electives</b>		6
Choose six hours of physics electives with courses numbers greater than 500 subject to the approval of the Physics Department.		
<b>© Other</b>		
CHEM 320	Introductory Organic Chemistry <i>or</i>	3
CHEM 325	Organic Chemistry I	
CHEM 326	Organic Chemistry Laboratory	2
CHEM 620/621	Polymer Chemistry/Laboratory	5

**The BS in Physics with Emphasis in Polymer Physics is an ideal double major with a BS in Chemistry with Emphasis in Polymer Chemistry or with a BSET in Plastics Engineering Technology.**

**5. Bachelor of Science (Physics Major with Emphasis in Engineering Technology)** **22**

**(a) Physics**

PHYS 104/130	Engineering Physics I / Elementary Physics Lab I <i>or</i>	5
PHYS 100/130	College Physics I / Elementary Physics Lab I	
PHYS 105/132	Engineering Physics II / Engineering Physics Lab II <i>or</i>	5
PHYS 101/131	College Physics II / College Physics Lab II	

**(b) Physics Electives** 6

Six hours of physics electives with courses numbers greater than 500 subject to the approval of the Physics Department.

**© Other (Choose two from the following)** 6

EET 349	Linear Integrated Circuits
EET 447	Communication Theory and Circuits
EET 449	Advanced Logic Design
EET 546	Electronic Controls
MECET 420	Kinematics
MECET 423	Mechanics of Materials
MECET 524	Fluid Mechanics
MECET 682	Heat Transfer

**The BS in Physics with Emphasis in Engineering Technology is an ideal double major with a BSET in either Electronics Engineering Technology or Mechanical Engineering Technology.**

**6. Bachelor of Science (Physics Major with Customized Emphasis)** **22**

**(a) Physics**

PHYS 104/130	Engineering Physics I / Elementary Physics Lab I <i>or</i>	5
PHYS 100/130	College Physics I / Elementary Physics Lab I	
PHYS 105/132	Engineering Physics II / Engineering Physics Lab II <i>or</i>	5
PHYS 101/131	College Physics II / College Physics Lab II	

**(b) Physics Electives** 6

Six hours of physics electives with courses numbers greater than 500 subject to the approval of the Physics Department.

**© Other** 6

Six hours of upper-division electives from physics, mathematics, chemistry, or technology subject to the approval of the Physics Department.

**The BS in Physics with a Customized Emphasis is an ideal double major with a BS in Mathematics, Chemistry, Computer Science, or a BSET in Technology. This emphasis area also fits well for pre- Medical and Health-related study areas.**

**APPLICATION FOR APPROVAL OF  
NEW MINOR/CONCENTRATION/EMPHASIS**

PITTSBURG STATE UNIVERSITY  
**(NAME OF INSTITUTION)**

1701 South Broadway – Pittsburg, KS 66762  
**(ADDRESS)**

620-235-4113 (Office of the Provost – PSU)  
**(TELEPHONE)**

**NEW Minor/Concentration/Emphasis:**

Public Health  
BS Chemistry (40.0501)

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**(Title and CIP)**

New – Minor

Derived from Existing Program

**PROPOSAL FOR MINOR/CONCENTRATION/EMPHASIS**  
**Kansas Board of Regents**

**Submitted by: PITTSBURG STATE UNIVERSITY**

**College of Arts and Sciences**

**Division of: Office of the Provost - PSU**

I. Indicate major in which concentration will be located:

BS – Chemistry (40.0501)

Interdisciplinary administrated from the Department of Nursing

II. Give the name and describe the purpose of the proposed concentration/emphasis:

Public Health Minor

Description of Purpose/Rationale:

We are living in a world that is increasingly “flat” in the sense that people, potentially carrying diseases, can move from one side of the world to the other in a matter of days. In a democracy such as ours, it is necessary for our citizens to be well-informed on matters of public health if they are to make the best decisions. In addition to this, we are in an age in which there will be an increasing need for public awareness of health issues. An educated populace will be able to make more informed decisions about these matters. It is the aim of our group to raise the level of awareness of public health among those whom we serve. In order to accomplish this, we propose to institute a minor in Public Health at Pittsburg State University. This minor will provide an opportunity for pre-professionals in many fields to gain a broader knowledge of the area. This knowledge will be useful certainly for those in healthcare-related professions but, on a broader stage, for those who are going to be community leaders and decision makers in public life.

**Kansas Board of Regents**

**APPLICATION FOR APPROVAL OF MINOR/CONCENTRATION**

Pittsburg State University  
1701 S. Broadway, Pittsburg, KS 66762  
620-235-4113 (Office of the Provost-PSU)

**Concentration or Major:**

BSE Elementary Education (13.1202)  
International Teaching Minor

New

Derived from Existing Program

**PROPOSAL FOR MINOR/CONCENTRATION**

**Kansas Board of Regents**

**Submitted by Pittsburg State University**

**College of Education**

**Department of Curriculum and Instruction**

**Division of: Office of Provost-PSU**

Indicate major in which concentration will be located:

Early Childhood/Late Childhood K-6 and Early Childhood Unified Program (13. 1202)

Give the name and describe the purpose of the proposed concentration:

Name: International Teaching Minor

Description of Purpose: The International Teaching Minor is designed for the education major who is interested in career in teaching outside of the United States. The primary goal of the International Teaching Minor is to prepare competent, committed, caring professionals to teach and serve the needs of students and schools in an international setting.

The program consists of 18-20 credits hours. This minor does not lead to an endorsement to a Kansas teaching license.

Provide curriculum for the major and indicate courses required for each concentration:

All course for the program are currently established courses. No new courses will be created for the program.

Course Name & Number	Credit Hours
Core Courses: CURIN 551 Diversity in the Classroom	3 hrs
CURIN 553 Assessment and the English Language Learner	3 hrs
CURIN 554 Methods and Instructional Materials	3 hrs
For English Language Learners	
COMM 601 Intercultural Communication or	3 hrs
Equivalent course approved by advisor	
CURIN 308 Specialized Clinical Experience	1-3 hrs
Electives: Any of the language and/or literature courses offered by the	
Department of Modern Languages and Literature	
Modern Languages and Literature	5 hrs

Total: 18-20 credit hrs.

Note: By Board of Regents definition concentrations are established within existing programs and are:

24 hours or less at the undergraduate level

12 hours or less at the master's level

18 hours or less at the doctoral level

Faculty resources:

Number of FTE faculty who teach in the major, including all concentrations: #

\_\_\_\_\_ 6 \_\_\_\_\_

Rank of faculty:

Instr.  \_\_\_\_\_ ; Asst. Prof.  \_\_\_\_\_ ; Assoc. Prof.  \_\_\_\_\_ ; Prof.  \_\_\_\_\_ ;

GTAs \_\_\_\_\_ .

Preparation of faculty;

Indicate level of degrees: Bach. \_\_\_\_\_ ; Masters  \_\_\_\_\_ ; Doctors  \_\_\_\_\_ .

D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): None-Normal faculty expectations.

III. Provide curriculum for the major and indicate courses required for each concentration/emphasis:

Interdisciplinary, administrated from Nursing  
Name of Major

Course Name & Number

Core Courses:	Epidemiology, Biology 277	3
	NURS 303 Introduction to Public Health.	3
	BIOL 410 Biomedical Terminology (2) or NURS 314 Healthcare Terminology and Drug Calculations	3 <b>9</b>
Electives:		3
	BIOL 617 Environmental Health	3
	BIOL XXX The Biology of Cancer	3
	COMM 277 Introduction to Public Relations	3
	COMM 601 Intercultural Communication	3
	FCS 203 Nutrition & Health FCS 285	3
	Lifespan Human Development FCS 480	3
	Dynamics of family relationships	3
	FCS 581 Aging and the Family	3
	MATH 143 Elementary Statistics	3
	NURS 265 Health Promotion and Disease Prevention	3 1
	NURS 745 Transcultural Healthcare	3
	NURS 746 Practicum in Transcultural Healthcare	2 2
	NURS 405 Health Alteration in Older Adults	2
	NURS 723 Client/Family Health: Theory, Assessment, and Promotion	3 3
	NURS 482 Research in Nursing	3
	PHIL 111 Medical Ethics	3
	SOC 584 Sociology of Medicine	3
	SWK 342 Healthcare and Social Work	3
	SWK 344 Mental Health Theory and Practice	3
	REC 441 Adult Health and Development	3
	PSYCH 263 Developmental Psychology	<b>12</b>
	PSYCH 571 Abnormal Psychology	3
	MGMKT 327 Organizational Theory and Behavior	3
	<b>Total Electives Required</b>	<b>21</b>
	Total:	21

Note: By Board of Regents definition, concentrations are established within existing programs and are:

1. 24 hours or less at the undergraduate level
2. 12 hours or less at the master's level
3. 18 hours or less at the doctoral level

IV. Faculty resources:

- A. Number of FTE faculty who teach in the major, including all concentrations/emphasis: 4
- B. Rank of faculty: Instructors: \_\_\_\_\_ ; Assistant Professors: 1; Associate Professors: 2; Professors: 1; GTAs: \_\_\_\_\_
- C. Preparation of faculty (indicate level of degrees): Bachelors. Masters \_\_\_\_\_ ; Doctors 4
- D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): The faculty are all tenure track and therefore are responsible for all levels of teaching, research, and professional service.

**Kansas Board of Regents**

**APPLICATION FOR APPROVAL OF**

**MINOR/CONCENTRATION**

Pittsburg State University  
1701 S. Broadway, Pittsburg, KS 66762

**Concentration or Major:**

BSE Elementary Education (13.1202)  
Urban and Suburban Experience Minor

New

Derived from Existing Program

**PROPOSAL FOR MINOR/CONCENTRATION**  
**Kansas Board of Regents**

**Submitted by Pittsburg State University**  
**College of Education**  
**Department of Curriculum and Instruction**

I. Indicate major in which concentration will be located:

Early Childhood/Late Childhood K-6 and Early Childhood Unified Program (13.1202)

II. Give the name and describe the purpose of the proposed concentration:

Name: Urban and Suburban Experience

Description of Purpose: The primary goal of the minor is to have competent, committed, and caring professionals teach, serve, and understand the needs of students in all geographical locations, their families, the schools, and the community. This experience is designed to provide depth in context of urban and suburban educational systems.

III. Provide curriculum for the major and indicate courses required for each concentration:

	Urban and Suburban Experience (USE) Minor Course Name & Number	Credit Hours
Core Courses:	CURIN 308 Specialized Clinical Experience	1 hr
	CURIN 368 Effective Classroom Management	2 hrs
	CURIN 551 Diversity in the Classroom	3 hrs
	CURIN 554 Methods and Instructional Materials	3 hrs

Electives: Students would choose one course from each section.

**Social and Cultural**

SOC 360 Community Sociology	3 hrs
GEOG 301 Introduction to Urban Geography	3 hrs
PHIL 231 World Religions	3 hrs
PSYCH 456 Introduction to Social Psychology	3 hrs
COMM 601 Intercultural Communication	3 hrs
SOC 536 The Family and Society	3 hrs
SWK 340 Social Work with Families and Children	3 hrs

FCS 480 Dynamics of Family Relationships	3 hrs
FCS 580 Family Violence and Child Abuse	3 hrs
FCS 690 Parent/Professional Relationships	3 hrs

**Race and Ethnicity**

SOC 440 Personality and Social Structure	3 hrs
SOC 443 Race and Ethnic Relations	3 hrs
SOC 512 Social Stratification	3 hrs
SWK 375 Multiculturalism and Diversity in Social Work Place	3 hrs

Total: 18 credit hrs.

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(Name of Concentration)

Note: By Board of Regents definition concentrations are established within existing programs and are:

1. 24 hours or less at the undergraduate level
2. 12 hours or less at the master's level
3. 18 hours or less at the doctoral level

IV. Faculty resources:

A. Number of FTE faculty who teach in the major, including all concentrations:  
# \_\_\_\_\_ 6 \_\_\_\_\_

B. Rank of faculty:  
Instr.  \_\_\_\_\_; Asst. Prof.  \_\_\_\_\_; Assoc. Prof.  \_\_\_\_\_; Prof.  \_\_\_\_\_;  
GTAs \_\_\_\_\_ .

C. Preparation of faculty;  
Indicate level of degrees: Bach. \_\_\_\_\_; Masters  \_\_\_\_\_; Doctors  \_\_\_\_\_ .

D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): None-Normal faculty expectations.