



# Pittsburg State University

## Faculty Senate

**Date:** Monday, January 26, 2026

**Time:** 3:00 p.m.

**Location:** Sunflower, Overman Student Center

### Agenda

- I. Call to Order
- II. Campus Update(s): None
- III. Approval of December 8, 2025, minutes
- IV. Announcements
  - a. Provost and Vice President of Academic Affairs – Dr. Susan Bon
  - b. PSU/KNEA Remarks – Ananda Jayawardhana
  - c. Student Senate Remarks -- Corey Humble
  - d. Unclassified Professional Senate Remarks & University Support Staff Remarks – Co Presidents - Eva Sager & Michelle Hensley
  - e. Graduate College Remarks
  - f. Faculty Senate President's Report – David Weaver
- V. Committee Reports
  - a. Academic Affairs Committee – Chair: Mandi Alonzo
    - Undergraduate Curriculum Subcommittee – Chair – **Byron McKay**
    - Library Services/Leaming Resources Subcommittee - Chair: **Philip Frank**
    - Online and Distance Learning Committee - Chair: **Beth Hendrickson**
    - Academic Honors Subcommittee - Chair: **Laurent Pretot**
    - Honors College Subcommittee - Chair: **Rion Huffman**
    - Campus and Community Resource Subcommittee - Chair: **Joanne Britz**
  - b. Student-Faculty Committee - Chair: **Serif Uran**
  - c. All-University Committee - Chair: **Tracy Stahl**

- d. **Faculty Affairs Committee** - Chair: James Whitney
- e. **Constitution Committee** - Chair: Karen Johnson
- f. **General Education Committee** - Chair: Michele Barnaby
- g. **Budget Committee** - Chair: Stephen Zornes
- h. **Academic Honesty Committee** - Chair: Kristen Livingston
- i. **AI Committee** - Chair: Jorge Leon

**VI. Unfinished Business:**

- a. **Constitution Review update**
- b. **AI Committee recommendation – second reading**
- c. **Faculty of the year nomination process**
- d. **At large Faculty Senate elections**
- e. **Student Faculty Committee update.**

**VII. New Business:**

- a. **Apple Day**
  - Wednesday, April 7 11 AM to 1 PM

**VIII. Open Forum**

**IX. Adjournment**

- Next Faculty Senate Meeting: **Monday, February 23rd, 3 PM**, in the Sunflower Room, OSC

## **Committee Reports:**

### **Faculty Senate President's Report – December 2025**

No Report

#### **Academic Affairs Committee**

No Report

#### **Undergraduate Curriculum Committee**

Attached

#### **Library Services/Leaming Resources Subcommittee**

No Report

#### **Online and Distance Learning Committee**

No Report

#### **Academic Honors Subcommittee**

No Report

#### **Honors College Subcommittee**

No Report

#### **Campus and Community Resource Committee**

No Report

#### **Student-Faculty Committee**

No Report

#### **All-University Committee**

No Report

#### **Faculty Affairs Committee**

No Report

#### **Constitution Committee**

We reviewed the recommendations from the Campus and Community Resource Committee (formerly the Diversity and Multicultural Affairs Committee). We suggest **removing** the statements in **red**.

**RESPONSES AND PROPOSAL:**

- 1) This committee is most definitely needed; proposed rewritten purposes are #2 below.
- 2) This subcommittee shall:
  - A) Explore the influences of a variety of thought processes and multiculturalism in instruction, in the curriculum, and in the academic content of various disciplines.
  - B) Serve as liaison among the organized affinity groups on campus, including the Tilford Group, Campus and Community Resource Center (CCRC), **and academic units requiring accreditation.**
  - C) Develop curriculum resources which recognize varied cultural perspectives.
- 3) We do not wish to change the composition of this committee, but some edits are included:  
Composition: This committee shall consist of one faculty member from the Department of Teaching and Leadership, one faculty member from Teacher Education (Secondary), one faculty member from each of the other college/schools (Arts and Sciences, Business, and Technology), two at-large faculty members, and two students. The Associate Vice President for Campus and Community Resources, The Director of International Programs and the Director of Institutional Equity and Title 9 Coordinator shall serve as ex-officio members of the committee.
- 4) Proposed NEW name: **Student Development and** Multicultural Affairs sub-committee

**General Education Committee**

No Report

**Budget Committee**

No Report

**Academic Honesty Committee**

No Report

**AI Ad Hoc Committee**

No Report

Undergraduate  
Curriculum Committee

Meeting Information

Meeting Date	1/15/2026
Chair	Byron McKay
Recorder	Jennifer Pursley
Absent Voting Members	Sheila Cook

Approval & Comments of  
Proposed Changes

Item	Department/College	Type	Cook -COE	Livingston FS Pres Elect	McKay -COT	Neef -CAS	Pursley -COB	Decision	Comments
BIOL-538	BIOL	Notification							
BIOL-641	BIOL	Notification							No comments.
BIOL-642	BIOL	Notification							No comments.
BIOL-FAS Fisheries and Aquatic Sciences Emphasis	BIOL	Revision		X	X	X	X	Approved w/noted changes.	No comments.
BSE Secondary Education Emphasis in Unified	EDUC	New Major		X	X	X	X	Approved w/clarification.	Clarification is needed regarding the online modality. While the emphasis may be completed online, not all required courses for the major are currently offered online.
COMM-335	COMM	Revision		X	X	X	X	Approved	Reviewed by committee.
COMM-535	COMM	Revision		X	X	X	X	Approved	Reviewed by committee.
EDUC-371	EDUC	Revision		X	X	X	X	Approved	Reviewed by committee.
EDUC-379	EDUC	New Course		X	X	X	X	Approved	Reviewed by committee.
ENGL-Creative Media Certification	ENGL	New Certification		X	X	X	X	Approved w/noted changes.	COMM 274: Introduction to Audio/Video Production has not been offered for several years; the committee recommends removing COMM 274 from the list of COMM course options.
FCS-Child Dev Emphasis	FCS	New Emphasis		X	X	X	X	Approved w/noted changes.	Rename the emphasis to differentiate it from the face-to-face version. Alternatively, consult the Registrar for an appropriate naming convention or code to distinguish between the two emphases.
GEOG-303	GEOG	Revision		X	X	X	X	Approved	Reviewed by committee.
GEOG-403	GEOG	Revision		X	X	X	X	Approved	Reviewed by committee.
HPSS-Criminal Justice	HPSS	Revision		X	X	X	X	Approved	Reviewed by committee.
HPSS-Geog and Pol Science Major	HPSS	Revision		X	X	X	X	Approved	Reviewed by committee.
HPSS-GIS Certification	HPSS	Revision		X	X	X	X	Approved	Reviewed by committee.
HPSS-Prelaw Certification	HPSS	New Certification		X	X	X	X	Approved	Reviewed by committee.
JUST-694	JUST	New Course		X	X	X	X	Approved	Reviewed by committee.
REC-311	REC	Notification		X	X	X	X	Approved	Reviewed by committee.
REC-419	REC	Notification							No comments.
REC-438	REC	Notification							No comments.
REC-450	REC	Notification							No comments.
REC-470	REC	Notification							No comments.
SOSCI-388	SOSCI	Revision							No comments.
SOSCI-695	SOSCI	Reactivation		X	X	X	X	Approved	Reviewed by committee.
SOSCI-695	SOSCI	Revision		X	X	X	X	Approved	Reviewed by committee.
									Reviewed by committee.

## Faculty Senate Notification Form

Effective Date: Spring 2026

Submission Date:

Department: Biology

College of: Arts & Science

Contact Person: Andrew George

Course/Program Name: BIOL 538 (Wetland Plants)

**Notification Form** – Used for notifying faculty senate and registrar's office of changes that don't affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

We are removing the prerequisite (BIOL 405: Taxonomy of Vascular Plants) to better accommodate the botany course sequence. Dr. Snow supports this change. Students should have an adequate background in plant biology after completing BIOL 212 (Principles of Biology II)

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Select One **No** If "yes", please provide documentation (ex. email).

Modality of Program:	Existing	New/Proposed
	Select One	Select One
Admission Requirements:		
Pre/Co-Requisite(s):	Prerequisite: BIOL 405 Taxonomy of Vascular Plants or permission of instructor.	Prerequisite: BIOL 212: Principles of Biology II
Other:		

## Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 9-30-2025

Signature, Chairperson:



-Approved: Dean of College

Date: 12/2/25

Signature, Dean:



-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate:

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

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

## Faculty Senate Notification Form

Effective Date: Spring 2026

Submission Date:

Department: Biology

College of: Arts & Science

Contact Person: Andrew George

Course/Program Name: BIOL 641 (Woody Plant Identification)

**Notification Form** – Used for notifying faculty senate and registrar's office of changes that don't affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

We are removing the prerequisite (BIOL 405: Taxonomy of Vascular Plants) to better accommodate the botany course sequence. Dr. Nonnenmacher supports this change. Students should have an adequate background in plant biology after completing BIOL 212 (Principles of Biology II)

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Select One  **NO** If "yes", please provide documentation (ex. email).

	Existing	New/Proposed
Modality of Program:	Select One	Select One
Admission Requirements:		
Pre/Co-Requisite(s):	Prerequisite: BIOL 405 Taxonomy of Vascular Plants or permission of instructor.	Prerequisite: BIOL 212 Principles of Biology II
Other:		

## Authorization Sign-Off Sheet

-Approved: Department Chairperson  
Date: 9/30/2015 Signature, Chairperson:


-Approved: Dean of College  
Date: 12/2/25 Signature, Dean:

-Approved: Faculty Senate  
Date: \_\_\_\_\_ Signature, Recorder Faculty Senate:

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

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

## Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date:

Department: Biology

College of: Arts & Science

Contact Person: Andrew George

Course/Program Name: BIOL 642 (Grass Taxonomy)

**Notification Form** – Used for notifying faculty senate and registrar's office of changes that don't affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

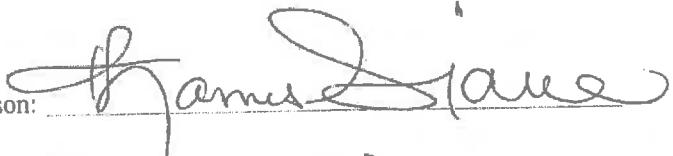
We are removing the prerequisite (BIOL 405: Taxonomy of Vascular Plants) to better accommodate the botany course sequence. Dr. Snow supports this change. Students should have an adequate background in plant biology after completing BIOL 212 (Principles of Biology II)

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Select One **No** If "yes", please provide documentation (ex. email).

	Existing	New/Proposed
Modality of Program:	Select One	Select One
Admission Requirements:		
Pre/Co-Requisite(s):	Prerequisite: BIOL 405 Taxonomy of Vascular Plants or permission of instructor	Prerequisite: BIOL 212 Principles of Biology II
Other:		

### Authorization Sign-Off Sheet

-Approved: Department Chairperson  
Date: 9-30-2025 Signature, Chairperson:



-Approved: Dean of College  
Date: 12/2/25 Signature, Dean:



-Approved: Faculty Senate  
Date: \_\_\_\_\_ Signature, Recorder Faculty Senate: \_\_\_\_\_

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

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

## Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **October 31, 2025**

Department: **Communication**

College of: **Arts & Sciences**

Contact Person: **Ken Ward**

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **335**

### Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to deactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

#### 1. Purpose/Justification for the New course or Changes to existing:

Revision serves three purposes: 1. it opens the course to opportunities for interdisciplinary collaboration and certificates; 2. it aligns the course with department's vision for the emphasis; 3. it focuses the course on skills that better serve graduates entering modern news environments

#### 2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes  No

#### 3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes  No

#### 4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes  No

#### 5. Will additional resources or costs be required?

Yes  No

If so, what will be needed?

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6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?  
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes  No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:  
Attach with upload.

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:  
Attach with upload.

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	Feature and Opinion Writing	Journalistic Storytelling
Course Number:	335	335
Credits:	3	3
Grading System:	A-F, IN	A-F, IN
Pre/Co-Requisite(s):	COMM 225 Reporting or permission of instructor	COMM 225 Reporting and COMM 276 Photojournalism I or permission of instructor
Course Description:	The process of researching and writing in-depth stories and analytical opinion pieces focusing on issues, trends and people.	The process of researching and writing in-depth stories on newsworthy topics for multimedia publication.

## Authorization Sign-Off

Checklist: Check once verified.



- Required fields completed.
- Syllabus attached for new courses
- Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 11/7/25

Signature, Chair/Director:

Troy J. Comeau

-Approved: College Curriculum Committee

Date: 12/2/25

Signature, Committee Chair:

Christopher Childers

-Approved: Dean of College

Date: 12/2/25

Signature, Dean:

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature, Council Chair:

\_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature, Committee Chair:

Björn

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate:

\_\_\_\_\_

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

## **Assessment Strategies—COMM 335, Journalistic Storytelling**

### **Exams**

**It is not expected that high-value exams will be used for assessment in this skills-oriented course.**

### **Projects**

**In addition to smaller, skill-specific assessments as well as reading quizzes, students will complete four in-depth reporting projects. In each, students will work through a process of research and fact-collection, drafting, critique, and revision. Reporting projects will include requirements for accompanying photos.**

### **Rubric**

**Reporting projects will generally be graded according to a modified version of the university's writing rubric:**

	Exceeds Expectations	Meets Expectations	Fails Below Expectations	No Credit
Focus	The focus is clear. All parts of the story are clearly related to the story. A nut graf and transitions statements are used effectively.	The story is controlled by one focus. The focus is appropriate to assignment.	The story is not successfully controlled by one focus, or the focus is confusing to the reader. Significant portions of content do not fit the assignment.	The story has no clear focus or does something other than assigned task.
Development	Evidence, facts, quotes, and reasoning are entirely appropriate to the audience and purpose and are richly developed.	Evidence, facts, quotes, and reasoning are adequate to support the story's focus. The assignment is complete.	Support for the focus is inadequate or superficial, or significant portions of content are inaccurate in information or reasoning, or parts of the assignment are underdeveloped.	The assignment is incomplete or the story shows little or no attempt to support focus.
Organization	The sequence of ideas supports development of the focus; transitions and other features are used to reinforce organization.	Ideas are grouped into paragraphs, and paragraph breaks are used to indicate shifts in focus. The sequence of ideas is clear but not necessarily ideal.	The sequence of ideas is often confusing or apparently random, or paragraphing is inadequate or inappropriate for journalistic writing.	The sequence of ideas shows no clear pattern.
Use of Sources	Sources of information, including facts, quotes, and paraphrases, are clearly stated. Source material is effectively integrated into and synthesized in the writer's own writing.	Source material appropriately supports the reporter's claims or ideas. Sources of information, including facts, quotes, and paraphrases, are used correctly although occasional errors may occur (except name misidentifications or spelling errors—those are unacceptable).	Source material frequently substitutes for the writer's own development of ideas; some source material is misrepresented; or source citations include frequent or serious errors.	Source material is missing; source material is frequently misrepresented; paper consistently fails to acknowledge and cite sources; or sources are acknowledged but not cited.
Style	Sentences are clear, effective, and coherent; vocabulary is broad but journalistic. Tone, word choice, and syntax are appropriate for the story's audience and purpose.	Word choice, sentence structure, and tone are generally successful at communicating the reporter's intentions and are appropriate for journalistic writing.	The story is understandable but is marred by confusing, ineffective, or inappropriate sentences; or word choice, sentence structure, or tone are inappropriate for journalistic writing.	Noticeable portions of the story fail to convey their point due to dysfunctions at the sentence level.
Editing	The paper is nearly free of errors of spelling, grammar, punctuation, word choice, AP style, and formatting.	Errors of spelling, grammar, punctuation, word choice, AP style, and/or formatting may be present but are not intrusive.	Errors of spelling, grammar, punctuation, AP style, or word choice, are frequent, noticeable, and/or intrusive.	The writing shows seriously deficient control of sentence mechanics and/or the conventions of written English.

Full Credit	All content is suitable for immediate publication without modification. Any differences between the professor's input and the submitted work are preferences—technically and journalistically, the content is ready for the public.
90%	All content <i>could</i> be published, but it has slight technical or journalistic weaknesses that diminish its effectiveness.
80%	All content could be published but would require slight edits such as minor rewriting or factual verification before publication.
70%	Up to half of the content has sufficient problems that make it unpublishable without serious editing due to issues such as poor sourcing, confusing or otherwise insufficient writing, or poor objectivity.
50%	More than half of the content has sufficient problems that make it unpublishable without serious editing due to issues such as poor sourcing, confusing or otherwise insufficient writing, or poor objectivity OR up to half of the content is missing.
0%	More than half the content is missing.

## Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: Oct. 31, 2025

Department: Communication

College of: Arts & Sciences

Contact Person: Ken Ward

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **535**

**Course Form:**

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to deactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the New course or Changes to existing:

Revision serves two purposes: 1. it opens the course to opportunities for interdisciplinary collaboration and certificates; 2. it aligns the course with the department's vision for the emphasis

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes  No

3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes  No

4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes  No

5. Will additional resources or costs be required?

Yes  No

If so, what will be needed?

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6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?  
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes       No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:  
Attach with upload.

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:  
Attach with upload.

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:	Photojournalism II	Documentary Photojournalism
Course Number:	535	535
Credits:	3	3
Grading System:	A-F, IN	A-F, IN
Pre/Co-Requisite(s):	COMM 276 Photojournalism I or permission of instructor	COMM 276 Photojournalism I or permission of instructor
Course Description:	Advanced camera techniques including; feature, sports, news, illustration and studio assignments. Picture editing and layout for layout and designing photo pages and multi-media narrative productions. Work is designed for use in student for professional media.	Photography techniques for use in the creation of documentary photo projects such as photo stories and news feature photography, including photo editing and management. Work is designed for use in student or professional media.

## Authorization Sign-Off

Checklist: Check once verified.



- Required fields completed.
- Syllabus attached for new courses
- Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 11/7/25

Signature, Chair/Director:

Troy D. Comer

-Approved: College Curriculum Committee

Date: 12/2/25

Signature, Committee Chair:

Christopher Childers

-Approved: Dean of College

Date: 12/2/25

Signature, Dean:

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature, Council Chair: \_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature, Committee Chair: BjH

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

## Assessment Strategies—COMM 535, Documentary Photography

### Exams

It is not expected that high-value exams will be used for assessment in this skills-oriented course.

### Projects

In addition to smaller, skill-specific assessments, students will complete three in-depth documentary photography projects. In each, students will work through a process of conceptualization and pre-visualization, planning, execution, editing, and presentation.

### Rubric

Documentary photography projects will generally be graded according to the following broad rubric:

Full credit	All photos are suitable for publication without modification. Any differences between the professor's input and the submitted work are preferences—technically and journalistically, the photos are ready for the public.
90%	All photos <i>could</i> be published, but one or more have slight technical or storytelling weaknesses that diminish their effectiveness.
80%	All photos could be published but would require slight edits such as minor exposure or white balance correction, horizon leveling, sharpening, etc. and/or tell a weak but comprehensible story.
70%	Up to half of the photos have sufficient problems that make them unpublishable without serious editing due to issues such as incorrect exposure, inappropriate motion blur, etc. and/or do not tell a comprehensible story.
50%	More than half of the photos have sufficient problems that make them unpublishable without serious editing due to issues such as incorrect exposure, inappropriate motion blur, etc., and/or up to half of the photos are missing, and/or no clear attempt is made at storytelling.
0%	More than half the photos are missing.

**Note:** Assignments submitted without required captions will automatically be docked 10%

## Faculty Senate Course Form

Effective Date: Fall 2026



Submission Date: 10/16/2025

Department: HPSS

College of: Arts & Sciences



Contact Person: Gary Wilson

Create New, Revise, Inactivate, or Reactivate: New



Course #: JUST 694

### Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to deactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

#### 1. Purpose/Justification for the New course or Changes to existing:

The new course offers an immersive experiential learning opportunity for CJ majors through an ongoing collaborative effort between PSU's Criminal Justice Program and Crawford County Judicial Center.

#### 2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes

No

#### 3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes

No

#### 4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes

No

#### 5. Will additional resources or costs be required?

Yes

No

If so, what will be needed?

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6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?

*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes  No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:

Attach with upload.

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

Attach with upload.

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:		Therapeutic Jurisprudence
Course Number:		JUST 694
Credits:		3
Grading System:	Select One	Pass/Fail
Pre/Co-Requisite(s):		Junior standing or permission of instructor.
Course Description:		<p>Therapeutic jurisprudence is a multidisciplinary approach that examines how legal rules, procedures, and the legal system's actors affect the psychological well-being of individuals. It recognizes that law is a social force with both therapeutic and anti-therapeutic consequences and seeks to minimize negative impacts while maximizing positive ones, without compromising legal principles.</p> <p>This course provides students an immersive experiential opportunity. Students will conduct participant observation inside the courtroom at Crawford County Judicial Center.</p>

## Authorization Sign-Off

**Checklist: Check once verified.**



- Required fields completed.
- Syllabus attached for new courses
- Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 30 Oct 25

Signature, Chair/Director:

Kyle Thym

-Approved: College Curriculum Committee

Date: 12/2/25

Signature, Committee Chair:

Christopher Childers

-Approved: Dean of College

Date: 12/2/25

Signature, Dean:

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature, Council Chair:

\_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature, Committee Chair:

Björn

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate:

\_\_\_\_\_

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

## **JUST-694 Therapeutic Jurisprudence**

**Prerequisite:** Junior standing or permission of instructor.

Therapeutic jurisprudence is a multidisciplinary approach that examines how legal rules, procedures, and the legal system's actors affect the psychological well-being of individuals. It recognizes that law is a social force with both therapeutic and anti-therapeutic consequences and seeks to minimize negative impacts while maximizing positive ones, without compromising legal principles.

### **PITTSBURG STATE UNIVERSITY**

**Fall 2026**  
**JUST 694-93 Therapeutic Jurisprudence**

### **COURSE SYLLABUS**

***Course Description:*** This course provides students an immersive experiential opportunity. Students will conduct participant observation inside the courtroom at Crawford County Judicial Center.

***Course Objectives:*** The objective of this course is to provide students with a basic knowledge of the following:

- Recovery Court theories and practice
- All actors associated with the procedures
- Longitudinal insight on cases over the course of the semester
- Cooperative efforts by public safety and public health agencies to prevent fatal overdoses, strengthen families, and make communities safer all while saving taxpayer dollars.
- Best Practice Standards of treatment courts, criminology, and behavioral health
- Awareness of actionable best practices to enhance outcomes across all treatment court models

***Required Texts:***

The instructor will provide the readings for the course.

***Final Evaluation:*** Assessment of student success is based on the following: class participation in court sessions, debriefing exercises in person and via discussion

forum on observations and assigned readings, procedural documentation following each court session, and written reflection on the entire experience at the end of the semester.

Students will either Pass or Fail.

*Class Participation:*

Active participation in the course is expected of all students. Failure to participate will result in the student being dropped from the course.

*Court Sessions:*

Students are required to attend all court sessions (see Canvas calendar) and make every effort to participate and observe in a reasonable and appropriate manner.

*Assigned Readings:* The instructor will assign readings throughout the semester from the growing body of literature on Therapeutic Jurisprudence to complement the immersive experiential opportunities inside the courtroom.

*Procedural Documentation:*

Students will document court proceedings. Reasonable overviews of court proceedings are due one week following each court session (see Canvas calendar).

*Debriefings:*

Students are required to debrief in person immediately following court sessions and via Canvas discussion forum after reflection on court sessions. Specific guidelines for discussion forums are posted in Canvas Course Announcements. The guidelines must be followed to earn full credit for the discussion forums.

*Reflection:*

The course will culminate with a written reflection of the entire experience. The written reflection serves as the Final Exam for the course.

An up to date, and *live*, schedule of events appears on the Canvas home page for the course. Please consult the Canvas schedule on a regular basis to be informed about course events – due dates, upcoming projects, Exams, schedule changes, etc.

**PSU policy on Academic Misconduct:**

For the University's policy on Academic Integrity/Academic Dishonesty, please see the PSU Syllabus Supplement Fall 2026, which is available to you online at

[https://www.pittstate.edu/registrar/\\_files/documents/syllabus-supplement-fall-2025.pdf](https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2025.pdf)

PSU Syllabus Supplement 2026	This document, of whose provisions you need to be aware, is available to you online at <a href="https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2026.pdf"><u>https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2026.pdf</u></a>
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## Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **10-10-25**

Department: **HPSS**

College of: **Arts & Sciences**

Contact Person: **Tim Bailey**

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **SOSCI 388**

### Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to deactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

#### 1. Purpose/Justification for the New course or Changes to existing:

Reduction in credit hours from 4 to 3 because of reduction in lab work required

#### 2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes  No

#### 3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes  No

#### 4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes  No

#### 5. Will additional resources or costs be required?

Yes  No

If so, what will be needed?

PSU Faculty Senate 25-26

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?

*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes

No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:

**Attach with upload.**

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

**Attach with upload.**

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:	SOCIAL RESEARCH ANALYSIS	SOCIAL RESEARCH ANALYSIS
Course Number:	SOSCI 388	SOSCI 388
Credits:	4	3
Grading System:	A-F, IN	A-F, IN
Pre/Co-Requisite(s):	POLS 101 OR GEOG 106	POLS 101 OR GEOG 106
Course Description:	Answering social research questions using quantitative and qualitative data. Techniques of data management and analysis using SPSS. Prerequisite: POLS 101 U.S. Politics or GEOG 106 World Regional Geography.	Answering social research questions using quantitative and qualitative data. Techniques of data management and analysis using SPSS. Prerequisite: POLS 101 U.S. Politics or GEOG 106 World Regional Geography.

## Authorization Sign-Off

**Checklist: Check once verified.**



Required fields completed.  
Syllabus attached for new courses  
Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 15 Oct 25

Signature, Chair/Director:

Kyle Thym

-Approved: College Curriculum Committee

Date: 12/2/25

Signature, Committee Chair:

Christopher Childers

-Approved: Dean of College

Date: 12/2/25

Signature, Dean:

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature, Council Chair: \_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature, Committee Chair: Björn

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

## Faculty Senate Course Form

Effective Date: **Fall 2026** Submission Date: Oct 14, 2025

Department: HPSS

College of: **Arts & Sciences**

Contact Person: Catherine Hooey

Create New, Revise, Inactivate, or Reactivate: **Reactivate**



Course #: **SOSCI 695**

### Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to deactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

#### 1. Purpose/Justification for the New course or Changes to existing:

This course will serve as the capstone course for a revised degree program called Bachelor of Science in Social Science which is currently being legislated.

#### 2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes  No

#### 3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes  No

#### 4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes  No

#### 5. Will additional resources or costs be required?

Yes  No

If so, what will be needed?

PSU Faculty Senate 25-26

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?  
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes

No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:  
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:  
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:		Capstone Course in Social Science
Course Number:	<b>SOSCI 695</b>	<b>SOSCI 695</b>
Credits:	<b>3</b>	<b>3</b>
Grading System:	<b>A-F, IN</b>	<b>A-F, IN</b>
Pre/Co-Requisite(s):		Senior Standing or permission of instructor
Course Description:		A required capstone course that serves as the platform for the application of concepts, theory, and skills in a comprehensive research project and oral presentation.

## Authorization Sign-Off

**Checklist: Check once verified.**

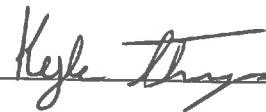


Required fields completed.  
Syllabus attached for new courses  
Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 15 Oct 25

Signature, Chair/Director:



-Approved: College Curriculum Committee

Date: 12/2/25

Signature, Committee Chair:



-Approved: Dean of College

Date: 12/2/25

Signature, Dean:



-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature, Council Chair:



-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature, Committee Chair:



-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate:



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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

## Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **Oct 14, 2025**

Department: **HPSS**

College of: **Arts & Sciences**

Contact Person: **Catherine Hooey**

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **SOSCI 695**

### Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to deactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

#### 1. Purpose/Justification for the New course or Changes to existing:

This course will serve as the capstone course for a revised degree program called Bachelor of Science in Social Science which is currently being legislated.

#### 2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes       No

#### 3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes       No

#### 4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes       No

#### 5. Will additional resources or costs be required?

Yes       No

If so, what will be needed?

PSU Faculty Senate 25-26

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?

*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes

No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:  
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:  
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:		Capstone Course in Social Science
Course Number:	<b>SOSCI 695</b>	<b>SOSCI 695</b>
Credits:	<b>3</b>	<b>3</b>
Grading System:	<b>A-F, IN</b>	<b>A-F, IN</b>
Pre/Co-Requisite(s):		Senior Standing or permission of instructor
Course Description:		A required capstone course that serves as the platform for the application of concepts, theory, and skills in a comprehensive research project and oral presentation.

## Authorization Sign-Off

**Checklist: Check once verified.**

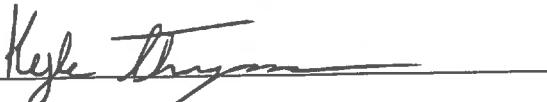


Required fields completed.  
Syllabus attached for new courses  
Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 15 Oct 25

Signature, Chair/Director:



-Approved: College Curriculum Committee

Date: 12/2/25

Signature, Committee Chair:



-Approved: Dean of College

Date: 12/2/25

Signature, Dean:



-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature, Council Chair: \_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature, Committee Chair:



-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

## **SOSCI 695: Capstone Course in Social Science**

### **COURSE DESCRIPTION**

This is the senior capstone course for majors in the Social Science degree program. This is your course, in which you pull together the concepts and ideas you've gained as a social science major and bring them into focus in the context of the social science discipline of your choosing: geography, political science or sociology. A major portion of your grade will be based on a substantial research paper on the topic of your choice (as approved by the instructor) and an oral presentation to your classmates of your results. You are required to analyze, summarize, and build upon course work in the social science emphasis of your choice resulting in a substantial research paper; the course is designed as a step-by-step process in the research and writing of your paper.

This course will be taught in a hybrid format; you will complete some of the coursework online and we will meet in person as a class on set dates throughout the semester. The work expectations are the same whether you are completing online or in-class work. The Kansas Board of Regents' expectations for how many hours a university student should be working outside the classroom is 2-3 hours outside of class for every 1 hour in class. This means you should spend 6-9 hours on this class every week.

### **Course Learning Objectives**

At the end of the semester, students will be able to:

- apply appropriate research strategies to the investigation of their topic
- use relevant concepts from the chosen research area
- evaluate and synthesize evidence from credible sources to reach a reasonable conclusion applying ethical research practices
- demonstrate effective written and oral communication skills

### **ASSESSMENT METHODS**

The objectives will be assessed through a series of homework assignments, formal assignments, a formal research paper and an oral presentation.

#### ***Homework Assignments: 8 @ 2.5% = 20%***

These are associated with course modules that are designed to help you develop the sections of your research paper.

#### ***Assignments: 2 @ 12.5% = 25%***

Assignment 1: Write a critique and analysis of an article of your choice from the literature associated with your research paper topic.

Assignment 2: Career-Related Assignment

#### ***Major Research Paper and Presentation: 55%***

45% Formal Research Paper

10% Oral Presentation of Research (use of Powerpoint or other presentation software required)

## **GRADING SCALE**

The following is the grading scale that will be used in this course.  
A 90-100      B 80-89.9      C 70-79.9      D 60-69.9      F <60

## **PLEASE NOTE:**

***You MUST pass the final research paper with a grade of at least 60% to pass this course (even if your other completed course work is >60%).***

## **REQUIRED COURSE MATERIALS**

The one book you will need for the semester is *Craft of Research* 4th Edition. There are newer editions of this book but they are not nearly as effectively organized as well as the 4th edition. You should be able to buy one used online for around \$10.00

*The Craft of Research, Fourth Edition.* 2016 Booth, Colomb, Williams. Bizup and Fitzgerald.  
Chicago: The University of Chicago Press.

Be sure to buy the 4<sup>th</sup> edition! (There are newer editions. This version is the best!) There are lots of used copies available online (through Amazon used books it starts at \$9.50 + shipping). You will want to mark this book up – highlight, make notes etc.! (You can rent it, but it is currently cheaper to buy new than to rent it. There are NO access codes required.)

***Articles in Canvas:*** Other required readings will be posted in Canvas and can be accessed free.

## **CLASS POLICIES**

### **Late Penalties**

**Homework Assignments:** Will NOT be accepted after due date. Submission for a reduced grade will be considered with formal documentation if there are exceptional circumstances.

**Writing Assignments:** -10% per day.

**Final paper:** -10% per day.

### **Professionalism in Correspondence**

In course correspondence, please use a *proper written format*, including salutation, complete sentences and end your email with your complete name. You can expect a response within 24 hours (except on weekends, when the response time may be longer) and the same is expected of you.

## DISHONESTY IN ACADEMIC WORK

Unethical work will not be tolerated; this which includes any form of plagiarism (see full definition below from PSU's official policy), cheating, and the use of AI websites or software.

Plagiarism and cheating of any kind will result in an automatic F on the assignment with no opportunity to re-do the assignment. Under certain circumstances, you will be withdrawn from the course with a grade of F and will be reported to the Dean of Arts and Sciences and the Provost (Vice President of Academic Affairs. This will result in a permanent record of academic dishonesty (aka cheating) on your transcript.

It is assumed that by now you know how to properly cite and reference material in formal papers. It is acceptable to use the format of your choice: MLA, APA or the Chicago Manual of Style, Author-Date System as long as you know how to use it correctly. Information on all of these is available on the **PSU Writing Center's** website.

### Dishonesty in Academic Work

#### *From the University Catalog:*

*Academic dishonesty by a student is defined as unethical activity associated with course work or grades. It includes, but is not limited to:*

1. *Giving or receiving unauthorized aid on examinations,*
2. *Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,*
3. *Submitting the same work for more than one course without the instructor's permission, and*
4. *Plagiarism. Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individual's ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.*

*Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students' quizzes or exams, as well as presenting as one's own work an assignment prepared wholly or in part by another is in violation of academic honesty.*

For other information on Academic honesty and Integrity, please go to the following website:  
<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

## **IMPORTANT UNIVERSITY-RELATED INFORMATION**

The webpage below can be thought of as a “one-stop” place for you to access up-to-date information about campus resources, notifications (including the required, aforementioned Academic Integrity Policy and the approved Dead Week Policy), expectations, grades, etc.

<https://www.pittstate.edu/registrar/syllabus-supplement.html> Any questions? Please ask!

- Academic Integrity Policy
- Dead Week Policy
- Services for Students with Learning or Physical Disabilities
- Tutoring
- Computer/Technology Assistance
- Writing Assistance
- Student Health Center
- University Counseling Services
- Severe Weather Information

## Request for New Emphasis/Minor/Certificate

Effective Date: FALL 2026

Submission Date: October 31, 2025

Department: ENGLML

College of: Arts & Sciences

Contact Person: Chase Dearinger

Proposal for a New: Certificate

Modality of Program: All

Title of new Minor/Emphasis/Certificate: Creative Media

Major:

Minor Required? Select One

New Minor/Emphasis/Certificate – **REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.**

- Used to create new Minors/Emphases/Certificates and CAN require KBOR approval or notification.  
See KBOR requirements below.

- Approved requests become effective in the next academic catalog.

1. Purpose/Justification for New Minor/Emphasis/Certificate:

The Creative Media Certificate prepares students to create, produce, and market original content across print, digital, audio, and visual media. Integrating coursework from English, Art, Graphic Communications, Communication, and Marketing, the program emphasizes hands-on, interdisciplinary collaboration and portfolio development. Students gain practical experience in creative writing, design, production, and branding—skills applicable to publishing, media, advertising, and emerging creative industries. By connecting Pitt State's long tradition of applied learning with contemporary creative practice, the certificate fosters innovation, career readiness, and cross-disciplinary engagement among students from the arts, technology, and business.

2. Will this affect any education majors? *If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes  No

3. Does this relate to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? *If "yes", please provide an explanation and attach all documentation (emails) between departments.*

Yes  No

The certificate includes courses from Art, Communication, Graphic Communications, and Marketing; all departments and colleges are enthusiastically supportive (see attached letters), and the courses are offered regularly with no anticipated impact on other programs at Pittsburg State.

4. Does this new minor, emphasis, and certificate meet University catalog definitions? *These can be found at bottom of page 2.*

Yes  No

5. Will additional resources or costs be required?  Yes  No  
If so, what will be needed?

6. Describe the program assessment plan:

a. Enrollment targets = 15-20 students within 3 years.

b. Outcome expected and process to evaluate =

Students will demonstrate interdisciplinary creative production skills through capstone projects/portfolios. Success will be measured by enrollment growth, portfolio quality, and student/faculty feedback collected annually.

c. Plan to discontinue if enrollment targets not met =

If enrollment remains below five students per year for three consecutive years, the program will be reviewed for revision or discontinuation in consultation with participating departments and the Dean.

**Questions for certificate only:** If you have questions, contact the Financial Aid Office, 4240.

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

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **No**

2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student?

**Yes**

**Definition of an Emphasis**

Area of Emphasis is a specific subject area that exists within an approved degree program and major. At Pittsburg State University a minimum of 12 credit hours and no more than 24 credit hours are expected for an area of emphasis in a baccalaureate degree program.

**Definition of a Minor**

Minors at Pittsburg State University may range from 15 to 24 credit hours. When selected to accompany a degree that requires a minor there must be at least nine unique credit hours in the minor that are not found in the student's major in order to meet graduation requirements. In instances where the major requires a minor (not the degree type), academic departments/schools may specify minors that best achieve the learning objective for their students.

**Definition of Certificate Program**

A certificate program can be undergraduate or graduate in course content and provides a specific body of knowledge for personal or career development or professional continuing education. Certificates may be taken while also pursuing a degree or independent from any other studies at Pittsburg State University. It is recommended that if the student is only pursuing a certificate and not in conjunction with a degree and wishes to apply for federal financial assistance that they visit with personnel in the Student Financial Assistance office regarding the eligibility for aid for the certificate of interest. At Pittsburg State University a certificate can range from 12 credit hours to 24 credit hours.

## Authorization Sign-Off Sheet

**Checklist: Check once verified.**

Required fields completed.

Listed courses are currently active

Course Id's match Course names.

Course hours are correct.

Required 120 credit hour minimum met.

Academic Planning Excel Attached

Current Program Guide from Online Catalog

KBOR Forms Attached, if applicable

-Approved: Department Chair/Director

Date: 11/7/25

Signature: Irvin O. Combs

-Approved: College Curriculum Committee

Date: 12/2/25

Signature: Christopher Wilders

-Approved: Dean of College

Date: 12/2/25

Signature: Christopher Wilders

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature: B. H.

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

New Minors Where No Board-Approved Degree Program Exists will need KBOR Approval, it can be found at:  
[https://www.kansasregents.org/academic\\_affairs/new\\_program\\_approval](https://www.kansasregents.org/academic_affairs/new_program_approval)

Following Faculty Senate Approval, submit sign off sheet and final complete package, in electronic format, to the office of the provost (220 Russ) for forwarding to KBOR for board approval. (must be entered into KBOR PI/CIP system at time of submission).

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

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

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

**Academic Planning Document for 2025-2026****Major/Emphasis/Minor/Certificate - Creative Media Certificate**

Course Prefix	Course Num.	Course Name	Cr. Hr.
		<b>Core Courses -</b>	<b>15</b>
ENGL	250	Intro to Creative Writing	3
ENGL	306	Theories and Technologies of Writing	3
		Choose 3 courses from at least 2 of the following categories:	9
		Art	
ART	205	Illustration	
ART	233	Drawing	
ART	275	Printmaking	
		Communication	
COMM	254	Acting	
COMM	274	Audio/Video Production	
COMM	335	Feature and Opinion Writing (soon to be Journalistic Storytelling)	
COMM	475	Audio Production	
		Graphic Communications	
GC	230	Graphic Design Fundamentals	
GC	240	Page Layout Software	
GC	330	Typography and Layout	
		Marketing	
MKTG	201	Fundamentals of Marketing	
MKTG	230	Principles of Marketing	
MKTG	490	Brand and Content Management	
		<b>Support Courses -</b>	<b>0</b>
		<b>Emphasis Courses -</b>	<b>0</b>
		<b>Elective Courses -</b>	<b>0</b>
		<b>Total Credit Hours -</b>	<b>15</b>
		<b>Minor -</b>	
		<b>General Education, 34-35 hours -</b>	
		<b>Total Credit Hours:</b>	<b>15</b>

Be sure all information is correct and courses are active before submitting.

Curriculum Revisions REQUIRE a program guide from the current catalog, 24/25.

Your legislation will be returned if either is found.

**DO NOT SAVE AS PDF, Leave in Excel worksheet format!**

Pittsburg State University  
COLLEGE OF ART AND SCIENCES  
English and Modern Languages

434 Grubbs Hall  
1701 South Broadway • Pittsburg, KS 66762  
620-235-4689 • 620-235-4686 (fax)  
[pittstate.edu/engml](http://pittstate.edu/engml)

November 6, 2025

**Subject: Support for Chase Dearinger's Proposal for a Creative Media Certificate**

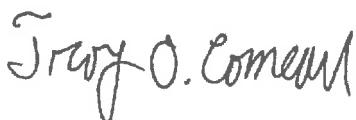
After discussion with Dr. Ken Ward and various other faculty members, I am supportive of including Department of Communication courses on the proposed Creative Media Productions Certificate. The following courses seem reasonable to include in the proposed certificate:

- COMM 254 Acting
- COMM 274 Introduction to Audio/Video Production
- COMM 335 Feature and Opinion Writing
- COMM 475 Audio Production

At this time, the courses are planned to be offered at least once per year.

I will serve as primary contact in Communication for this certificate.

Sincerely,



Troy Comeau, Chair  
Communication and English and Modern Languages

**Subject:** Creative Media Productions Certificate Support  
**Date:** Wednesday, October 29, 2025 at 4:30:30 PM Central Daylight Time  
**From:** Andrew Klenke <aklenke@pittstate.edu>  
**To:** Chase Dearinger <cdearinger@pittstate.edu>  
**CC:** Traci Hughes <tahughes@pittstate.edu>  
**Attachments:** Outlook-2q13ntek.jpeg

Chase,

After discussions with the Graphic Communication Coordinating Professor Traci Hughes, I am supportive of the Graphic Communications program collaborating with the English Department on the proposed Creative Media Certificate. Graphic Communication Course we support using in the minor include GC 230, GC 240, and GC 330. We look forward to working with you on the possibility of developing a cross-curricular certificate and how it benefits PSU students.

The primary collaboration contact in Graphic Communication is Traci Hughes.

Thank you for considering and including Graphic Communication in the certificate.

Andy



Dr. Andrew Klenke, DTE

Director, School of Technology & Workforce Learning

Professor, Technology & Engineering Education

1701 S. Broadway, E222a, Kansas Technology Center

Pittsburg, KS 66762

Wednesday, October 29, 2025 at 1:44:05 PM Central Daylight Time

---

**Subject:** Re: Interdisciplinary Offerings

**Date:** Tuesday, October 14, 2025 at 8:05:36 AM Central Daylight Time

**From:** James Oliver JR <joliver@pittstate.edu>

**To:** Chase Dearinger <cdearinger@pittstate.edu>

Chase,

Sorry it took me an extra day. With mid term grades due yesterday, all faculty were busy with reviewing portfolios.

Here are the courses that the Department of Art would suggest be included in the Interdisciplinary Certificate in Creative Media Production:

ART 275 Printmaking I

ART 233 Drawing I

ART 205 Illustration I

During September 2025, Dr. Chase Dearinger, Associate Professor of English and Modern Languages, spoke with me regarding a proposal for an undergraduate certificate in Creative Media Production. I met with the Department of Art faculty in Printmaking and Illustration to discuss his proposal for the undergraduate certificate. Based on this discussion, the consensus opinion of these faculty in the Department of Art is that many students across campus, including Art students, will find the certificate an attractive opportunity as it will add to their marketable skill set. With this information, the Department of Art supports the proposed Creative Media Production Certificate. We are aware that the proposed certificate includes ART 205, ART 233, and ART 275 as part of the curriculum. Each of these courses are offered regularly and the certificate will not create an undue burden for us.

James Oliver, Chair

Department of art

---

**From:** James Oliver JR <joliver@pittstate.edu>

**Sent:** Thursday, October 9, 2025 9:56 AM

**To:** Chase Dearinger <cdearinger@pittstate.edu>

**Subject:** Re: Interdisciplinary Offerings

Chase,

Thanks for the information. I appreciate the template letter of support. I will have some suggested classed to you on Monday...



**KELCE  
COLLEGE OF BUSINESS  
Pittsburg State University**

1701 South Broadway  
Pittsburg, KS 66762-7539  
Phone: (620) 235-4598  
cob@pittstate.edu  
www.pittstate.edu/business

---

**To:** Faculty Senate / University Undergraduate Curriculum Committee  
**From:** Paul W. Grimes, Dean, Gladys A. Kelce College of Business  
**Re:** Creative Media Production Certificate  
**Date:** September 30, 2025

---

During September 2025, Dr. Chàse Dearinger, Associate Professor of English and Modern Languages, met with the Kelce Leadership Team (KLT) to discuss his proposal for an undergraduate certificate in Creative Media Production. Based on this discussion, the consensus opinion of the KLT is that many students across campus, including business students, will find the certificate an attractive opportunity as it will add to their marketable skill set. Thus, I hereby confirm that the Kelce College of Business supports the proposed Creative Media Production Certificate. We are aware that the proposed certificate includes MKTG 201, MKTG 330, and MKTG 490 as part of the curriculum. Each of these courses are offered regularly and the certificate will not create an undue burden for us.

## Curriculum Revision Form

Effective Date: FALL 2026      Submission Date:

Department: HPSS

College of: Arts & Sciences

Contact Person: Kyle Thompson

Minor Required? No

Revision

Major/Minor/Emphasis/Certification Name:

Criminal Justice

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

### Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.

Used to change program name and/or curriculum, effective the upcoming academic catalog.

Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

#### 1. Describe ALL Changes:

The revision removes both emphases and adds SOSCI 388 as an option alongside SOSCI 389 in the core. It incorporates the structure of the current Criminology emphasis into the overall degree requirements, retaining most of the existing Criminology course options. Several courses were removed to streamline offerings and unify the curriculum around a single Criminal Justice major. Additionally, the revision includes a newly legislated course: JUST 694, Therapeutic Jurisprudence.

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

This revision is primarily driven by the removal of the Sociology emphasis. The restructured Criminal Justice degree will place greater focus on criminology, necessitating the elimination of certain course offerings that no longer align with the program.

#### 3. Will this change affect any education majors? If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.

Yes    No

4. If this change affects any other department on campus, please attach all email notifications between departments.

5. Does the revision meet University catalog definitions for majors, minors, emphases, and certificates as appropriate?

Yes  No

6. Will additional resources or costs will be required?

Yes  No

If so, what will be needed?

#### **Definition of an Emphasis**

Area of Emphasis is a specific subject area that exists within an approved degree program and major. At Pittsburg State University a minimum of 12 credit hours and no more than 24 credit hours are expected for an area of emphasis in a baccalaureate degree program.

#### **Definition of a Minor**

Minors at Pittsburg State University may range from 15 to 24 credit hours. When selected to accompany a degree that requires a minor there must be at least nine unique credit hours in the minor that are not found in the student's major in order to meet graduation requirements. In instances where the major requires a minor (not the degree type), academic departments/schools may specify minors that best achieve the learning objective for their students.

#### **Definition of Certificate Program**

A certificate program can be undergraduate or graduate in course content and provides a specific body of knowledge for personal or career development or professional continuing education. Certificates may be taken while also pursuing a degree or independent from any other studies at Pittsburg State University. It is recommended that if the student is only pursuing a certificate and not in conjunction with a degree and wishes to apply for federal financial assistance that they visit with personnel in the Student Financial Assistance office regarding the eligibility for aid for the certificate of interest. At Pittsburg State University a certificate can range from 12 credit hours to 24 credit hours.

## Authorization Sign-Off Sheet

**Checklist: Check once verified.**

- Program guide from current catalog.
- Academic Planning Excel attached.
- 120 Credit hours met.
- Course Id's match Course names.
- Course hours are correct.
- Listed courses are currently active.
- Needed Documentation attached.

-Approved: Department Chair/Director

Date: 10 Nov 2025

Signature: Kyle Thayer

-Approved: College Curriculum Committee

Date: 12/2/25

Signature: Christopher Gilders

-Approved: Dean of College

Date: 12/2/25

Signature: Christopher Gilders

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature: Bjorn

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

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

# Bachelor of Science Degree with a Major in Criminal Justice

**Degree: Bachelor of Science**

**Major: Criminal Justice**

**Emphasis available: Criminology, Sociology**

Students must choose an emphasis: Criminology or Sociology OR  
students may elect to double emphasis, but must complete 15 unique  
hours for each emphasis.

A minor is recommended.

## General Education Requirements

General Education requirements consist of 34-35 credit hours of  
course work.

Required Math Gateway Course, seek advisement.

MATH-143 Elementary Statistics

## Core Requirements

- SOC-100 Introduction to Sociology (3 hours)
- JUST-104 Introduction to the Justice System (3 hours)
- JUST-295 Criminological Theory (3 hours)
- SOC-360 Community Sociology (3 hours)
- SOSCI-387 Social Research Design (3 hours)
- SOSCI-389 Qualitative Methods (3 hours)
- SOC-547 Criminology (3 hours)
- JUST-695 Senior Seminar in Sociological and Justice Issues (3 hours)

## Criminology Emphasis

No minor required.

### Select 6 hours of Society and Justice Issues from:

- ANTH-101 Introduction to Cultural Anthropology (3 hours)
- POLS-201 Introduction to Public Policy (3 hours)
- JUST-309 Principles of Justice Studies (3 hours)
- JUST-322 Ethics and Justice Policy (3 hours)
- WGS-399 Global Women's Issues (3 hours)
- SOC-410 Sociology of Sport (3 hours)
- SOC-440 Personality and Social Structure (3 hours)
- SOC-443 Race and Ethnic Relations (3 hours)
- JUST-480 Women, Crime, and Justice (3 hours)
- JUST-485 Crime and Public Policy (3 hours)
- POLS-513 Immigration Politics and Policy (3 hours)
- JUST-521 Special Topics in Justice Studies (3 hours)
- SOC-534 Political Sociology (3 hours)

- SOC-536 The Family and Society (3 hours)
- SOC-549 Social Deviance (3 hours)
- POLS-562 Law and Politics (3 hours)
- SOC-569 Society and Sexuality (3 hours)
- SOC-577 Public Affairs (3 hours)
- SOC-584 Medical Sociology (3 hours)
- SOC-663 Gender and Society (3 hours)

### Select 6 hours of Criminological Theory and Philosophy of Justice from:

- SOC-220 Social Problems (3 hours)
- JUST-322 Ethics and Justice Policy (3 hours)
- SOSCI-396 Special Topics in Social Sciences (3 hours)
- JUST-500 Criminal Law and Society (3 hours)
- SOC-512 Social Inequalities (3 hours)
- POLS-514 Criminal Justice Reform (3 hours)
- JUST-521 Special Topics in Justice Studies (3 hours)
- JUST-535 Victimology (3 hours)
- JUST-538 Philosophy of Law (3 hours)
- POLS-578 Democratic Theory (3 hours)
- JUST-591 Native American Sovereignty and the Law (3 hours)
- POLS-662 Constitutional Law II (3 hours)
- SOC-675 Sociological Theory (3 hours)

### Select 9 hours of Criminal Justice Systems and Applied Criminal Justice from:

- JUST-223 Investigative Interviewing (3 hours)
- JUST-300 Criminal Forensics (3 hours)
- GEOG-303 Geographic Information Systems I (4 hours)
- GEOG-305 Computer Mapping (3 hours)
- JUST-328 Police Administration (3 hours)
- JUST-382 Human Trafficking (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)
- SWK-401 Social Work in the Criminal Justice System (3 hours)
- GEOG-403 Geographic Information Systems II (4 hours)
- JUST-431 Hate and Biased Crimes (3 hours)
- JUST-435 Crime Prevention (3 hours)
- JUST-462 Crime Mapping and Geospatial Analysis (3 hours)
- JUST-475 Community Policing (3 hours)
- JUST-501 Criminal Procedure (3 hours)
- JUST-502 Criminal Profiling (3 hours)
- JUST-518 Serial Killers (3 hours)
- JUST-521 Special Topics in Justice Studies (3 hours)
- JUST-522 Crime Scenes and the Law of Evidence (3 hours)
- SOC-527 Correctional Systems (3 hours)
- JUST-528 White Collar Crime (3 hours)
- SOC-548 Juvenile Delinquency (3 hours)
- PSYCH-571 Abnormal Psychology (3 hours)
- SWK-599 Forensic Social Work (3 hours)
- POLS-609 Administrative Law (3 hours)
- JUST-671 Internship (3 hours)
- SOC-676 Social Movements (3 hours)
- PSYCH-773 Criminal Psychopathology (3 hours)

## Sociology Emphasis

No minor required.

**Select 21 hours from the following:**

- ANTH-101 Introduction to Cultural Anthropology (3 hours)
- POLS-201 Introduction to Public Policy (3 hours)
- SOC-220 Social Problems (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)
- SOSCI-396 Special Topics in Social Sciences (3 hours)
- WGS-399 Global Women's Issues (3 hours)
- SOC-410 Sociology of Sport (3 hours)
- SOC-440 Personality and Social Structure (3 hours)
- SOC-443 Race and Ethnic Relations (3 hours)
- JUST-480 Women, Crime, and Justice (3 hours)
- JUST-485 Crime and Public Policy (3 hours)
- SOC-495 Individual Study in Sociology ( ) (1-3 hours)
- JUST-500 Criminal Law and Society (3 hours)
- JUST-503 Mental Illness and Crime (3 hours)
- SOC-504 Special Studies in Sociology ( ) (3 hours)
- SOC-512 Social Inequalities (3 hours)
- SOC-527 Correctional Systems (3 hours)
- SOC-534 Political Sociology (3 hours)
- SOC-536 The Family and Society (3 hours)
- JUST-538 Philosophy of Law (3 hours)
- SOC-548 Juvenile Delinquency (3 hours)
- SOC-549 Social Deviance (3 hours)
- SOC-569 Society and Sexuality (3 hours)
- SOC-577 Public Affairs (3 hours)
- SOC-584 Medical Sociology (3 hours)
- SOC-663 Gender and Society (3 hours)
- SOC-675 Sociological Theory (3 hours)
- SOC-676 Social Movements (3 hours)
- SOC-681 Practicum in Sociology (1-6 hours)

---

Revised: 08/28/2025

**Academic Planning Document for 2025-2026**

Major/Emphasis/Minor/Certificate - BS - Criminal Justice

Course Prefix	Course Num.	Course Name	Cr. Hr.
It is recommended for students to complete a minor.			
		<b>Core Courses -</b>	<b>24</b>
SOC	100	Introduction to Sociology	3
JUST	104	Introduction to the Justice System	3
JUST	295	Criminological Theory	3
SOC	360	Community Sociology	3
SOSCI	387	Social Research Design	3
SOSCI	388 or 389	Social Research Analysis or Qualitative Methods	3
SOC	547	Criminology	3
JUST	695	Senior Seminar in Sociological and Justice Issues	3
		<b>Society &amp; Justice Issues</b>	<b>6</b>
		<b>Select 6 hours from:</b>	
POLS	201	Introduction to Public Policy	3
JUST	309	Principles of Justice Studies	3
SOC	440	Personality & Social Structure	3
SOC	443	Race and Ethnic Relations	3
JUST	480	Women, Crime, and Justice	3
JUST	485	Crime and Public Policy	3
POLS	513	Immigration Politics & Policy	3
JUST	521	Special Topics in Justice Studies ( )	1 to 3
SOC	534	Political Sociology	3
SOC	549	Social Deviance	3
SOC	577	Public Affairs	3
SOC	663	Gender and Society	3
		<b>Criminological Theory &amp; Philosophy of Justice</b>	<b>6</b>
		<b>Select 6 hours from:</b>	
SOC	220	Social Problems	3
JUST	322	Ethics and Justice Policy	3
SOSCI	396	Special Topics in Social Sciences	3
JUST	500	Criminal Law and Society	3
SOC	512	Social Inequalities	3
POLS	514	Criminal Justice Reform	3
JUST	521	Special Topics in Justice Studies ( )	1 to 3
JUST	535	Victimology	3
JUST	538	Philosophy of Law	3
JUST	591	Native American Sovereignty and the Law	3
JUST	694	Therapeutic Jurisprudence	3

		<b>Criminal Justice Systems &amp; Applied Criminal Justice</b>	9
<b>Select 9 hours from:</b>			
JUST	223	Investigative Interviewing	3
JUST	300	Criminal Forensics	3
GEOG	303	Geographic Information Systems I	3
JUST	328	Police Administration	3
JUST	382	Human Trafficking	3
GEOG	403	Geographic Information Systems II	3
JUST	431	Hate & Biased Crimes	3
JUST	435	Crime Prevention	3
JUST	462	Crime Mapping & Geospatial Analysis	3
JUST	475	Community Policing	3
JUST	501	Criminal Procedure	3
JUST	502	Criminal Profiling	3
JUST	518	Serial Killers	3
JUST	521	Special Topics in Justice Studies ( )	1 to 3
JUST	522	Crime Scenes and the Law of Evidence	3
SOC	527	Correctional Systems	3
JUST	528	White Collar Crime	3
SOC	548	Juvenile Delinquency	3
POLS	609	Administrative Law	3
JUST	671	Internship	3
SOC	676	Social Movements	3
PSYCH	773	Criminal Psychopathology	3
		<b>Elective Courses -</b>	<b>40-41</b>
<b>Total Credit Hours -</b>		<b>85- 6</b>	

Minor - 0

General Education, 34-35 hours - 34-35

Total Credit Hours: 120

## Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10-10-25

Department: HPSS

College of: **Arts & Sciences**

Contact Person: Tim Bailey

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **GEOG 403**

### Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to deactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the New course or Changes to existing:

Reduction in credit hours from 4 to 3 because of reduction in lab work required

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes       No

3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes       No

4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes       No

5. Will additional resources or costs be required?

Yes       No

If so, what will be needed?

PSU Faculty Senate 25-26

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?

*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes

No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:

**Attach with upload.**

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

**Attach with upload.**

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:	GIS 2	GIS 2
Course Number:	<b>GEOG 403</b>	<b>GEOG 403</b>
Credits:	<b>4</b>	<b>3</b>
Grading System:	<b>A-F, IN</b>	<b>A-F, IN</b>
Pre/Co-Requisite(s):	GEOG 303	GEOG 303
Course Description:	Applications in geographic information systems with an emphasis on geographic information system analysis techniques, global position system applications, and database design. Includes an integrated lab component. Prerequisite: GEOG 303 Geographic Information Systems I.	Applications in geographic information systems with an emphasis on geographic information system analysis techniques, global position system applications, and database design. Includes an integrated lab component. Prerequisite: GEOG 303 Geographic Information Systems I.

## Authorization Sign-Off

**Checklist: Check once verified.**



Required fields completed.  
Syllabus attached for new courses  
Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 15 Oct 25

Signature, Chair/Director:

Kyle Thym

-Approved: College Curriculum Committee

Date: 12/2/25

Signature, Committee Chair:

Christopher Childers

-Approved: Dean of College

Date: 12/2/25

Signature, Dean:

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature, Council Chair: \_\_\_\_\_

Björn

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

## Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: 10-10-25

Department: HPSS

College of: **Arts & Sciences**

Contact Person: Tim Bailey

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **GEOG 303**

**Course Form:**

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to deactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the New course or Changes to existing:

Reduction in credit hours from 4 to 3 because of reduction in lab work required

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes  No

3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes  No

4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes  No

5. Will additional resources or costs be required?

Yes  No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?

*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes

No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:

**Attach with upload.**

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

**Attach with upload.**

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:	GIS 1	GIS 1
Course Number:	<b>GEOG 303</b>	<b>GEOG 303</b>
Credits:	4	3
Grading System:	<b>A-F, IN</b>	<b>A-F, IN</b>
Pre/Co-Requisite(s):	NONE	NONE
Course Description:	An introduction to the collection, structure, input, manipulation and display of spatially referenced data. Basic concepts and practical applications involving computerized geographic data. Includes an integrated lab component.	An introduction to the collection, structure, input, manipulation and display of spatially referenced data. Basic concepts and practical applications involving computerized geographic data. Includes an integrated lab component.

## Authorization Sign-Off

**Checklist: Check once verified.**



Required fields completed.  
Syllabus attached for new courses  
Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 15 Oct 25

Signature, Chair/Director:

Kyle Thym

-Approved: College Curriculum Committee

Date: 12/2/25

Signature, Committee Chair:

Christopher Childers

-Approved: Dean of College

Date: 12/2/25

Signature, Dean:

Christopher Childers

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature, Council Chair:

\_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature, Committee Chair:

Björn

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate:

\_\_\_\_\_

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

## Curriculum Revision Form

Effective Date: FALL 2026      Submission Date:

Department: School of History, Philosophy, and Social Sciences      College of: Select One

Contact Person: Kyle Thompson

Minor Required? **No**

**Select One**

Major/Minor/Emphasis/Certification Name:

**Major and emphases within - Geographical and Political Sciences**

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

### **Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.**

Used to change program name and/or curriculum, effective the upcoming academic catalog.

Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

**1. Describe ALL Changes:**

This change renames the major Social Science, removes all current emphasis areas, updates the core requirements, and adds new emphasis areas in Political Science, Geography, Sociology, and International Studies.

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

This change integrates sociology with other disciplines, creating a comprehensive degree program. It also establishes a common core of classes and ensures compliance with PSU policy.

**3. Will this change affect any education majors? If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.**



Yes



No

4. If this change affects any other department on campus, **please attach all email notifications between departments.**

5. Does the revision meet University catalog definitions for majors, minors, emphases, and certificates as appropriate?

Yes  No

6. Will additional resources or costs will be required?

Yes  No

If so, what will be needed?

#### **Definition of an Emphasis**

Area of Emphasis is a specific subject area that exists within an approved degree program and major. At Pittsburg State University a minimum of 12 credit hours and no more than 24 credit hours are expected for an area of emphasis in a baccalaureate degree program.

#### **Definition of a Minor**

Minors at Pittsburg State University may range from 15 to 24 credit hours. When selected to accompany a degree that requires a minor there must be at least nine unique credit hours in the minor that are not found in the student's major in order to meet graduation requirements. In instances where the major requires a minor (not the degree type), academic departments/schools may specify minors that best achieve the learning objective for their students.

#### **Definition of Certificate Program**

A certificate program can be undergraduate or graduate in course content and provides a specific body of knowledge for personal or career development or professional continuing education. Certificates may be taken while also pursuing a degree or independent from any other studies at Pittsburg State University. It is recommended that if the student is only pursuing a certificate and not in conjunction with a degree and wishes to apply for federal financial assistance that they visit with personnel in the Student Financial Assistance office regarding the eligibility for aid for the certificate of interest. At Pittsburg State University a certificate can range from 12 credit hours to 24 credit hours.

## Authorization Sign-Off Sheet

**Checklist: Check once verified.**

- Program guide from current catalog.
- Academic Planning Excel attached.
- 120 Credit hours met.
- Course Id's match Course names.
- Course hours are correct.
- Listed courses are currently active.
- Needed Documentation attached.

-Approved: Department Chair/Director

Date: 15 Oct 25

Signature: *Kyle Thayer*

-Approved: College Curriculum Committee

Date: 12/2/25

Signature: *Christopher Gilders*

-Approved: Dean of College

Date: 12/2/25

Signature: *Christopher Gilders*

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature: *Björn*

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

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

# Bachelor of Science Degree Geographical and Political Sciences

**Degree: Bachelor of Science**

**Major: Geographical and Political Sciences**

**Emphasis available: Geography, Political Science,  
International Studies**

## Geography Emphasis

The Geography emphasis requires 1) completion of the university's general education requirements and 2) **selection of a minor, second major, or emphasis in International Studies or Political Science**. Options available within the Geography emphasis: General Geography, Environmental Geography and Sustainability, Geographic Information Systems, Urban Development.

### General Education Requirements

General Education requirements consist of 34-35 credit hours of course work.

**Required Math Gateway Course, seek advisement.**

MATH-143 Elementary Statistics

### Core Requirements

- ENGL-301 Technical/Professional Writing (3 hours)
- GEOG-106 World Regional Geography (3 hours)
- GEOG-303 Geographic Information Systems I (4 hours)
- GEOG-305 Computer Mapping (3 hours)
- GEOG-601 Senior Seminar in Geography (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)

### General Geography Option

- Geography Core Requirements, 20 hours
- Selection of a Minor, second major, or additional emphasis from Geographical & Political Sciences.
- Geography Electives, 21 hours
- Plus, open electives to reach a minimum of 120 credit hours.

### Environmental Geography and Sustainability Option

- Geography Core Requirements, 20 hours
- Selection of a Minor, second major, or additional emphasis from Geographical & Political Sciences.
- Geography Electives, 6 hours
- Plus, open electives to reach a minimum of 120 credit hours.

- GEOG-301 Introduction to Urban Geography (3 hours)
- or — GEOG-401 Urban and Regional Planning (3 hours)
- GEOG-302 Introduction to Environmental Geography (3 hours)
- GEOG-501 Urban and Rural Sustainability (3 hours)
- GEOG-502 Global Environmental Change (3 hours)
- GEOG-508 Geography of Hazards and Disasters (3 hours)

### Electives, 6 hours

## Geographic Information Systems Option

- Geography Core Requirements, 20 hours
- Selection of a Minor, second major, or additional emphasis from Geographical & Political Sciences.
- Geography Electives, 8 hours
- Plus, open electives to reach a minimum of 120 credit hours.

- GEOG-301 Introduction to Urban Geography (3 hours)
- or — GEOG-401 Urban and Regional Planning (3 hours)
- or — GEOG-501 Urban and Rural Sustainability (3 hours)
- GEOG-302 Introduction to Environmental Geography (3 hours)
- or — GEOG-502 Global Environmental Change (3 hours)
- or — GEOG-508 Geography of Hazards and Disasters (3 hours)
- GEOG-403 Geographic Information Systems II (4 hours)
- DSIS-130 Computer Information Systems (3 hours)

### Electives (8 hours)

## Urban Development Option

- Geography Core Requirements, 20 hours
- Selection of a Minor, second major, or additional emphasis from Geographical & Political Sciences.
- Geography Electives, 21 hours
- Plus, open electives to reach a minimum of 120 credit hours.

### Urban Development

- GEOG-301 Introduction to Urban Geography (3 hours)
- GEOG-302 Introduction to Environmental Geography (3 hours)
- or — GEOG-502 Global Environmental Change (3 hours)
- GEOG-401 Urban and Regional Planning (3 hours)
- GEOG-501 Urban and Rural Sustainability (3 hours)

### Electives, 9 hours

## Geography Electives

Courses cannot be counted in two places.

### Courses cannot count in two places:

- GEOG-300 Elements of Geography (3 hours)
- GEOG-301 Introduction to Urban Geography (3 hours)
- GEOG-302 Introduction to Environmental Geography (3 hours)
- GEOG-304 Human Geography (3 hours)
- GEOG-395 Topics in Geography (\_\_\_\_) (1-3 hours)
- GEOG-401 Urban and Regional Planning (3 hours)
- GEOG-403 Geographic Information Systems II (4 hours)

- GEOG-501 Urban and Rural Sustainability (3 hours)
- GEOG-502 Global Environmental Change (3 hours)
- GEOG-507 Geography of the Global Economy (3 hours)
- GEOG-508 Geography of Hazards and Disasters (3 hours)
- GEOG-594 Directed Readings in Geography (1-3 hours)
- GEOG-596 Individual Study in Geography (1-3 hours)
- GEOG-602 Service Learning in Sustainability Laboratory (3 hours)
- GEOG-603 Service Learning in GIS Laboratory (3 hours)
- BIOL-313 Principles of Conservation (3 hours)
- CMCET-133 Construction Graphics (3 hours)
- COMM-450 Small Group Communication (3 hours)
- DSIS-230 Introduction to Programming (3 hours)
- DSIS-420 Management Information Systems (3 hours)
- POLS-512 Environmental Politics (3 hours)

## Political Science Emphasis

The Political Science emphasis requires 1) completion of the university's general education requirements and 2) **selection of a minor, second major, or emphasis in Geography or International Studies**. Options available within the Political Science emphasis: No Emphasis or Pre-Law.

### General Education Requirements

General Education requirements consist of 34-35 credit hours of course work.

### Required Math Gateway Course, seek advisement.

MATH-143 Elementary Statistics

### Core Requirements (19 hours)

- POLS-101 U.S. Politics (3 hours)
- POLS-103 Comparative Politics (3 hours)
- POLS-102 State and Local Government and Politics (3 hours)
- or  POLS-201 Introduction to Public Policy (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)
- POLS-450 Political Philosophy (3 hours)
- POLS-686 Research Methods in Political Science (3 hours)

### Select 3 hours of American Government from:

- POLS-516 Political Parties and Elections (3 hours)
- POLS-517 U.S. Congress (3 hours)
- POLS-580 Public Opinion and Polling (3 hours)
- POLS-604 The American Presidency (3 hours)
- POLS-616 Interest Groups and Social Movements (3 hours)

### Select 3 hours of International Relations from:

- POLS-530 International Relations (3 hours)
- POLS-587 U.S. Foreign Policy (3 hours)
- POLS-630 International Political Economy (3 hours)
- POLS-654 China and Geopolitics (3 hours)
- POLS-680 International Security (3 hours)

### Select 3 hours of Comparative Politics from:

- POLS-520 Regional Politics (3 hours)
- POLS-528 Political Propaganda (3 hours)
- POLS-529 Political Violence (3 hours)

### Select 3 hours of Law and Policy from:

- POLS-512 Environmental Politics (3 hours)
- POLS-513 Immigration Politics and Policy (3 hours)
- POLS-514 Criminal Justice Reform (3 hours)
- POLS-562 Law and Politics (3 hours)
- POLS-609 Administrative Law (3 hours)
- POLS-661 Constitutional Law I (3 hours)
- POLS-662 Constitutional Law II (3 hours)

### Select 12 hours of Political Science electives from:

- POLS-492 Directed Readings in Political Science (1-3 hours)
- POLS-512 Environmental Politics (3 hours)
- POLS-513 Immigration Politics and Policy (3 hours)
- POLS-514 Criminal Justice Reform (3 hours)
- POLS-516 Political Parties and Elections (3 hours)
- POLS-517 U.S. Congress (3 hours)
- POLS-520 Regional Politics (3 hours)
- POLS-528 Political Propaganda (3 hours)
- POLS-529 Political Violence (3 hours)
- POLS-530 International Relations (3 hours)
- POLS-562 Law and Politics (3 hours)
- POLS-571 Political Studies-Selected Topics (1-3 hours)
- POLS-572 International Studies- Selected Topics (3 hours)
- POLS-580 Public Opinion and Polling (3 hours)
- POLS-587 U.S. Foreign Policy (3 hours)
- POLS-603 Senior Honors Project 1 (3 hours)
- POLS-604 The American Presidency (3 hours)
- POLS-605 Senior Honors Project 2 (3 hours)
- POLS-609 Administrative Law (3 hours)
- POLS-616 Interest Groups and Social Movements (3 hours)
- POLS-630 International Political Economy (3 hours)
- POLS-654 China and Geopolitics (3 hours)
- POLS-660 Political Science Internship (1-3 hours)
- POLS-661 Constitutional Law I (3 hours)
- POLS-662 Constitutional Law II (3 hours)
- POLS-680 International Security (3 hours)

### Pre-Law Option

### Core Requirements (25 hours)

- POLS-101 U.S. Politics (3 hours)
- POLS-103 Comparative Politics (3 hours)
- POLS-102 State and Local Government and Politics (3 hours)
- or  POLS-201 Introduction to Public Policy (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)
- POLS-450 Political Philosophy (3 hours)
- POLS-661 Constitutional Law I (3 hours)
- POLS-662 Constitutional Law II (3 hours)
- POLS-686 Research Methods in Political Science (3 hours)

### Select 3 hours of American Government from:

- POLS-516 Political Parties and Elections (3 hours)
- POLS-517 U.S. Congress (3 hours)
- POLS-580 Public Opinion and Polling (3 hours)
- POLS-604 The American Presidency (3 hours)

- POLS-616 Interest Groups and Social Movements (3 hours)

### Select 3 hours of International Relations from:

- POLS-530 International Relations (3 hours)
- POLS-587 U.S. Foreign Policy (3 hours)
- POLS-630 International Political Economy (3 hours)
- POLS-654 China and Geopolitics (3 hours)
- POLS-680 International Security (3 hours)

### Select 3 hours of Comparative Politics from:

- POLS-520 Regional Politics (3 hours)
- POLS-528 Political Propaganda (3 hours)
- POLS-529 Political Violence (3 hours)

### Select 3 hours of Law and Policy from:

- POLS-512 Environmental Politics (3 hours)
- POLS-513 Immigration Politics and Policy (3 hours)
- POLS-514 Criminal Justice Reform (3 hours)
- POLS-562 Law and Politics (3 hours)
- POLS-609 Administrative Law (3 hours)

### Select 6 hours of Political Science electives from:

- POLS-492 Directed Readings in Political Science (1-3 hours)
- POLS-512 Environmental Politics (3 hours)
- POLS-513 Immigration Politics and Policy (3 hours)
- POLS-514 Criminal Justice Reform (3 hours)
- POLS-516 Political Parties and Elections (3 hours)
- POLS-517 U.S. Congress (3 hours)
- POLS-520 Regional Politics (3 hours)
- POLS-528 Political Propaganda (3 hours)
- POLS-529 Political Violence (3 hours)
- POLS-530 International Relations (3 hours)
- POLS-562 Law and Politics (3 hours)
- POLS-571 Political Studies-Selected Topics (1-3 hours)
- POLS-572 International Studies- Selected Topics (3 hours)
- POLS-580 Public Opinion and Polling (3 hours)
- POLS-587 U.S. Foreign Policy (3 hours)
- POLS-603 Senior Honors Project 1 (3 hours)
- POLS-604 The American Presidency (3 hours)
- POLS-605 Senior Honors Project 2 (3 hours)
- POLS-609 Administrative Law (3 hours)
- POLS-616 Interest Groups and Social Movements (3 hours)
- POLS-630 International Political Economy (3 hours)
- POLS-654 China and Geopolitics (3 hours)
- POLS-660 Political Science Internship (1-3 hours)
- POLS-680 International Security (3 hours)

### International Studies Emphasis

The International Studies emphasis requires 1) completion of the university's general education requirements; 2) selection of a minor, second major, or an emphasis in Geography or Political Science; and 3) completion of 12 hours of modern languages or documented proficiency in a non-English language.

General Education requirements consist of 34-35 credit hours of course work.

**Required Math Gateway Course, seek advisement.**  
MATH-143 Elementary Statistics

### International Studies Core Requirements

- GEOG-106 World Regional Geography (3 hours)
- HIST-102 World History from 1500 (3 hours)
- POLS-103 Comparative Politics (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)

### Select 3 hours of International Politics from:

- POLS-530 International Relations (3 hours)
- POLS-587 U.S. Foreign Policy (3 hours)
- POLS-654 China and Geopolitics (3 hours)
- POLS-680 International Security (3 hours)

### Select 3 hours of Regional Politics from:

- POLS-520 Regional Politics (3 hours)
- POLS-528 Political Propaganda (3 hours)
- POLS-529 Political Violence (3 hours)

### Select 3 hours of Environmental Issues from:

- GEOG-302 Introduction to Environmental Geography (3 hours)
- GEOG-502 Global Environmental Change (3 hours)
- POLS-512 Environmental Politics (3 hours)

### Select 3 hours of Economic Issues from:

- GEOG-507 Geography of the Global Economy (3 hours)
- POLS-630 International Political Economy (3 hours)

### Select 3 hours of Cultural Issues from:

- GEOG-304 Human Geography (3 hours)
- PHIL-231 World Religions (3 hours)

### Select 3 hour Capstone course from:

**See notes \*1**

- GEOG-601 Senior Seminar in Geography (3 hours)  
*Note: For students also in Geography emphasis.*
- POLS-686 Research Methods in Political Science (3 hours)  
*Notes \*1: Completion of approved study abroad required.*

### Select 12 hours of Modern Languages from:

#### French

- MLL-124 French Language and Culture I (3 hours)
- MLL-128 French Language and Culture II (3 hours)
- MLL-221 French Language and Culture III (3 hours)
- MLL-225 French Grammar and Conversation I (3 hours)

#### Spanish

- MLL-154 Spanish Language and Culture I (3 hours)
- MLL-158 Spanish Language and Culture II (3 hours)
- MLL-251 Spanish Language and Culture III (3 hours)
- MLL-255 Spanish Composition and Conversation I (3 hours)

**Select 9 hours of electives with Advisor approval.**

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Revised: 08/28/2025

# Geography Emphasis

**Degree: Bachelor of Science**

**Major: Geographical and Political Sciences**

**Emphasis: Geography**

## Geography Core Requirements

The Geography emphasis requires 1) completion of the university's Pitt State Pathways requirements and 2) selection of a minor, second major, or emphasis in International Studies or Political Science. Options available within the Geography emphasis: General Geography, Environmental Geography and Sustainability, Geographic Information Systems, Urban Development.

### General Education Requirements

General Education requirements consist of 34-35 credit hours of course work.

**Required Math Gateway Course, seek advisement.**

MATH-143 Elementary Statistics

### Core Requirements

- ENGL-301 Technical/Professional Writing (3 hours)
- GEOG-106 World Regional Geography (3 hours)
- GEOG-303 Geographic Information Systems I (4 hours)
- GEOG-305 Computer Mapping (3 hours)
- GEOG-601 Senior Seminar in Geography (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)

### Select an Option from:

#### General Geography Option

The student would take the Geography core and 21 elective hours.

#### Environmental Geography and Sustainability Option

- GEOG-301 Introduction to Urban Geography (3 hours)
- GEOG-401 Urban and Regional Planning (3 hours)
- GEOG-302 Introduction to Environmental Geography (3 hours)
- GEOG-501 Urban and Rural Sustainability (3 hours)
- GEOG-502 Global Environmental Change (3 hours)
- GEOG-508 Geography of Hazards and Disasters (3 hours)

### Electives, 6 hours

#### Geographic Information Systems Option

- GEOG-301 Introduction to Urban Geography (3 hours)
- or  GEOG-401 Urban and Regional Planning (3 hours)
- or  GEOG-501 Urban and Rural Sustainability (3 hours)
- GEOG-302 Introduction to Environmental Geography (3 hours)
- or  GEOG-502 Global Environmental Change (3 hours)
- or  GEOG-508 Geography of Hazards and Disasters (3 hours)
- GEOG-403 Geographic Information Systems II (4 hours)
- DSIS-130 Computer Information Systems (3 hours)

### Electives (8 hours)

#### Urban Development Option

##### Urban Development

- GEOG-301 Introduction to Urban Geography (3 hours)
- GEOG-302 Introduction to Environmental Geography (3 hours)
- or  GEOG-502 Global Environmental Change (3 hours)
- GEOG-401 Urban and Regional Planning (3 hours)
- GEOG-501 Urban and Rural Sustainability (3 hours)

### Electives, 9 hours

#### Electives

##### Courses cannot count in two places:

- GEOG-300 Elements of Geography (3 hours)
- GEOG-301 Introduction to Urban Geography (3 hours)
- GEOG-302 Introduction to Environmental Geography (3 hours)
- GEOG-304 Human Geography (3 hours)
- GEOG-395 Topics in Geography (\_\_\_\_) (1-3 hours)
- GEOG-401 Urban and Regional Planning (3 hours)
- GEOG-403 Geographic Information Systems II (4 hours)
- GEOG-501 Urban and Rural Sustainability (3 hours)
- GEOG-502 Global Environmental Change (3 hours)
- GEOG-507 Geography of the Global Economy (3 hours)
- GEOG-508 Geography of Hazards and Disasters (3 hours)
- GEOG-594 Directed Readings in Geography (1-3 hours)
- GEOG-596 Individual Study in Geography (1-3 hours)
- GEOG-602 Service Learning in Sustainability Laboratory (3 hours)
- GEOG-603 Service Learning in GIS Laboratory (3 hours)
- BIOL-313 Principles of Conservation (3 hours)
- CMCET-133 Construction Graphics (3 hours)
- COMM-450 Small Group Communication (3 hours)
- DSIS-230 Introduction to Programming (3 hours)
- DSIS-420 Management Information Systems (3 hours)
- POLS-512 Environmental Politics (\_\_\_\_) (3 hours)

Revised: 08/28/2025

# International Studies Emphasis

**Degree: Bachelor of Science**

**Major: Geographical and Political Sciences**

**Emphasis: International Studies**

The International Studies emphasis requires 1) completion of the university's General Education requirements; 2) selection of a minor, second major, or an emphasis in Geography or Political Science; and 3) completion of 12 hours of modern languages or documented proficiency in a non-English language.

## General Education Requirements

General Education requirements consist of 34-35 credit hours of course work.

**Required Math Gateway Course, seek advisement.**

MATH-143 Elementary Statistics

## International Studies Core Requirements

- GEOG-106 World Regional Geography (3 hours)
- HIST-102 World History from 1500 (3 hours)
- POLS-103 Comparative Politics (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)

## Select 3 hours of International Politics from:

- POLS-530 International Relations (3 hours)
- POLS-587 U.S. Foreign Policy (3 hours)
- POLS-654 China and Geopolitics (3 hours)
- POLS-680 International Security (3 hours)

## Select 3 hours of Regional Politics from:

- POLS-520 Regional Politics (3 hours)
- POLS-528 Political Propaganda (3 hours)
- POLS-529 Political Violence (3 hours)

## Select 3 hours of Environmental Issues from:

- GEOG-302 Introduction to Environmental Geography (3 hours)
- GEOG-502 Global Environmental Change (3 hours)
- POLS-512 Environmental Politics (3 hours)

## Select 3 hours of Economic Issues from:

- GEOG-507 Geography of the Global Economy (3 hours)
- POLS-630 International Political Economy (3 hours)

## Select 3 hours of Cultural Issues from:

- GEOG-304 Human Geography (3 hours)
- PHIL-231 World Religions (3 hours)

## Select 3 hour Capstone course from:

**See notes \*1**

- GEOG-601 Senior Seminar in Geography (3 hours)

*Note: For students also in Geography emphasis.*

- POLS-686 Research Methods in Political Science (3 hours)

*Notes \*1: Completion of approved study abroad required.*

## Select 12 hours of Modern Languages from:

### French

- MLL-124 French Language and Culture I (3 hours)
- MLL-128 French Language and Culture II (3 hours)
- MLL-221 French Language and Culture III (3 hours)
- MLL-225 French Grammar and Conversation I (3 hours)

### Spanish

- MLL-154 Spanish Language and Culture I (3 hours)
- MLL-158 Spanish Language and Culture II (3 hours)
- MLL-251 Spanish Language and Culture III (3 hours)
- MLL-255 Spanish Composition and Conversation I (3 hours)

## Select 9 hours of electives with Advisor approval.

Revised: 08/28/2025

# Political Science Emphasis

**Degree:** Bachelor of Science

**Major:** Geographical and Political Sciences

**Emphasis:** Political Science

## Political Science Emphasis

The Political Science emphasis requires 1) completion of the university's Pitt State Pathways requirements and 2) selection of a minor.

### General Education Requirements

General Education requirements consist of 34-35 credit hours of course work.

**Required Math Gateway Course, seek advisement.**

MATH-143 Elementary Statistics

### Core Requirements (19 hours)

- POLS-101 U.S. Politics (3 hours)
- POLS-103 Comparative Politics (3 hours)
- POLS-102 State and Local Government and Politics (3 hours)
- or  POLS-201 Introduction to Public Policy (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)
- POLS-450 Political Philosophy (3 hours)
- POLS-686 Research Methods in Political Science (3 hours)

### Select 3 hours of American Government from:

- POLS-516 Political Parties and Elections (3 hours)
- POLS-517 U.S. Congress (3 hours)
- POLS-580 Public Opinion and Polling (3 hours)
- POLS-604 The American Presidency (3 hours)
- POLS-616 Interest Groups and Social Movements (3 hours)

### Select 3 hours of International Relations from:

- POLS-530 International Relations (3 hours)
- POLS-587 U.S. Foreign Policy (3 hours)
- POLS-630 International Political Economy (3 hours)
- POLS-654 China and Geopolitics (3 hours)
- POLS-680 International Security (3 hours)

### Select 3 hours of Comparative Politics from:

- POLS-520 Regional Politics (3 hours)
- POLS-528 Political Propaganda (3 hours)
- POLS-529 Political Violence (3 hours)

### Select 3 hours of Law and Policy from:

- POLS-512 Environmental Politics (3 hours)
- POLS-513 Immigration Politics and Policy (3 hours)
- POLS-514 Criminal Justice Reform (3 hours)
- POLS-562 Law and Politics (3 hours)
- POLS-609 Administrative Law (3 hours)
- POLS-661 Constitutional Law I (3 hours)
- POLS-662 Constitutional Law II (3 hours)

### Select 12 hours of Political Science electives from:

- POLS-492 Directed Readings in Political Science (1-3 hours)
- POLS-512 Environmental Politics (3 hours)
- POLS-513 Immigration Politics and Policy (3 hours)
- POLS-514 Criminal Justice Reform (3 hours)
- POLS-516 Political Parties and Elections (3 hours)
- POLS-517 U.S. Congress (3 hours)
- POLS-520 Regional Politics (3 hours)
- POLS-528 Political Propaganda (3 hours)
- POLS-529 Political Violence (3 hours)
- POLS-530 International Relations (3 hours)
- POLS-562 Law and Politics (3 hours)
- POLS-571 Political Studies-Selected Topics (1-3 hours)
- POLS-572 International Studies- Selected Topics (3 hours)
- POLS-580 Public Opinion and Polling (3 hours)
- POLS-587 U.S. Foreign Policy (3 hours)
- POLS-603 Senior Honors Project 1 (3 hours)
- POLS-604 The American Presidency (3 hours)
- POLS-605 Senior Honors Project 2 (3 hours)
- POLS-609 Administrative Law (3 hours)
- POLS-616 Interest Groups and Social Movements (3 hours)
- POLS-630 International Political Economy (3 hours)
- POLS-654 China and Geopolitics (3 hours)
- POLS-660 Political Science Internship (1-3 hours)
- POLS-661 Constitutional Law I (3 hours)
- POLS-662 Constitutional Law II (3 hours)
- POLS-680 International Security (3 hours)

### Pre-Law Option

#### General Education Requirements

General Education requirements consist of 34-35 credit hours of course work.

**Required Math Gateway Course, seek advisement.**

MATH-143 Elementary Statistics

### Core Requirements (25 hours)

- POLS-101 U.S. Politics (3 hours)
- POLS-103 Comparative Politics (3 hours)
- POLS-102 State and Local Government and Politics (3 hours)
- or  POLS-201 Introduction to Public Policy (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)
- POLS-450 Political Philosophy (3 hours)
- POLS-661 Constitutional Law I (3 hours)
- POLS-662 Constitutional Law II (3 hours)
- POLS-686 Research Methods in Political Science (3 hours)

**Select 3 hours of American Government from:**

- POLS-516 Political Parties and Elections (3 hours)
- POLS-517 U.S. Congress (3 hours)
- POLS-580 Public Opinion and Polling (3 hours)
- POLS-604 The American Presidency (3 hours)
- POLS-616 Interest Groups and Social Movements (3 hours)

**Select 3 hours of International Relations from:**

- POLS-530 International Relations (3 hours)
- POLS-587 U.S. Foreign Policy (3 hours)
- POLS-630 International Political Economy (3 hours)
- POLS-654 China and Geopolitics (3 hours)
- POLS-680 International Security (3 hours)

**Select 3 hours of Comparative Politics from:**

- POLS-520 Regional Politics (3 hours)
- POLS-528 Political Propaganda (3 hours)
- POLS-529 Political Violence (3 hours)

**Select 3 hours of Law and Policy from:**

- POLS-512 Environmental Politics (3 hours)
- POLS-513 Immigration Politics and Policy (3 hours)
- POLS-514 Criminal Justice Reform (3 hours)
- POLS-562 Law and Politics (3 hours)
- POLS-609 Administrative Law (3 hours)

**Select 6 hours of Political Science electives from:**

- POLS-492 Directed Readings in Political Science (1-3 hours)
- POLS-512 Environmental Politics (3 hours)
- POLS-513 Immigration Politics and Policy (3 hours)
- POLS-514 Criminal Justice Reform (3 hours)
- POLS-516 Political Parties and Elections (3 hours)
- POLS-517 U.S. Congress (3 hours)
- POLS-520 Regional Politics (3 hours)
- POLS-528 Political Propaganda (3 hours)
- POLS-529 Political Violence (3 hours)
- POLS-530 International Relations (3 hours)
- POLS-562 Law and Politics (3 hours)
- POLS-571 Political Studies-Selected Topics (1-3 hours)
- POLS-572 International Studies- Selected Topics (3 hours)
- POLS-580 Public Opinion and Polling (3 hours)
- POLS-587 U.S. Foreign Policy (3 hours)
- POLS-603 Senior Honors Project 1 (3 hours)
- POLS-604 The American Presidency (3 hours)
- POLS-605 Senior Honors Project 2 (3 hours)
- POLS-609 Administrative Law (3 hours)
- POLS-616 Interest Groups and Social Movements (3 hours)
- POLS-630 International Political Economy (3 hours)
- POLS-654 China and Geopolitics (3 hours)
- POLS-660 Political Science Internship (1-3 hours)
- POLS-680 International Security (3 hours)

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Revised: 08/28/2025

Make sure to attach the program guide from current catalog! (For Revised Curriculum)

<https://www.pittstate.edu/registrar/catalog>**Academic Planning Document for 2025-2026****Major/Emphasis/Minor/Certificate - BS, Social Science; Geography Emphasis**

Course Prefix	Course Num.	Course Name	Cr. Hr.
Please add the following to the Program Guide --			
Students choose to complete the degree with 24 hours of Social Science electives or select an emphasis area.			
It is strongly recommended to complete a minor or a second emphasis.			
Emphasis areas are 24 credit hours.			
Students may choose to have a second emphasis but must complete 15 unique credit hours for each.			
Minors must contain 9 unique credit hours.			
<b>Core Courses - Social Science</b>			
GEOG	106	World Regional Geography	3
POLS	101	U.S. Politics	3
SOC	100	Introduction to Sociology	3
POLS	201	Introduction to Public Policy	3
SOSCI	387	Social Research Design	3
SOSCI	388	Social Research Analysis	3
GEOG	300+	must be unique from Social Science electives or emphasis courses	3
POLS	300+	must be unique from Social Science electives or emphasis courses	3
SOC	300+	must be unique from Social Science electives or emphasis courses	3
SOSCI	695	Social Science Capstone	3

		<b>Geography Emphasis</b>	24
ENGL	301	Technical/Professional Writing	3
GEOG	303	Geographic Information Systems I	3
GEOG	305	Computer Mapping	3
		Select 9 hours from the following	9
GEOG	301	Introduction to Urban Geography	
GEOG	302	Introduction to Environmental Geography	
GEOG	401	Urban and Regional Planning	
GEOG	501	Urban and Rural Sustainability	
GEOG	502	Global Environmental Change	
GEOG	507	Geography of the Global Economy	
GEOG	508	Geography of Hazards and Disasters	
		Select 6 hours from the following	6
GEOG	300	Elements of Geography	
GEOG	301	Introduction to Urban Geography	
GEOG	302	Introduction to Environmental Geography	
GEOG	304	Human Geography	
GEOG	395	Topics in Geography	
GEOG	401	Urban and Regional Planning	
GEOG	403	Geographic Information Systems II	

GEOG	501	Urban and Rural Sustainability	
GEOG	502	Global Environmental Change	
GEOG	507	Geography of the Global Economy	
GEOG	508	Geography of Hazards and Disasters	
GEOG	594	Directed Readings in Geography	
GEOG	596	Individual Study in Geography	
GEOG	602	Service Learning in Sustainability Laboratory	
GEOG	603	Service Learning in GIS Laboratory	

	<b>Elective Courses -</b>	<b>31-32</b>
<b>Total Credit Hours -</b>		<b>85-6</b>
	<b>Minor -</b>	<b>0</b>
	<b>General Education, 34-35 hours -</b>	<b>34-35</b>
	<b>Total Credit Hours:</b>	<b>120</b>

Be sure all information is correct and courses are active before submitting.

Curriculum Revisions **REQUIRE** a program guide from the current catalog, 24/25.

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**DO NOT SAVE AS PDF, Leave in Excel worksheet format!**

Make sure to attach the program guide from current catalog! (For Revised Curriculum)

<https://www.pittstate.edu/registrar/catalog>**Academic Planning Document for 2025-2026****Major/Emphasis/Minor/Certificate - BS, Social Science; International Studies Emphasis**

Course Prefix	Course Num.	Course Name	Cr. Hr.
Please add the following to the Program Guide --			
Students choose to complete the degree with 24 hours of Social Science electives or select an emphasis area.			
It is strongly recommended to complete a minor or a second emphasis.			
Emphasis areas are 24 credit hours.			
Students may choose to have a second emphasis but must complete 15 unique credit hours for each.			
Minors must contain 9 unique credit hours.			
<b>Core Courses - Social Science</b>			
GEOG	106	World Regional Geography	3
POLS	101	U.S. Politics	3
SOC	100	Introduction to Sociology	3
POLS	201	Introduction to Public Policy	3
SOSCI	387	Social Research Design	3
SOSCI	388	Social Research Analysis	3
GEOG	300+	must be unique from Social Science electives or emphasis courses	3
POLS	300+	must be unique from Social Science electives or emphasis courses	3
SOC	300+	must be unique from Social Science electives or emphasis courses	3
SOSCI	695	Social Science Capstone	3

<b>International Studies Emphasis</b>			<b>24</b>
HIST	102	World History From 1500	3
POLS	103	Comparative Politics	3
Select 12 Hours from the following: (At least 3 hours each from GEOG and POLS)			12
GEOG	304	Human Geography (3)	
GEOG	507	Geography of the Global Economy (3)	
GEOG	520	Global Environmental Change (3)	
POLS	520	Regional Politics (3)	
POLS	528	Political Propaganda (3)	
POLS	529	Political Violence (3)	
POLS	530	International Relations (3)	
POLS	587	U.S. Foreign Policy (3)	
POLS	630	International Political Economy (3)	
POLS	654	China and Geopolitics (3)	
POLS	680	International Security (3)	
Select 6 Hours of Electives from:			6
ART	178	Introduction to the Visual Arts (3)	
ART	288	Introduction to Art History I (3)	
ART	289	Introduction to Art History II (3)	
ART	688	History of Modern Art (3)	

ART	689	Contemporary Issues in Art (3)	
BIOL	330	Principles of Ecology (3)	
BIOL	602	Topics: Multiculturalism in Medicine (3)	
BIOL	617	Environmental Health (3)	
BIOL	525	Urban Ecology (3)	
COMM	405	Drama Studies ( ) (3): (If International Topic Only)	
COMM	601	Intercultural Communication (3)	
ECON	440	International Economics (3)	
ENGL	220	World Masterpieces (3)	
ENGL	555	Topics in Literature ( ) (3): If International Topic Only	
ENGL	556	Topics in Writing ( ) (3): If International Topic Only	
ENGL	560	British Genre ( ) (3)	
ENGL	567	Topics in British Literature (3)	
ENGL	569	Topics in International Literature (3)	
FIN	625	International Finance (3)	
GEOG	304	Human Geography (3)	
GEOG	502	Global Environmental Change (3)	
GEOG	507	Geography of the Global Economy (3)	
GT	350	Technology and Civilization (3)	
HIST	501	Special Topics in World History ( ) (3)	
HIST	505	African Civilizations (3)	
HIST	507	Modern Africa (3)	
HIST	510	Modern Middle East (3)	
HIST	520	World War II (3)	
HIST	522	Korean and Vietnam Wars (3)	
HIST	533	US-East Asia Relations (3)	
HIST	546	European Imperialism (3)	
HIST	547	Radical Islam (3)	
HIST	626	U.S., Iraq, and Afghanistan (3)	
HIST	643	Britain Since 1688 (3)	
HIST	646	Modern Scotland (3)	
HIST	648	Victorian Britain: Politics and Society (3)	
HIST	668	U.S. as a Superpower (3)	
IB	330	International Business (3)	
IB	340	International Marketing (3)	
IND	312	History of Design I (3)	
IND	313	History of Design II (3)	
MLL	420	Readings in French Lit/Civ II (3)	
MLL	425	Directed Studies in French (3)	
MLL	427	French Culture/Civilization (3)	
MLL	450	Readings in Hispanic Lit/Civ II (3)	
MLL	457	Hispanic Culture/Civilization (3)	
MLL	475	Directed Studies in Spanish (3)	
MLL	526	Business French (3)	
MLL	556	Spanish for International Business (3)	
MLL	625	Topics in French (3)	
MUSIC	120	Music Appreciation (World Music) (3)	

PHIL	231	World Religions (3)	
POLS	493	Directed Readings in International Studies (3)	
POLS	520	Regional Politics (3)	
POLS	528	Political Propaganda (3)	
POLS	529	Political Violence (3)	
POLS	530	International Relations (3)	
POLS	572	International Studies-Selected Topics (3)	
POLS	587	U.S. Foreign Policy (3)	
POLS	630	International Political Economy (3)	
POLS	654	China and Geopolitics (3)	
POLS	659	International Studies Internship (1-3)	
POLS	680	International Security (3)	
SOC	512	Social Stratification (3)	
SOC	534	Political Sociology (3)	
SOC	676	Global Sociology (3)	
WGS	399	Global Women's Issues (3)	

		Additional Requirements	0-12
		Student must demonstrate competency in a non-English language. Although this can be accomplished without coursework, competency can be demonstrated with completion of 12 hours from the same language from:	
		<b>French</b>	
MLL	124	French Language and Culture I (3)	
MLL	128	French Language and Culture II (3)	
MLL	221	French Language and Culture III (3)	
MLL	225	French Grammar and Conversation (3)	
		<b>Spanish</b>	
MLL	154	Spanish Language and Culture I (3)	
MLL	158	Spanish Language and Culture II (3)	
MLL	251	Spanish Language and Culture III (3)	
MLL	255	Spanish Composition and Conversation I (3)	
		Student Must Complete the Requirements of the IKE Certificate	
		<a href="https://www.pittstate.edu/registrar/catalog/archive/2025-2026/interdisciplinary-programs/international-knowledge-and-experience-ike-certificate.html">https://www.pittstate.edu/registrar/catalog/archive/2025-2026/interdisciplinary-programs/international-knowledge-and-experience-ike-certificate.html</a>	
<b>Elective Courses -</b>			<b>19-32</b>

<b>Total Credit Hours -</b>	<b>85-6</b>
	<b>Minor - 0</b>
	<b>General Education, 34-35 hours - 34-35</b>
	<b>Total Credit Hours: 120</b>

Be sure all information is correct and courses are active before submitting.

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<https://www.pittstate.edu/registrar/catalog>**Academic Planning Document for 2025-2026****Major/Emphasis/Minor/Certificate - BS, Social Science; Political Science Emphasis**

Course Prefix	Course Num.	Course Name	Cr. Hr.
Please add the following to the Program Guide --			
Students choose to complete the degree with 24 hours of Social Science electives or select an emphasis area.			
It is strongly recommended to complete a minor or a second emphasis.			
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Students may choose to have a second emphasis but must complete 15 unique credit hours for each.			
Minors must contain 9 unique credit hours.			

		Core Courses - Social Science	30
GEOG	106	World Regional Geography	3
POLS	101	U.S. Politics	3
SOC	100	Introduction to Sociology	3
POLS	201	Introduction to Public Policy	3
SOSCI	387	Social Research Design	3
SOSCI	388	Social Research Analysis	3
GEOG	300+	must be unique from Social Science electives or emphasis courses	3
POLS	300+	must be unique from Social Science electives or emphasis courses	3
SOC	300+	must be unique from Social Science electives or emphasis courses	3
SOSCI	695	Social Science Capstone	3

Political Science Emphasis			24
POLS	103	Comparative Politics	3
POLS	450	Political Philosophy	3
		Select 3 Hours of American Government from:	3
POLS	516	Political Parties and Elections (3)	
POLS	517	U.S. Congress (3)	
POLS	580	Public Opinion and Polling (3)	
POLS	604	The American Presidency (3)	
POLS	616	Interest Groups and Social Movements (3)	
		Select 3 Hours of International Relations from:	3
POLS	530	International Relations (3)	
POLS	587	U.S. Foreign Policy (3)	
POLS	630	International Political Economy (3)	
POLS	654	China and Geopolitics (3)	
POLS	680	International Security (3)	
		Select 3 Hours of Comparative Politics from:	3
POLS	520	Regional Politics (3)	
POLS	528	Political Propaganda (3)	
POLS	529	Political Violence (3)	
		Select 3 Hours of Law and Policy from:	3

POLS	412	Law in Film and Literature (3)	
POLS	512	Environmental Politics ( ) (3)	
POLS	513	Immigration Politics and Policy (3)	
POLS	514	Criminal Justice Reform (3)	
POLS	562	Law and Politics (3)	
POLS	609	Administrative Law (3)	
POLS	661	Constitutional Law I	
POLS	662	Constitutional Law II	
		Select 6 Hours of Electives (Courses Cannot Count in Two Places for the Emphasis)	6
POLS	412	Law in Film and Literature (3)	
POLS	492	Directed Readings in Political Science (1-3)	
POLS	512	Environmental Politics ( ) (3)	
POLS	513	Immigration Politics and Policy (3)	
POLS	514	Criminal Justice Reform (3)	
POLS	516	Political Parties and Elections (3)	
POLS	517	U.S. Congress (3)	
POLS	520	Regional Politics ( ) (3)	
POLS	528	Political Propaganda (3)	
POLS	529	Political Violence (3)	
POLS	530	International Relations (3)	
POLS	562	Law and Politics (3)	
POLS	571	Political Studies-Selected Topics ( ) (3)	
POLS	572	International Studies-Selected Topics ( ) (3)	
POLS	580	Public Opinion and Polling (3)	
POLS	587	U.S. Foreign Policy (3)	
POLS	603	Senior Honors Project 1 (3)	
POLS	604	The American Presidency (3)	
POLS	605	Senior Honors Project 2 (3)	
POLS	609	Administrative Law (3)	
POLS	616	Interest Groups and Social Movements (3)	
POLS	630	International Political Economy (3)	
POLS	654	China and Geopolitics (3)	
POLS	660	Political Science Internship ( ) (1-3)	
POLS	661	Constitutional Law I	
POLS	662	Constitutional Law II	
POLS	680	International Security (3)	
Elective Courses -			31-32

Total Credit Hours -	85-6
Minor -	0
General Education, 34-35 hours -	34-35
Total Credit Hours:	120

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Academic Planning Document for 2025-2026

**Major/Emphasis/Minor/Certificate - BS. Social Science**

Course Prefix	Course Num.	Course Name	Cr. Hr.																																												
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<b>Elective Courses -</b>	<b>31-32</b>
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## Academic Planning Document for 2025-2026

Major/Emphasis/Minor/Certificate - BS, Social Science; Sociology Emphasis

Course Prefix	Course Num.	Course Name	Cr. Hr.
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Core Courses - Social Science			30
GEOG	106	World Regional Geography	3
POLS	101	U.S. Politics	3
SOC	100	Introduction to Sociology	3
POLS	201	Introduction to Public Policy	3
SOSCI	387	Social Research Design	3
SOSCI	388	Social Research Analysis	3
GEOG	300+	must be unique from Social Science electives or emphasis courses	3
POLS	300+	must be unique from Social Science electives or emphasis courses	3
SOC	300+	must be unique from Social Science electives or emphasis courses	3
SOSCI	695	Social Science Capstone	3

Sociology Emphasis Elective Courses -			24
Select 24 hours (12 hours must be SOC prefix) from the following:			
ANTH	101	Introduction to Cultural Anthropology	3
SOC	220	Social Problems	3
SOC	360	Community Sociology	3
SOSCI	389	Qualitative Methods	3
SOSCI	396	Special Topics in Social Sciences	3
WGS	399	Global Women's Issues	3
SOC	410	Sociology of Sport	3
SOC	440	Personality & Social Structure	3
SOC	443	Race and Ethnic Relations	3
JUST	480	Women, Crime, and Justice	3
SOC	495	Individual Study in Sociology ( )	1 to 3
JUST	503	Mental Illness and Crime	3
SOC	504	Special Studies in Sociology ( )	3
SOC	512	Social Inequalities	3
SOC	527	Correctional Systems	3
SOC	534	Political Sociology	3
JUST	535	Victimology	3
SOC	536	The Family and Society	3

SOC	547	Criminology	3
SOC	548	Juvenile Delinquency	3
SOC	549	Social Deviance	3
SOC	569	Society and Sexuality	3
SOC	577	Public Affairs	3
SOC	584	Medical Sociology	3
SOC	663	Gender and Society	3
SOC	675	Sociological Theory	3
SOC	676	Social Movements	3
SOC	681	Practicum in Sociology	1 to 6

<b>Elective Courses -</b>	<b>31-32</b>
<b>Total Credit Hours -</b>	<b>85-6</b>
	<b>Minor - 0</b>
	<b>General Education, 34-35 hours - 34-35</b>
	<b>Total Credit Hours: 120</b>

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## Academic Planning Document for 2025-2026

Major/Emphasis/Minor/Certificate - BS - Criminal Justice

Course Prefix	Course Num	Course Name	Cr. Hr.
It is recommended for students to complete a minor.			
<b>Core Courses -</b>			<b>24</b>
SOC	100	Introduction to Sociology	3
JUST	104	Introduction to the Justice System	3
JUST	295	Criminological Theory	3
SOC	360	Community Sociology	3
SOSCI	387	Social Research Design	3
SOSCI	388 or 389	Social Research Analysis or Qualitative Methods	3
SOC	547	Criminology	3
JUST	695	Senior Seminar in Sociological and Justice Issues	3
<b>Society &amp; Justice Issues</b>			<b>6</b>
<b>Select 6 hours from:</b>			
POLS	201	Introduction to Public Policy	3
JUST	309	Principles of Justice Studies	3
JUST	322	Ethics and Justice Policy	3
SOC	440	Personality & Social Structure	3
SOC	443	Race and Ethnic Relations	3
JUST	480	Women, Crime, and Justice	3
JUST	485	Crime and Public Policy	3
POLS	513	Immigration Politics & Policy	3
JUST	521	Special Topics in Justice Studies ( )	1 to 3
SOC	534	Political Sociology	3
SOC	549	Social Deviance	3
SOC	577	Public Affairs	3
SOC	663	Gender and Society	3
<b>Criminological Theory &amp; Philosophy of Justice</b>			<b>6</b>
<b>Select 6 hours from:</b>			
SOC	220	Social Problems	3
JUST	322	Ethics and Justice Policy	3
SOSCI	396	Special Topics in Social Sciences	3
JUST	500	Criminal Law and Society	3
SOC	512	Social Inequalities	3
POLS	514	Criminal Justice Reform	3
JUST	521	Special Topics in Justice Studies ( )	1 to 3
JUST	535	Victimology	3
JUST	538	Philosophy of Law	3
JUST	591	Native American Sovereignty and the Law	3

JUST	694	Therapeutic Jurisprudence	3
		<b>Criminal Justice Systems &amp; Applied Criminal Jus</b>	9
		<b>Select 9 hours from:</b>	
JUST	223	Investigative Interviewing	3
JUST	300	Criminal Forensics	3
GEOG	303	Geographic Information Systems I	3
JUST	328	Police Administration	3
JUST	382	Human Trafficking	3
GEOG	403	Geographic Information Systems II	3
JUST	431	Hate & Biased Crimes	3
JUST	435	Crime Prevention	3
JUST	462	Crime Mapping & Geospatial Analysis	3
JUST	475	Community Policing	3
JUST	501	Criminal Procedure	3
JUST	502	Criminal Profiling	3
JUST	518	Serial Killers	3
JUST	521	Special Topics in Justice Studies ( )	1 to 3
JUST	522	Crime Scenes and the Law of Evidence	3
SOC	527	Correctional Systems	3
JUST	528	White Collar Crime	3
SOC	548	Juvenile Delinquency	3
POLS	609	Administrative Law	3
JUST	671	Internship	3
SOC	676	Social Movements	3
PSYCH	773	Criminal Psychopathology	3
		<b>Elective Courses -</b>	<b>40-41</b>

**Total Credit Hours -**

**85-6**

**Minor - 0**

**General Education, 34-35 hours - 34-35**

**Total Credit Hours: 120**

## Curriculum Revision Form

Effective Date: FALL 2026      Submission Date:

Department: HPSS

College of: Select One

Contact Person: Kyle Thompson

Minor Required? Select One

Select One

Major/Minor/Emphasis/Certification Name:

GIS Cert

Certification

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

### Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.

Used to change program name and/or curriculum, effective the upcoming academic catalog.

Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

#### 1. Describe ALL Changes:

The total hours of the certificate will be reduced from 14-15 hours to 12 hours.

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

Two of the core courses for the certificate were revised from 4 hours to 3 hours each.

GEOG-303 Geographic Information Systems I

GEOG-403 Geographic Information Systems II

#### 3. Will this change affect any education majors? If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.



Yes



No

4. If this change affects any other department on campus, **please attach all email notifications between departments.**

5. Does the revision meet University catalog definitions for majors, minors, emphases, and certificates as appropriate?

Yes  No

6. Will additional resources or costs will be required?

Yes  No

If so, what will be needed?

#### **Definition of an Emphasis**

Area of Emphasis is a specific subject area that exists within an approved degree program and major. At Pittsburg State University a minimum of 12 credit hours and no more than 24 credit hours are expected for an area of emphasis in a baccalaureate degree program.

#### **Definition of a Minor**

Minors at Pittsburg State University may range from 15 to 24 credit hours. When selected to accompany a degree that requires a minor there must be at least nine unique credit hours in the minor that are not found in the student's major in order to meet graduation requirements. In instances where the major requires a minor (not the degree type), academic departments/schools may specify minors that best achieve the learning objective for their students.

#### **Definition of Certificate Program**

A certificate program can be undergraduate or graduate in course content and provides a specific body of knowledge for personal or career development or professional continuing education. Certificates may be taken while also pursuing a degree or independent from any other studies at Pittsburg State University. It is recommended that if the student is only pursuing a certificate and not in conjunction with a degree and wishes to apply for federal financial assistance that they visit with personnel in the Student Financial Assistance office regarding the eligibility for aid for the certificate of interest. At Pittsburg State University a certificate can range from 12 credit hours to 24 credit hours.

## Authorization Sign-Off Sheet

**Checklist: Check once verified.**



- Program guide from current catalog.
- Academic Planning Excel attached.
- 120 Credit hours met.
- Course Id's match Course names.
- Course hours are correct.
- Listed courses are currently active.
- Needed Documentation attached.

-Approved: Department Chair/Director

Date: 15 Oct 25

Signature: *Kyle Thyson*

-Approved: College Curriculum Committee

Date: 12/2/25

Signature: *Christopher Childers*

-Approved: Dean of College

Date: 12/2/25

Signature: *Christopher Childers*

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature: *Björn*

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

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

# Geographic Information Systems Certificate

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- GEOG-303 Geographic Information Systems I (4 hours)
- GEOG-305 Computer Mapping (3 hours)
- GEOG-403 Geographic Information Systems II (4 hours)

**Select 3 or 4 hours from:**

- GEOG-301 Introduction to Urban Geography (3 hours)
- GEOG-302 Introduction to Environmental Geography (3 hours)
- GEOG-401 Urban and Regional Planning (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)

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Revised: 11/12/2024

Make sure to attach the program guide from current catalog! (For Revised Curriculum)  
<https://www.pittstate.edu/registrar/catalog>

Academic Planning Document for 2025-2026			
Major/Emphasis/Minor/Certificate - Geographic Information Systems Certificate			
Systems Certificate			
Course Prefix	Course Num.	Course Name	Cr. Hr.
<b>Core Courses -</b>			
GEOG	303	Geographic Information Systems I	3
GEOG	305	Computer Mapping	3
GEOG	403	Geographic Information Systems II	3
<b>Select 3 hours of Approved Electives from:</b>			
GEOG	301	Introduction to Urban Geography	
GEOG	302	Introduction to Environmental Geography	
GEOG	401	Urban and Regional Planning	
SOSCI	388	Social Research Analysis	
<b>Support Courses -</b>			
			0
<b>Emphasis Courses -</b>			
			0
<b>Elective Courses -</b>			
<b>Total Credit Hours -</b>			<b>12</b>
<b>Minor -</b>			
<b>General Education, 34-35 hours -</b>			
<b>Total Credit Hours:</b>			<b>12</b>

Be sure all information is correct and courses are active before submitting.  
 Curriculum Revisions **REQUIRE** a program guide from the current catalog, 24/25.  
 Your legislation will be returned if either is found.

## Request for New Emphasis/Minor/Certificate

Effective Date: FALL 2026

Submission Date: 8/22/2025

Department: HPASS

College of: Arts & Science

Contact Person: DARREN BOTELLO-SAMSON

Proposal for a New: Certificate  Modality of Program: Face to Face

Title of new Minor/Emphasis/Certificate: PRE-LAW

Major: N/A

Minor Required? No

New Minor/Emphasis/Certificate – **REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.**

- Used to create new Minors/Emphases/Certificates and CAN require KBOR approval or notification.  
See KBOR requirements below.

- Approved requests become effective in the next academic catalog.

1. Purpose/Justification for New Minor/Emphasis/Certificate:

The certificate would allow students of any major to better prepare for law school and to demonstrate that preparedness with a certificate.

2. Will this affect any education majors? If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.

Yes  No

3. Does this relate to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? If "yes", please provide an explanation and attach all documentation (emails) between departments.  Yes  No

Electives come from multiple programs/departments/schools. Emails documenting approval for all non-HPASS courses attached.

4. Does this new minor, emphasis, and certificate meet University catalog definitions? These can be found at bottom of page 2.  Yes  No

PSU Faculty Senate 25-26

5. Will additional resources or costs be required?  Yes  No  
If so, what will be needed?

6. Describe the program assessment plan:

a. Enrollment targets = 5 per year

b. Outcome expected and process to evaluate =

The Political Science Pre-law emphasis generally maintains 20-30 students at any time. While law school interest varies year-to-year, it never goes away completely. We would track the number of

c. Plan to discontinue if enrollment targets not met =

The certificate requires no additional courses or resources, but if interest does not develop, the certificate will be reverted back to the Political Science - Pre-Law emphasis.

Questions for certificate only: If you have questions, contact the Financial Aid Office, 4240.

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

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? No

2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student?

Yes

**Definition of an Emphasis**

Area of Emphasis is a specific subject area that exists within an approved degree program and major. At Pittsburg State University a minimum of 12 credit hours and no more than 24 credit hours are expected for an area of emphasis in a baccalaureate degree program.

**Definition of a Minor**

Minors at Pittsburg State University may range from 15 to 24 credit hours. When selected to accompany a degree that requires a minor there must be at least nine unique credit hours in the minor that are not found in the student's major in order to meet graduation requirements. In instances where the major requires a minor (not the degree type), academic departments/schools may specify minors that best achieve the learning objective for their students.

**Definition of Certificate Program**

A certificate program can be undergraduate or graduate in course content and provides a specific body of knowledge for personal or career development or professional continuing education. Certificates may be taken while also pursuing a degree or independent from any other studies at Pittsburg State University. It is recommended that if the student is only pursuing a certificate and not in conjunction with a degree and wishes to apply for federal financial assistance that they visit with personnel in the Student Financial Assistance office regarding the eligibility for aid for the certificate of interest. At Pittsburg State University a certificate can range from 12 credit hours to 24 credit hours.

## Authorization Sign-Off Sheet

**Checklist: Check once verified.**

Required fields completed.

Listed courses are currently active

Course Id's match Course names.

Course hours are correct.

Required 120 credit hour minimum met.

Academic Planning Excel Attached

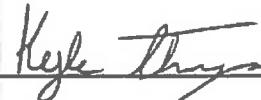
Current Program Guide from Online Catalog

KBOR Forms Attached, if applicable

-Approved: Department Chair/Director

Date: 15 Oct 25

Signature:



-Approved: College Curriculum Committee

Date: 12/2/25

Signature:



-Approved: Dean of College

Date: 12/2/25

Signature:



-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26

Signature:



-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

New Minors Where No Board-Approved Degree Program Exists will need KBOR Approval, it can be found at:

[https://www.kansasregents.org/academic\\_affairs/new\\_program\\_approval](https://www.kansasregents.org/academic_affairs/new_program_approval)

Following Faculty Senate Approval, submit sign off sheet and final complete package, in electronic format, to the office of the provost (220 Russ) for forwarding to KBOR for board approval. (must be entered into KBOR PI/CIP system at time of submission).

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

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

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

**Academic Planning Document for 2025-2026****Major/Emphasis/Minor/Certificate - Pre-Law**

Course Prefix	Course Num	Course Name	Cr. Hr.
		<b>Core Courses -</b>	<b>9</b>
POLS	101	U.S. POLITICS	3
		SELECT 6 HOURS FROM THE FOLLOWING:	6
POLS	609	ADMINISTRATIVE LAW	
POLS	661	CONSTITUTIONAL LAW I	
POLS	662	CONSTITUTIONAL LAW II	
		<b>Support Courses -</b>	<b>0</b>
		<b>Emphasis Courses -</b>	<b>0</b>
		<b>Elective Courses -</b>	<b>6</b>
		COURSES COUNT IN ONLY ONE AREA.	
		SELECT 6 HOURS FROM THE FOLLOWING:	
ACCTG	585	ACCOUNTING LAW	
ACCTG	626	FRAUD EXAMINATION	
CMCET	634	CONSTRUCTION MANAGEMENT	
CMCET	635	CONTRACT ADMINISTRATION	
COMM	626	LAW OF MASS COMMUNICATION	
EST	629	LEGAL ISSUES IN ENVIRONMENTAL HEALTH AND SAFETY	
GEOG	401	URBAN AND REGIONAL PLANNING	
GEOG	502	GLOBAL ENVIRONMENTAL CHANGE	
HIST	576	HISTORY OF U.S. PRESIDENTS	
HIST	578	ELECTIONS IN US HISTORY	
HIST	646	MODERN SCOTLAND	
HIST	648	VICTORIAN BRITAIN: POLITICS AND SOCIETY	
HRD	556	LEGAL AND ETHICAL ISSUES IN THE WORKPLACE	
JUST	500	CRIMINAL LAW AND SOCIETY	
JUST	501	CRIMINAL PROCEDURE	
JUST	538	PHILOSOPHY OF LAW	
JUST	591	NATIVE AMERICAN SOVEREIGNTY AND THE LAW	
MGT	430	LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS	
POLS	412	LAW IN FILM AND LITERATURE	
POLS	512	ENVIRONMENTAL POLITICS	
POLS	513	IMMIGRATION POLITICS AND POLICY	
POLS	514	CRIMINAL JUSTICE REFORM	

POLS	562	LAW AND POLITICS	
POLS	609	ADMINISTRATIVE LAW	
POLS	661	CONSTITUTIONAL LAW I	
POLS	662	CONSTITUTIONAL LAW II	
REC	426	LAW OF THE PROFESSIONS IN RECREATION, SPORT, AND HOSPITALITY	
REC	450	SPORT OPERATIONS AND GOVERNANCE	
SWK	365	SOCIAL PROCESS AND SOCIAL POLICY	
SWK	599	FORENSIC SOCIAL WORK	

Total Credit Hours - 15

Minor -

General Education, 34-35 hours -

Total Credit Hours: 15

Be sure all information is correct and courses are active before submitting.

Curriculum Revisions **REQUIRE** a program guide from the current catalog, 24/25.

Your legislation will be returned if either is found.



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**Re: Pre-Law Certificate**

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**From** Alex Binder <abinder@pittstate.edu>

**Date** Tue 7/1/2025 9:07 AM

**To** Darren Botello-Samson <dbotello-samson@pittstate.edu>

Darren,

I love the idea! Those courses you identified are good. We don't currently have an economics course dedicated to law specifically, but I think it could be good to add one or two to the list of electives. I know Economics majors do well on the LSAT and "thinking like an economist" is similar to thinking like a lawyer. ECON 433 Sports Economics would be a good fit, I think, and not just because I teach it. A good portion of the course involves monopoly & anti-trust law, public financing of stadiums & facilities, unions & collective bargaining, and the recent changes to college sports that involve a lot of court cases. ECON 468 Labor Economics would also be a good fit (e.g. discrimination law and unions/collective bargaining), but we haven't been able to offer it for a while and I'm not sure we will in the near future, but in the event that we do, I think it would be good to have on your list of electives.

There are some prerequisites for a few of those:

ACCTG 585 - MGT 430

ACCTG 625 - ACCTG 201 & ACCTG 422

ECON 433 - Any ECON course (three of which — 191, 200, 201 — count as gen ed)

ECON 468 - ECON 200 & ECON 201 (one will count as gen ed)

Best,  
Alex

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Alexander D. Binder, PhD  
Associate Professor of Economics | Faculty Chair  
Kelce College of Business  
Pittsburg State University  
Kelce 211B  
(620) 235-4546

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**From:** Darren Botello-Samson <dbotello-samson@pittstate.edu>

**Sent:** Monday, June 23, 2025 9:18 PM

**To:** Alex Binder <abinder@pittstate.edu>

**Subject:** Pre-Law Certificate

Dear Alex

I hope your summer is going well. Over this summer, I am working on creating a Pre-Law Certificate in HPASS. The spirit of this idea is help identify students from across campus who are considering attending

law school after graduation and give them the opportunity to earn a credential that will help them be better prepared for law school. This would be a 15-hour certificate, including a core of U.S. Politics and two upper-division courses in law. The remaining 6 hours could come from a number of courses across campus, including possibly courses from your program. The guiding spirit of this idea is that if there is a student in the Business School interested in law school, they could take U.S. Politics for general education, a couple of upper-division law courses for general law school preparation, and a couple of courses that could come from their own program, courses which would cover a topic likely to be useful to someone practicing law in their field.

I am hoping to have legislation ready by the start of the fall semester. To that end, I was hoping you could help me by identifying any classes within your program that are either law-related or cover an area in which practitioners of law in an area related to business, economics, finance, management, or accounting would find useful.

At the moment, I have identified the following courses as potentially included:

- **ACCTG 585: Accounting Law**
- **ACCTG 626: Fraud Examination**
- **HRD 556: Legal and Ethical Issues in the Workplace**
- **MGT 430: Legal and Social Environment of Business**

If you or your faculty can think of any other courses that should be included, please let me know. I am more than happy to answer any questions you may have about the certificate or the inclusion of your courses.

Enjoy your summer,

Darren

Darren,

I love the idea! Those courses you identified are good. We don't currently have an economics course dedicated to law specifically, but I think it could be good to add one or two to the list of electives. I know Economics majors do well on the LSAT and "thinking like an economist" is similar to thinking like a lawyer. ECON 433 Sports Economics would be a good fit, I think, and not just because I teach it. A good portion of the course involves monopoly & anti-trust law, public financing of stadiums & facilities, unions & collective bargaining, and the recent changes to college sports that involve a lot of court cases. ECON 468 Labor Economics would also be a good fit (e.g. discrimination law and unions/collective bargaining), but we haven't been able to offer it for a while and I'm not sure we will in the near future, but in the event that we do, I think it would be good to have on your list of electives.

There are some prerequisites for a few of those:

ACCTG 585 - MGT 430

ACCTG 625 - ACCTG 201 & ACCTG 422

ECON 433 - Any ECON course (three of which — 191, 200, 201 — count as gen ed)

ECON 468 - ECON 200 & ECON 201 (one will count as gen ed)

Best,  
Alex

---

Alexander D. Binder, PhD  
Associate Professor of Economics | Faculty Chair  
Kelce College of Business  
Pittsburg State University  
Kelce 211B  
(620) 235-4546

✉  
Julie Allison

To: Darren Botello-Samson

Tue 6/24/2025 10:04 AM

Darren,

It's great to hear from you and about your progress. I think we have two classes that would be of direct benefit. They are:

PSYCH 771: Psychology and Law

PSYCH 773: Criminal Psychopathology

I also think that PSYCH 263: Developmental Psychology, PSYCH 289: Research Methods I and PSYCH 392: Research Methods II could be beneficial. Just a few weeks ago, I had several conversations from a previous PSYCH student who is now a lawyer, who was preparing for an

expert witness who was going to discuss research. Her knowledge of research really helped her challenge research cited by that expert.

If you would like to discuss this further, feel free to call me. My number is 620-249-8154.

Julie

Julie Allison, Ph.D.  
Professor  
208D Whitesitt Hall  
Department of Psychology and Counseling  
Pittsburg State University  
Pittsburg, KS 66762

[jallison@pittstate.edu](mailto:jallison@pittstate.edu)



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**RE: Pre-Law Certificate**

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**From** Don Colegrove <[dcolegrove@pittstate.edu](mailto:dcolegrove@pittstate.edu)>  
**Date** Tue 8/19/2025 9:13 AM  
**To** Darren Botello-Samson <[dbotello-samson@pittstate.edu](mailto:dbotello-samson@pittstate.edu)>

I'd forgotten about EST 629. So the courses would be EST 629, CMCET 634, and CMCET 635.

Don

**From:** Darren Botello-Samson <[dbotello-samson@pittstate.edu](mailto:dbotello-samson@pittstate.edu)>  
**Sent:** Tuesday, August 19, 2025 9:03 AM  
**To:** Don Colegrove <[dcolegrove@pittstate.edu](mailto:dcolegrove@pittstate.edu)>  
**Subject:** Re: Pre-Law Certificate

Don:

Thanks for the information. The fact that such courses are generally taken in the last semester isn't really relevant for the certificate. The idea of the certificate is to give the student a credential that demonstrates an understanding of law. The political science core of the certificate focuses on law in its most general. Your program's courses focus on the intersection of law and construction. If those classes are electives for your majors, the certificate would encourage them to take those courses. If they are required courses for the major, the combination of those courses with law courses produce a student with a better understanding of law, both generally and in construction, thus better preparing them for law school.

Which courses specifically are you referring to? Here's what I can find:

- CMCET 634: CONSTRUCTION MANAGEMENT
- CMCET 635: CONTRACT ADMINISTRATION

Also, what about EST 629: Legal Issues in Environmental Health and Safety? It seems relevant, but I don't know anything about it.

Darren

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**From:** Don Colegrove <[dcolegrove@pittstate.edu](mailto:dcolegrove@pittstate.edu)>  
**Sent:** Monday, August 18, 2025 6:07 PM  
**To:** Darren Botello-Samson <[dbotello-samson@pittstate.edu](mailto:dbotello-samson@pittstate.edu)>  
**Subject:** RE: Pre-Law Certificate

Hello,

We have several classes that do refer to specific areas of construction law. They are our Management class, Administration class, and Contracts class(best fit). The problem is that these classes most students take in there last semester. I'm not sure how that would work with your certificate approach.

I don't know if this helps or not.

Don

**From:** Darren Botello-Samson <[dbotello-samson@pittstate.edu](mailto:dbotello-samson@pittstate.edu)>  
**Sent:** Monday, August 18, 2025 4:03 PM  
**To:** Don Colegrove <[dcolegrove@pittstate.edu](mailto:dcolegrove@pittstate.edu)>  
**Subject:** Re: Pre-Law Certificate

Hello Don:

I was wondering if you had time to think about this. See below.

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**From:** Darren Botello-Samson  
**Sent:** Tuesday, June 24, 2025 5:54 PM  
**To:** Don Colegrove <[dcolegrove@pittstate.edu](mailto:dcolegrove@pittstate.edu)>  
**Subject:** Pre-Law Certificate

Dear

I hope your summer is going well. Over this summer, I am working on creating a Pre-Law Certificate in HPASS. The spirit of this idea is help identify students from across campus who are considering attending law school after graduation and give them the opportunity to earn a credential that will help them be better prepared for law school. This would be a 15-hour certificate, including a core of U.S. Politics and two upper-division courses in law. The remaining 6 hours could come from a number of courses across campus, including possibly courses from your program. The guiding spirit of this idea is that if there is a student in Construction interested in law school, they could take U.S. Politics for general education, a couple of upper-division law courses for general law school preparation, and a couple of courses that could come from their own program, courses which would cover a topic likely to be useful to someone practicing law in their field.

I am hoping to have legislation ready by the start of the fall semester. To that end, I was hoping you could help me by identifying any classes within your program that are either law-related or cover an area in which practitioners of law in an area related to the various Construction programs would find useful. I am more than happy to answer any questions you have about the planned certificate or about the applicability of your courses.

Enjoy your summer,

Darren



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**Re: Pre-Law**

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**From** Julie Allison <jallison@pittstate.edu>  
**Date** Wed 6/25/2025 9:27 AM  
**To** Darren Botello-Samson <dbotello-samson@pittstate.edu>

Darren,

Both undergraduate and graduate students may take the 700-level courses; however, it's mostly undergraduates who enroll.

Julie

Julie Allison, Ph.D.  
Professor  
208D Whitesitt Hall  
Department of Psychology and Counseling  
Pittsburg State University  
Pittsburg, KS 66762

jallison@pittstate.edu

620-235-4529 (office)  
620-235-6102 (fax)

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**From:** Darren Botello-Samson <dbotello-samson@pittstate.edu>  
**Sent:** Tuesday, June 24, 2025 7:58 PM  
**To:** Julie Allison <jallison@pittstate.edu>  
**Subject:** Re: Pre-Law

Hi Julie:

Thanks for getting back to me. I have a question regarding 771 and 773. Are these graduate level courses? Would undergraduate students be able to take them.

I don't think the General Psychology prerequisite will be a problem. I would think that any student taking PSYCH courses for the certificate would likely be PSYCH majors and would have taken it already.

Darren

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**From:** Julie Allison <jallison@pittstate.edu>  
**Sent:** Tuesday, June 24, 2025 10:08 AM  
**To:** Darren Botello-Samson <dbotello-samson@pittstate.edu>  
**Subject:** Re: Pre-Law

Darren,

I forgot one: PSYCH 571: Abnormal Psychology. Please note that General Psychology is a pre-requisite for all the rest of the classes. Students usually take this to satisfy general ed classes.

Julie

Julie Allison, Ph.D.  
Professor  
208D Whitesitt Hall  
Department of Psychology and Counseling  
Pittsburg State University  
Pittsburg, KS 66762

jallison@pittstate.edu

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**From:** Julie Allison <jallison@pittstate.edu>  
**Sent:** Tuesday, June 24, 2025 10:04 AM  
**To:** Darren Botello-Samson <dbotello-samson@pittstate.edu>  
**Subject:** Re: Pre-Law

Darren,

It's great to hear from you and about your progress. I think we have two classes that would be of direct benefit. They are:

PSYCH 771: Psychology and Law  
PSYCH 773: Criminal Psychopathology

I also think that PSYCH 263: Developmental Psychology, PSYCH 289: Research Methods I and PSYCH 392: Research Methods II could be beneficial. Just a few weeks ago, I had several conversations from a

8/18/25, 3:44 PM

Mail - Darren Botello-Samson - Outlook

previous PSYCH student who is now a lawyer, who was preparing for an expert witness who was going to discuss research. Her knowledge of research really helped her challenge research cited by that expert.

If you would like to discuss this further, feel free to call me. My number is 620-249-8154.

Julie

Julie Allison, Ph.D.  
Professor  
208D Whitesitt Hall  
Department of Psychology and Counseling  
Pittsburg State University  
Pittsburg, KS 66762

jallison@pittstate.edu

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**From:** Darren Botello-Samson <dbotello-samson@pittstate.edu>  
**Sent:** Monday, June 23, 2025 4:37 PM  
**To:** Julie Allison <jallison@pittstate.edu>  
**Subject:** Re: Pre-Law

Hi Julie:

I hope your summer is going well.

Last semester I sent your department an email about a planned Pre-Law Certificate to be offered by HPASS. I left the previous email attached if you want to review it.

As it now stands, we are looking at a 15-hour certificate, which would consist of 9 hours of political science (U.S. Politics and two upper division law courses), then 6 more hours of electives. The idea is that these electives could come from any program and would prepare the student in their discipline on issues relevant to someone from that discipline going to law school. For example, I imagine that there are some psychology courses that would be particularly relevant to a PSYCH major attending law school that may not necessarily be useful for a student of another major also attending law school. If you could identify some of those courses, I would appreciate it. I would like to start the legislative process early in the fall.

Darren

---

**From:** Julie Allison <jallison@pittstate.edu>  
**Sent:** Saturday, March 29, 2025 10:10 AM  
**To:** Robin Blair <rblair@pittstate.edu>; Darren Botello-Samson <dbotello-samson@pittstate.edu>  
**Subject:** Re: Pre-Law

Darren,

Thank you for reaching out. I would very much liked to be involved in some of your discussion. Would you like to set up a time to meet?

Julie

Julie Allison, Ph.D.  
Professor  
208D Whitesitt Hall  
Department of Psychology and Counseling  
Pittsburg State University  
Pittsburg, KS 66762

jallison@pittstate.edu

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**From:** Robin Blair <rblair@pittstate.edu>  
**Sent:** Friday, March 28, 2025 3:44 PM  
**To:** Darren Botello-Samson <dbotello-samson@pittstate.edu>; Julie Allison <jallison@pittstate.edu>  
**Subject:** Re: Pre-Law

Darren,

Yes, I'm Chair of our department, but I think your questions and suggestions are most relevant to Julie Allison, who oversees those emphases. I'm including her in the email chain for you two to continue the conversation. Thanks for bringing these things to our attention!  
Robin

Robin D. Blair, Ph.D. (she/her)  
Associate Professor  
Chair, Department of Psychology and Counseling  
Director, Clinical Psychology Program  
Pittsburg State University

Schedule a time to meet with me here: <https://pittstate.campus.eab.com/pal/ewSIYESXc4>

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**From:** Darren Botello-Samson <dbotello-samson@pittstate.edu>

**Sent:** Friday, March 28, 2025 3:15 PM

**To:** Robin Blair <rblair@pittstate.edu>

**Subject:** Pre-Law

Dear Robin:

I have you down as the interim chair for Psychology; if that is no longer the case, could you please pass this message along to whomever is the chair?

This is Darren over in HPASS; I am a professor of political science and I also do a lot of pre-law advising for any student, regardless of major. We are working on an idea for a pre-law certificate or a legal studies certificate that students of any major could pursue as a credential to improve their law school application and as a way to introduce students to subject of law so they can be better prepared. At the moment, I am foreseeing some core coursework in political science and criminal justice that will focus on law generally and/or cover topics every law student studies. This would then be supplemented by electives of courses from across campus that have some kind of law content. Ideally, the courses would also be courses for the student's major.

I am writing you today for a few reasons. First, psychology and political science, as far as I know, are the only disciplines on campus with some kind of law-focused emphasis. I wanted, therefore, to open up communication with you in this initial planning stage in the event that this certificate could prove useful to your students and your program. I do not see this certificate in any way replacing your psychology and legal issues emphasis as I imagine that not every students pursuing that emphasis is considering law school. But this could supplement the curriculum of those who are considering law school, and if it can be done in a way that enhances all programs involved, that is something to be pursued.

Second, I was hoping you could suggest psychology courses that have a law focus. I know you have a number of psychology courses associated with the legal issues emphasis, but I imagine that many of those courses are not law courses, per se. For example, I think a course like Psychology and the Law would be more germane to this certificate than a course in Positive Psychology. In other words, I do want the list to be rather selective and focused.

Finally, I was looking over the curricula for your emphases and have some updates and suggestions to offer. In your Legal Issues emphasis, you list POLS 661: Constitutional Law I as an elective. This is our course on separation of powers. I think that POLS 662: Constitutional Law II, which is our course on civil rights/liberties and does not require POLS 661, might be a better fit for that emphasis. Also, in your Military emphasis, you have POLS 587: U.S. Foreign Policy as having some prerequisites; that course no longer has prerequisites. Also, you may want to consider POLS 680: International Security for that emphasis, as it deals almost exclusively with military issues; Foreign Policy deals with military issues along with other issues, such as trade and diplomacy.

If you have any questions or suggestions, please let me know.

Thank you,

<https://outlook.office.com/mail/id/AAQkADlMTc2YTEwLWNiNzltNGRIZS1iMjA1LTJINjAzZDdhMDg5ZAAQADKOO7851U5Cq0%2BtmfwIKU%3D>

Darren

**Darren Botello-Samson**  
**Professor of Political Science and Pre-Law Advisor**  
**Department of History, Philosophy, and Social Sciences**  
**Pittsburg State University**  
**Pittsburg, KS USA**

**Re: Pre-Law Certificate**

**From** Darren Botello-Samson <dbotello-samson@pittstate.edu>

**Date** Tue 8/19/2025 8:50 AM

**To** Cole Shewmake <cshewmake@pittstate.edu>

Cole:

Thanks for the feedback. The prerequisite shouldn't be a stumbling block. The idea is to identify courses that your majors could take that focus on law in their area. That is supplemented by a political science core that gives them a stronger background in law generally.

Darren

**From:** Cole Shewmake <cshewmake@pittstate.edu>

**Sent:** Tuesday, August 19, 2025 8:37 AM

**To:** Darren Botello-Samson <dbotello-samson@pittstate.edu>

**Cc:** Natalie Bird <nbird@pittstate.edu>; Shelby Hutchens <nhutchens@pittstate.edu>

**Subject:** Re: Pre-Law Certificate

Good morning Darren,

I discussed this with a couple of our Recreation Services, Sport, and Hospitality Management faculty when you sent this originally, then failed to reply to you. They identified REC 426 and REC 450 as courses that would complement Pre-Law certificate. Dr. Natalie Bird teaches REC 426 and Dr. Shelby Hutchens teaches REC 450. Both of those classes have a prerequisite of REC 160 (our intro class), but if that is huge stumbling block, we might be able to work around that.

Thanks for reaching out!

Cole

Dr. Cole Shewmake, Professor/Chair  
Health, Human Performance, & Recreation Department  
Faculty Athletic Representative  
Pittsburg State University  
620-235-4911  
cshewmake@pittstate.edu  
@PEGorilla (Twitter)

---

**From:** Darren Botello-Samson <dbotello-samson@pittstate.edu>

**Sent:** Monday, August 18, 2025 3:58 PM

**To:** Cole Shewmake <cshewmake@pittstate.edu>

**Subject:** Re: Pre-Law Certificate

Hello Cole:

I was wondering if you have had anytime to think about this: See below

---

**From:** Darren Botello-Samson  
**Sent:** Tuesday, June 24, 2025 5:58 PM  
**To:** Cole Shewmake <cshewmake@pittstate.edu>  
**Subject:** Pre-Law Certificate

Dear Cole:

I hope your summer is going well. Over this summer, I am working on creating a Pre-Law Certificate in HPASS. The spirit of this idea is help identify students from across campus who are considering attending law school after graduation and give them the opportunity to earn a credential that will help them be better prepared for law school. This would be a 15-hour certificate, including a core of U.S. Politics and two upper-division courses in law. The remaining 6 hours could come from a number of courses across campus, including possibly courses from your program. The guiding spirit of this idea is that if there is a student in your program interested in law school, they could take U.S. Politics for general education, a couple of upper-division law courses for general law school preparation, and a couple of courses that could come from their own program, courses which would cover a topic likely to be useful to someone practicing law in their field.

I am hoping to have legislation ready by the start of the fall semester. To that end, I was hoping you could help me by identifying any classes within your program that are either law-related or cover an area in which practitioners of law in an area related to HHPR would find useful.

At the moment, I have only identified REC 426: Law of the Professions... as a potential elective course. If there are other courses available that one of your majors would find useful, please let me know. I am more than happy to answer any questions you have about the planned certificate or about the applicability of your courses.

Enjoy your summer,

Darren

## Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: 10/29/25  
12/10/25

Department: HHPR

College of: Education

Contact Person: Shelby Hutchens

Course/Program Name: Recreation Services, Sport, and Hospitality Management

**Notification Form** – Used for notifying faculty senate and registrar's office of changes that don't affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Changing the prerequisites of REC 311 - Program Design and Leadership, to ensure students are not advised to take REC 311 prior to taking REC 160 and REC 280.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Select One      If "yes", please provide documentation (ex. email).

	Existing	New/Proposed
Modality of Program:	In-Person <input checked="" type="checkbox"/>	In-Person <input type="checkbox"/>
Admission Requirements:		
Pre/Co-Requisite(s):	Overview of programmatic elements and techniques in recreation, therapeutic recreation, wellness, sport, events, and hospitality. Creation of events, programs, procedures, and management techniques are included.	Overview of programmatic elements and techniques in recreation, therapeutic recreation, wellness, sport, events, and hospitality. Creation of events, programs, procedures, and management techniques are included. Prerequisites: Rec 160 - Intro to the Professions in Recreation, Sport, and Hospitality, Rec 280 - Leadership and Management in RSSHM.
Other:		

## Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/10/25 Signature, Chairperson: Cole Schol

-Approved: Dean of College

Date: 12/10/25 Signature, Dean: Jean Henn

-Approved: Faculty Senate

Date: \_\_\_\_\_ Signature, Recorder Faculty Senate: \_\_\_\_\_

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

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

## Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: ~~10/29/25~~  
~~12/10/25~~

Department: HPR

College of: Education



Contact Person: Shelby Hutchens

Course/Program Name: Recreation Services, Sport, and Hospitality Management

**Notification Form** – Used for notifying faculty senate and registrar's office of changes that don't affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Changing the prerequisites of REC 419 - Research in Recreation, to ensure students are not advised to take REC 419 before their junior year.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Select One      If "yes", please provide documentation (ex. email).

	Existing	New/Proposed
Modality of Program:	In-Person <input type="checkbox"/>	In-Person <input type="checkbox"/>
Admission Requirements:		
Pre/Co-Requisite(s):	Methods and techniques in designing and conducting surveys in recreation, therapeutic recreation, wellness, sport, event and hospitality are discussed. Sampling techniques and statistical procedures used to interpret and evaluate the data will be studied. Various ways to present data will also be included. Prerequisites: REC 160 Introduction to Professions in Recreation, Sport and Hospitality or REC 240 Introduction to Therapeutic Recreation.	Methods and techniques in designing and conducting surveys in recreation, therapeutic recreation, wellness, sport, event and hospitality are discussed. Sampling techniques and statistical procedures used to interpret and evaluate the data will be studied. Various ways to present data will also be included. Prerequisites: REC 160 Introduction to Professions in Recreation, Sport and Hospitality or REC 240 Introduction to Therapeutic Recreation, Junior standing.
Other:		

## Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/10/25

Signature, Chairperson:



-Approved: Dean of College

Date: 12/10/25

Signature, Dean:



-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

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

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## Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: 10/29/25  
12/10/25

Department: HHPR

College of: Education



Contact Person: Shelby Hutchens

Course/Program Name: Recreation Services, Sport, and Hospitality Management

**Notification Form** – Used for notifying faculty senate and registrar's office of changes that don't affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Changing the prerequisites of REC 438 - Current Issues in the Professions, so that students are not advised to take it prior to their junior year, regardless of whether or not they choose to complete their internship in spring or summer.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? No  If "yes", please provide documentation (ex. email).

	Existing	New/Proposed
Modality of Program:	In-Person <input checked="" type="checkbox"/>	In-Person <input checked="" type="checkbox"/>
Admission Requirements:		
Pre/Co-Requisite(s):	Current trends and issues in the administration and management of recreation, and wellness services, and sport, event, and hospitality management and leisure services in public, private and commercial settings. Prerequisite: REC 160 Introduction to professions in Recreation, Sport and Hospitality. Priority of student enrollment given recreation majors.	Current trends and issues in the administration and management of recreation, and wellness services, and sport, event, and hospitality management and leisure services in public, private and commercial settings. Prerequisite: Junior standing. Priority of student enrollment given recreation majors.
Other:		A + -

## Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/10/25

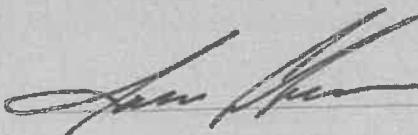
Signature, Chairperson:



-Approved: Dean of College

Date: 12/10/25

Signature, Dean:



-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

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

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

## Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: 10/29/25  
12/10/25

Department: HHPR

College of: Education

Contact Person: Shelby Hutchens

Course/Program Name: Recreation Services, Sport, and Hospitality Management

**Notification Form** – Used for notifying faculty senate and registrar's office of changes that don't affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Change the prerequisites of REC 450 - Sport Operations and Governance to ensure students have an understanding of the history of major sport organizations and leadership/management concepts before exploring the modern operation of sport organizations, franchises, and businesses otherwise.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Select One      If "yes", please provide documentation (ex. email).

	Existing	New/Proposed
Modality of Program:	In-Person <input checked="" type="checkbox"/>	In-Person <input type="checkbox"/>
Admission Requirements:		
Pre/Co-Requisite(s):	The students will gain an overview of how sport organizations function, the policies thereof, and the impact of various types of sport organizations within their communities. Furthermore, this class allows for an analysis of the connection between sport organizations and the unique management and leadership practices therein. Prerequisite: REC 160 Introduction to Professions in Recreation, Sport and Hospitality. Priority of student enrollment given recreation majors or special permission by instructor.	The students will gain an overview of how sport organizations function, the policies thereof, and the impact of various types of sport organizations within their communities. Furthermore, this class allows for an analysis of the connection between sport organizations and the unique management and leadership practices therein. Prerequisite: REC 160 Introduction to Professions in Recreation, Sport and Hospitality, REC 280 Leadership and Management in RSSHM, REC 325 History of Recreation & Sport. Priority of student enrollment given recreation majors or special permission by instructor.  A to
Other:		

## Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/10/25 Signature, Chairperson: Colle Scl

-Approved: Dean of College

Date: 12/10/25 Signature, Dean: Jamie

-Approved: Faculty Senate

Date: \_\_\_\_\_ Signature, Recorder Faculty Senate: \_\_\_\_\_

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

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

## Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: 10/29/25  
12/10/25

Department: HHPR

College of: Education

Contact Person: Shelby Hutchens

Course/Program Name: Recreation Services, Sport, and Hospitality Management

**Notification Form** – Used for notifying faculty senate and registrar's office of changes that don't affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Changing prerequisites for REC 470 - Administration of Recreation, Sport, and Hospitality to prevent advising of students prior to junior year.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Select One  If "yes", please provide documentation (ex. email).

Existing		New/Proposed
Modality of Program:	In-Person <input type="checkbox"/>	In-Person <input type="checkbox"/>
Admission Requirements:		
Pre/Co-Requisite(s):	Administration, finance and management as applies to recreation, therapeutic recreation, and wellness services, and sport, event, and hospitality management organizations at federal, state and local levels. Attention is given to finance, budget, personnel, policy and best practices. Prerequisites: REC 160 Introduction to Professions in Recreation, Sport and Hospitality or REC 240 Introduction to Therapeutic Recreation. Priority of student enrollment given to recreation majors.	Administration, finance and management as applies to recreation, therapeutic recreation, and wellness services, and sport, event, and hospitality management organizations at federal, state and local levels. Attention is given to finance, budget, personnel, policy and best practices. Prerequisites: REC 160 Introduction to Professions in Recreation, Sport and Hospitality or REC 240 Introduction to Therapeutic Recreation, Rec 426 Law of the Professions, Junior Standing. Priority of student enrollment given to recreation majors.
Other:		

## Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/10/25

Signature, Chairperson:



-Approved: Dean of College

Date: 12/10/25

Signature, Dean:



-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate:

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

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

## Faculty Senate Notification Form

Effective Date: Fall 2026

Submission Date: 11/11/25

Department: Psychology & Counseling

College of: Education



Contact Person: Robin Blair

Course/Program Name: PSYCH 357

**Notification Form** – Used for notifying faculty senate and registrar's office of changes that don't affect other departments.

- Admission Requirements
- Pre-requisites/Co-requisites -only removes or adds from your department.
- Modality -for the change or addition to teaching a face to face course to online or hybrid format.
- Other is for misc. situations that are not covered in the other areas.

1. Purpose/Justification for this notification:

Course mapping has resulted in the course being earlier in the program for secondary/PK-12 education majors. Based on the earlier sequencing, many teacher education candidates will not yet be admitted to teacher education. The prerequisites need updated to align with the needs for sequencing.

2. Is this notification related to, and/or may affect, any other departments, unit curricula, or programs at PSU or any other Regent university? Yes      If "yes", please provide documentation (ex. email).

	Existing	New/Proposed
Modality of Program:	Select One <input type="button" value="▼"/>	Select One
Admission Requirements:		
Pre/Co-Requisite(s):	For Teacher Education majors only: grade of "C" or better in PSYCH 155 General Psychology, PSYCH 263 Developmental Psychology and EDUC 261 Explorations in Education, minimum 2.5000 cumulative GPA. Secondary only: Admission to Teacher Education or permission of the Teacher Education office and instructor.	For Teacher Education majors only: grade of "C" or better in PSYCH 155 General Psychology, PSYCH 263 Developmental Psychology and EDUC 261 Explorations in Education, minimum 2.5000 cumulative GPA.
Other:		

## Authorization Sign-Off Sheet

-Approved: Department Chairperson

Date: Nov 11, 2025

Signature, Chairperson: 

-Approved: Dean of College

Date: Nov 18, 2025

Signature, Dean: 

-Approved: Faculty Senate

Date: \_\_\_\_\_

Signature, Recorder Faculty Senate: \_\_\_\_\_

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

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# PSYCH 357 Educational Psych Notification

## 111125

Final Audit Report

2025-11-18

Created:	2025-11-11
By:	Karen Lasota (KLASOTA@PITTSTATE.EDU)
Status:	Signed
Transaction ID:	CBJCHBCAABAAlp1ZhJQJ51fOxIUGAfZD7b5AKAkLqGpL

### "PSYCH 357 Educational Psych Notification 111125" History

- 📄 Document created by Karen Lasota (KLASOTA@PITTSTATE.EDU)  
2025-11-11 - 5:26:44 PM GMT- IP address: 198.49.82.49
- ✉️ Document emailed to Robin Blair (rblair@pittstate.edu) for signature  
2025-11-11 - 5:27:15 PM GMT
- 📄 Email viewed by Robin Blair (rblair@pittstate.edu)  
2025-11-11 - 6:15:25 PM GMT- IP address: 198.49.82.49
- ✍️ Document e-signed by Robin Blair (rblair@pittstate.edu)  
Signature Date: 2025-11-11 - 6:51:48 PM GMT - Time Source: server- IP address: 198.49.82.49
- ✍️ Document signing automatically delegated to Stephanie Swezey (sswezey@pittstate.edu) by Susan Bon (sbon@pittstate.edu)  
2025-11-11 - 6:51:52 PM GMT
- ✉️ Document emailed to Stephanie Swezey (sswezey@pittstate.edu) for signature  
2025-11-11 - 6:51:53 PM GMT
- ✉️ Document emailed to Susan Bon (sbon@pittstate.edu) for signature  
2025-11-11 - 6:51:53 PM GMT
- 📄 Email viewed by Stephanie Swezey (sswezey@pittstate.edu)  
2025-11-11 - 7:59:19 PM GMT- IP address: 198.49.82.57
- ✍️ Document e-signed by Susan Bon (sbon@pittstate.edu)  
Signature Date: 2025-11-18 - 10:21:43 PM GMT - Time Source: server- IP address: 198.49.82.57
- ✓ Agreement completed.  
2025-11-18 - 10:21:43 PM GMT



Adobe Acrobat Sign

## Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **11/03/2025**

Department: Teaching and Leadership

College of: **Education**



Contact Person: **Jason Clemensen**

Create New, Revise, Inactivate, or Reactivate: **New**



Course #: **EDUC 379**

### Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

#### 1. Purpose/Justification for the New course or Changes to existing:

This course will support a newly created major of Secondary Education with an emphasis in Unified. It will be a core course with the program for secondary education majors.

#### 2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes

No

#### 3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes

No

#### 4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes

No

#### 5. Will additional resources or costs be required?

Yes

No

If so, what will be needed?

*PSU Faculty Senate 25-26*

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?  
*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes       No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:  
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:  
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:		Instructional Planning and Delivery
Course Number:		EDUC 379
Credits:		3
Grading System:	Select One	A-F, IN
Pre/Co-Requisite(s):		EDUC 261 Explorations in Education and SPED 510 Overview of Inclusive Education
Course Description:		This course will examine best practices in effective planning and delivery including principles of Universal Design for Learning and principles of backwards design. Candidates will learn to plan lessons and units taking into consideration the needs of all learners. Candidates will practice a variety of teaching strategies, assessment strategies and differentiation strategies.

## Authorization Sign-Off

**Checklist: Check once verified.**

- Required fields completed.
- Syllabus attached for new courses
- Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 11-16-25 Signature, Chair/Director:



-Approved: College Curriculum Committee

Date: 12-2-25 Signature, Committee Chair:



-Approved: Dean of College

Date: Dec 11, 2025 Signature, Dean:

  
Susan Bon (Dec 11, 2025 15:10:30 CST)

-Approved: Council for Teacher Education (if applicable)

Date: 12-3-25 Signature, Council Chair:



-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26 Signature, Committee Chair:



-Approved: Faculty Senate

Date: \_\_\_\_\_ Signature, Recorder Faculty Senate:



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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

# Pittsburg State University

College of Education

**COURSE: EDUC 379 Instructional Planning and Delivery**  
**Semester and Year**

<b>Instructor:</b>	Name:
<b>Contact Information:</b>	Email: Phone:
<b>Office Hours:</b>	By Appointment
<b>Syllabus Supplement:</b>	<p>Please review the syllabus supplement: it includes important University information regarding dates, policies and regulations. The Syllabus Supplement is available on the Registrar's office web site at</p> <p><a href="https://www.pittstate.edu/registrar/syllabus-supplement.html">https://www.pittstate.edu/registrar/syllabus-supplement.html</a></p> <p>Click on the appropriate semester for important dates and information.</p>

## Course Details

<b>Course Description:</b>	This course will examine best practices in effective planning and delivery including principles of Universal Design for Learning and principles of Backwards Design. Candidates will learn to plan lessons and units taking into consideration the needs of all learners. Candidates will practice a variety of teaching strategies, assessment strategies and differentiation strategies
<b>Course Delivery Method:</b>	online
<b>Instructional Resources:</b>	<p>Required Textbooks:</p> <ul style="list-style-type: none"><li>• <i>Methods for Effective Teaching</i> by Burden and Byrd</li><li>• <i>Connecting Teachers Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms</i> by Voltz, Sims and Nelson</li></ul> <p>Recommended Support Texts:</p> <ul style="list-style-type: none"><li>• <i>The Teacher Clarity Playbook</i> by Fisher, Frey, Amador and Assof</li><li>• <i>Understanding By Design</i> by Wiggins and McTighe</li><li>• <i>Where Great Teaching Begins: Planning for Student Thinking and Learning</i> by Reeves</li></ul> <p>Other Materials: Podcasts, Videos, Internet Resources, handouts, Articles in Canvas.</p>
<b>Course Goals and Objectives:</b>	Upon Completion of this course candidates will... <ul style="list-style-type: none"><li>• Apply best practices in instructional planning to meet the needs of all learners drawing upon knowledge of content, technology, curriculum, cross-disciplinary skills and pedagogy.</li><li>• Understand that learners bring unique individual differences to the learning process</li><li>• Understand that learners need supportive and safe learning environments to thrive</li><li>• Be able to craft learning experiences that integrate assessment, planning, and instructional strategies in coordinated and engaging ways.</li><li>• Be able to develop appropriate learning progressions and learning intentions using multiple representations to meet the needs of each student.</li><li>• Be able to convert IEP learning goals into instructional planning to craft engaging learning opportunities that meet the unique needs of each student.</li><li>• Plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, instructional and assistive technologies, and materials to differentiate instruction for individuals and groups of learners.</li></ul>

<b>Guiding Standards</b>	<ul style="list-style-type: none"> <li>• <u>KSDE Professional Education Standards</u></li> <li>• <u>KSDE Educator Preparation Program Area Standards</u></li> <li>• <u>PSU Teacher Education Handbook</u></li> </ul>
<b>Turning In Assignments:</b>	<p>Assignments are to be submitted through Canvas; feedback and grades are also posted using Canvas, the learning management system.</p> <p>Expect feedback to be posted in Canvas within 7 days of the due date.</p>
<b>Time Requirements</b>	<p>For college courses of 3 hours, there is a 3 hour in-class time expectation with additional time expectation out of class for completing assignments. If this is an online or Hybrid course, be prepared to devote the same amount of time required for traditional courses to complete weekly assignments and course projects.</p>

## Course and University Policies

<b>CANVAS LMS</b>	<p>Canvas is the Internet-based learning management system used to deliver online course instruction, distribute information, submit completed assignments, post grades and communicate with students. This course utilizes Canvas so it is essential to learn how to navigate the system.</p> <p>Student support is provided through the OIS Gorilla Geeks Help Center. Hours of operation are 8:00 am till 4:30 pm. More information may be found at <a href="http://www.pittstate.edu/geeks">http://www.pittstate.edu/geeks</a> Or at 109 Whitesitt, 620-235-4600 or email <a href="mailto:geeks@pittstate.edu">geeks@pittstate.edu</a>.</p> <p>Access the Canvas 101 Tutorial at the bottom of the login page <a href="http://pittstate.instructure.com">http://pittstate.instructure.com</a> and review the modules listed in the course navigation. The tutorial includes information about Canvas and explains how to use the system.</p>
<b>Attendance Policy</b>	Logging into Canvas weekly is considered attending class.
<b>Participation Policy</b>	As a Teacher Education Major, it is expected that you will actively engage in the class, cooperate with your peers, show enthusiasm and a good attitude, be able to follow instructions, and complete assignments on time.
<b>Ethical Online Behavior Expectations</b>	<p>The rights and responsibilities that accompany academic freedom are at the heart of the intellectual purposes of the University. Conduct as community members should protect and promote the University's pursuit of its academic mission. Therefore, all students and instructors are expected to conduct themselves with integrity in learning, teaching, and research and in ways that support those endeavors. Professionally, it is anticipated each student will:</p> <ul style="list-style-type: none"> <li>• Be respectful of alternative views and exhibit respect for others</li> <li>• Collaborate with others on a professional level</li> <li>• Demonstrate honesty and integrity to self and others</li> <li>• Demonstrate moral excellence and trustworthiness</li> <li>• Be reflective when taking positions</li> <li>• Demonstrate the flexibility to accept and change</li> <li>• Analyze and takes responsibility for own behavior</li> <li>• Accept constructive criticism positively</li> <li>• Demonstrate ability to learn from both success and failure</li> <li>• Demonstrate a professional emotional state</li> </ul>
<b>Cancelled Class Policy</b>	<p>This is an online class. Class will generally not be cancelled in the event of inclement weather or any other issue, any specialized instructions will be sent out via CANVAS.</p> <p>In case of a power outage, log in as soon as power is restored to check for special instructions.</p>

<b>Late Work Policy</b>	<p>Due dates for individual assignments and projects will be clearly communicated with instructions in Canvas. All assignments uploaded after the assigned time will be designated as LATE by the Canvas system.</p> <p>Assignments must be submitted on or before the due date and time. If you have an emergency, contact the instructor via email or phone prior to the assignment deadline to discuss your situation. The instructor will not accept late assignments unless there has been prior approval. Exceptions are not automatic, but are at the discretion of the instructor on a case-by-case basis.</p>
<b>Academic Honesty and Integrity Policy</b>	<p>Candidates are expected to follow the PSU Academic Honesty Policy, which speaks to unethical acts associated with coursework or grades. Full text of the policy can be found in the PSU University Catalog at the following link:</p> <p><a href="http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot">http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot</a></p> <p>As professional educators, academic honesty is paramount to developing and maintaining high ethical personal standards. Any breach of these policies will not be tolerated.</p>
<b>Artificial Intelligence Use Policy</b>	<p><b>This course allows AI-generated brainstorming, information gathering, and outlining, but requires students to write the final product and cite any AI-generated content properly.</b></p> <p>Artificial Intelligence (AI) tools, including but not limited to ChatGP, may be used in this course for brainstorming, information gathering, and grammar checking. However, students are expected to write the final draft of all assignments and properly cite any information or content generated by AI tools. Use of AI must be disclosed at the end of each assignment, along with a brief statement explaining how the tool was used and how the response built upon the AI-generated content.</p> <p>Artificial Intelligence should not be used to generate complete assignments, copy and paste directly from AI, or misrepresent AI-generated content as one's own work. The responsible and ethical use of AI aligns with the academic values of integrity, transparency, and accountability. Misusing AI, such as submitting AI-generated content without proper attribution or claiming it as your own, will be considered plagiarism.</p> <p><b>Permitted Use:</b> Students may use AI tools to support their learning (e.g., brainstorming, information gathering, grammar checking), but its use must be properly disclosed. Students are responsible for ensuring their submitted work's originality, accuracy, and academic rigor, regardless of AI assistance.</p> <p><b>Disclosure Requirement:</b> If any part of an assignment is created, modified, or influenced by an AI tool, students must include an AI use statement at the end of their submission, specifying the name of the AI tool used and a brief description of how it was used.</p> <p><b>Examples of an AI Use Statement:</b></p> <ol style="list-style-type: none"> <li>1. <i>Footnote:</i> "ChatGPT (OpenAI, 2025) was used to generate an initial draft of this paragraph. The content was reviewed, edited, and supplemented by the author."</li> <li>2. <i>Footnote:</i> "An outline for this section was generated using ChatGPT. The final content was written independently."</li> <li>3. <i>Footnote:</i> "ChatGPT was used to help generate ideas. Content was modified to incorporate course-specific material."</li> <li>4. <i>Footnote:</i> "ChatGPT was used to help generate the initial unit plan. Final</li> </ol>

modifications and content were made to align with my teaching situation."

5. Footnote: "ChatGPT was used to help rephrase and polish my response for suggested grammar and style improvements. No content was generated by AI.

**Prohibited Use:** AI tools must not be used to complete assignments where independent work is expected, such as take-home exams, quizzes, or other assessments specifically designated as AI-free by the instructor. Unauthorized or undisclosed use of AI may be considered a violation of the university's academic integrity policy. If you are unsure whether a particular use of AI is permissible, consult the instructor before proceeding.

\* Footnote: "ChatGPT (OpenAI, 2025) was used to generate an initial draft of this policy. The content was reviewed, edited, and supplemented by the instructor.

## Evaluation and Assessment

Turning In Assignments:	Assignments are to be submitted through Canvas; feedback and grades are also posted using Canvas, the learning management system.
Grading Scale	A= 90%-100% B= 80% - 89.99% C= 70% - 79.99% D= 60% - 69.99% F= 59.99% and lower
Evaluation Criteria	1. Assignments 2. Discussion boards 3. Written work, Quizzes and Exams Final Exam

## Course Outline

This is a general outline of the content to be covered in the course.  
This is subject to change, as needed, at the discretion of the instructor.

Week	Topic Outline	Assessment and Evaluation
Week 1	Fundamentals of Planning <ul style="list-style-type: none"> <li>• Elements of Instructional planning</li> <li>• Principles of Universal Design for Learning (UDL)</li> <li>• Principles of Understanding by Design (UDB)</li> </ul>	Quiz: UDL/UBD Quiz: Fundamentals of Planning
Week 2	Understanding Standards <ul style="list-style-type: none"> <li>• Where do I find my standards?</li> <li>• How do I read and understand standards?</li> <li>• How does the IEP influence planning?</li> </ul>	Discussion 1: Standards
Week 3	Planning Lessons and Units	Quiz: Planning Lessons and Units Lesson Plan 1
Week 4	Determining Learning Progressions <ul style="list-style-type: none"> <li>• What comes first?</li> <li>• What should they already know?</li> <li>• Learning and Practicing Content</li> <li>• Learning and Practicing Skills</li> </ul>	Practicing Learning Progressions
Week 5	Designing Learning Intentions <ul style="list-style-type: none"> <li>• Using Kid friendly language</li> </ul>	Practicing Learning Intentions
Week 6	Supporting the Lesson with Materials and Environments for Instruction	TWS Task 1: Contextual factors that influence planning Discussion 2: Learning Environments
Week 7	Designing Tiered Lessons	Quiz: MTSS
Week 8	Planning Differentiation of Instruction <ul style="list-style-type: none"> <li>• Differentiating Content, process or product</li> <li>• Aligning instruction to IEP Goals</li> </ul>	Applying Differentiation Strategies Lesson Plan 2
Week 9	Assessing Student Performance	Quiz: Assessment Basics
Week 10	Aligning Progressions and Intentions with Assessments	Practicing aligning learning Intentions with assessments TWS Task 2: Planning Instruction
Week 11	Teacher-Centered Instructional Strategies	Quiz: Teacher Centered Strategies
Week 12	Student Centered Instructional Strategies	Quiz: Student Centered Strategies
Week 13	Strategies that Promote Understanding, Thinking and Engagement	Lesson Plan 3
Week 14	Managing Lesson Delivery	Quiz: Managing Lesson Delivery
Week 15	Being a reflective Practitioner	
Week 16	Finals Week	TWS Task 3 and 4: Implementing Instruction and Reflection

# EDUC 379 Instructionl Planning and Delivery REVD

Final Audit Report

2025-12-11

Created:	2025-12-04
By:	Karen Lasota (KLASOTA@PITTSTATE.EDU)
Status:	Signed
Transaction ID:	CBJCHBCAABAAuOHJPDJNzNpS02mBqTLi7ovcqFjdYoxA

## "EDUC 379 Instructionl Planning and Delivery REVD" History

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Adobe Acrobat Sign

## Faculty Senate Course Form

Effective Date: **Fall 2026**

Submission Date: **11/03/2025**

Department: Teaching and Leadership

College of: **Education**

Contact Person: **Jason Clemensen**

Create New, Revise, Inactivate, or Reactivate: **Revision**

Course #: **EDUC 371**

### **Course Form:**

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to deactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

#### 1. Purpose/Justification for the New course or Changes to existing:

The course is being revised to encompass all grade levels PreK-12. This will allow the course to be implemented in secondary/PK-12 programs as well as elementary level programs.

#### 2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes

No

#### 3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes

No

#### 4. Will this course be required of any education majors?

*If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes

No

#### 5. Will additional resources or costs be required?

Yes

No

If so, what will be needed?

PSU Faculty Senate 25-26

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?

*If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.*

Yes       No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:

Attach with upload.

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

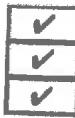
Attach with upload.

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	Assessment and Evaluation for Elementary Education	Assessment in Education
Course Number:	<b>EDUC 371</b>	<b>EDUC 371</b>
Credits:	<b>3</b>	<b>3</b>
Grading System:	<b>A-F, IN</b>	<b>A-F, IN</b>
Pre/Co-Requisite(s):	Completion of EDUC 261 Explorations in Education AND SPED 510 Overview of Special Education OR 511 Overview Special Education (Birth-6th grade).	Completion of EDUC 261 Explorations in Education AND SPED 510 Overview of Inclusive Education
Course Description:	<p>The courses an examination of the current research on effective PK-12 assessment in terms of methodologies and perspectives and exploration of state and national assessment directions. Student will learn classroom evaluation systems that engage all learners in their own growth. Students will learn how to monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions in inclusive settings.</p>	<p>This course is an examination of the current research on effective PK-12 assessment in terms of methodologies and perspectives, and exploration of state and national assessment directions, classroom evaluation systems to engage all learners in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.</p>

## Authorization Sign-Off

### Checklist: Check once verified.



- ✓ Required fields completed.
- ✓ Syllabus attached for new courses
- ✓ Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 11-10-25 Signature, Chair/Director:

-Approved: College Curriculum Committee

Date: 12-2-25 Signature, Committee Chair:

-Approved: Dean of College

Date: Dec 11, 2025 Signature, Dean:

-Approved: Council for Teacher Education (if applicable)

Date: 12-3-25 Signature, Council Chair:

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26 Signature, Committee Chair:

-Approved: Faculty Senate

Date: \_\_\_\_\_ Signature, Recorder Faculty Senate: \_\_\_\_\_

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

**Pittsburg State University**  
**EDUC 371 Assessment in Education**  
**SP2026**

<b>Instructor:</b>	Name: Dr. Tracy R. Barnes  Email: <a href="mailto:trbarnes@pittstate.edu">trbarnes@pittstate.edu</a>
<b>Contact Information:</b>	Cell: 865.279.2396 Work: 620.235.4238
<b>Course Delivery Methods &amp; Times:</b>	W: 12:00-1:15 Hybrid (In-class attendance on Wednesday, along with out-of-class coursework) Meeting in room 314 Hughes Hall
<b>Office Hours:</b>	M: by appointment through email Tu: W: Th: by appointment through email F: by appointment through email
<b>Syllabus Supplement:</b>	Students are asked to review the syllabus supplement: it includes essential University information regarding dates, policies, and regulations. The Syllabus Supplement is available on the Registrar's office website at  <a href="https://www.pittstate.edu/registrar/syllabus-supplement.html">https://www.pittstate.edu/registrar/syllabus-supplement.html</a>  Click on the appropriate semester for important dates and information.

**Course Details**

<b>Course Description:</b>	EDUC 371 is an examination of the current research on effective PK-12 assessment in terms of methodologies and perspectives, and exploration of state and national assessment directions, classroom evaluation systems to engage all learners in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.
	<b>Prerequisites:</b> Prerequisites: Completion of EDUC 261 Explorations in Education, SPED 510 Overview of Inclusive Education

<b>Instructional Resources:</b>	<ul style="list-style-type: none"> <li>• <b>TEXTBOOK:</b> <ul style="list-style-type: none"> <li>○ Chapman, Carolyn/ King, Rita: <b>Differentiated Assessment Strategies: One Tool Doesn't Fit All</b> (2<sup>nd</sup> Edition) (ISBN: 9780761988915)</li> <li>○ McTighe, Jay / Ferrara, Steve: <b>Assessing Student Learning by Design: Principles and Practices and Teachers and School Leaders</b> (ISBN: 978-0-8077-6540-1) &gt; you will also reference this in the course EDUC365 Integrating Curriculum in Block 3.</li> </ul> </li> <li>• Most materials will be accessible in CANVAS.</li> <li>• CANVAS will be utilized to facilitate your online learning. You will need access to a computer with the following capabilities:           <ul style="list-style-type: none"> <li>○ Microsoft Office 365</li> <li>○ Internet access</li> <li>○ Adobe</li> <li>○ Latest Version of an Internet Browser</li> <li>○ High Speed Internet Connection - Not having access to the internet is NOT an excuse for missing deadlines for your coursework.</li> <li>○ Camera and mic to record video discussions.</li> </ul> </li> </ul>
<b>Course Goals and Objectives:</b>	<p><b>This class addresses the following aspects of the PSU Knowledge base:</b></p> <p><b><u>THE LEARNER AND LEARNING</u></b></p> <p>Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.</p> <ol style="list-style-type: none"> <li>1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills, and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.</li> <li>2. The candidate understands that cognitive, linguistic, social, emotional, and physical development influences learning.</li> <li>3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.</li> <li>4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.</li> <li>5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures, and community resources into practice.</li> <li>6. The candidate understands how to manage the learning environment by organizing, allocating, and coordinating the resources of time and space.</li> </ol>

7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

### **CONTENT**

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem-solving, creativity, and communication) to help learners apply content, propose solutions, forge new understandings, solve problems, and imagine possibilities. Professional educators connect information to local, state, national, and global issues.

9. The candidate understands that learners should question, analyze, and understand concepts from diverse perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.
12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.
13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions, and debates that are central to the discipline.

### **INSTRUCTIONAL PRACTICE**

Professional educators understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways for effective practice. They know how to design, implement, interpret, and communicate results from a range of assessments.

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for

communicating this feedback.

17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.

18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).

19. The candidate understands the process for aligning instruction and assessment with learning targets.

20. The candidate understands how theory, research, and best practices impact ongoing planning and instructional practice.

21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate, and apply information.

22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization, and recall).

23. The candidate knows how to apply a variety of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning targets.

24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback

#### **PROFESSIONAL RESPONSIBILITY**

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. Professional educators contribute to achieving their school's mission and goals, demonstrating leadership by modeling ethical behavior, driving positive changes in practice, and advancing their profession.

20. The candidate knows how to use information and technology ethically, legally, and safely.

21. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

22. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA,

	<p>mandated reporting, etc.).</p> <p>23. The candidate understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.</p> <p>24. The candidate knows how to contribute to a common culture that supports high expectations for student learning.</p> <p>25. The candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>26. The candidate knows how to communicate effectively with all members of the learning community.</p>
<p><b>Kansas Elementary Professional Standards</b></p>	<p><b><u>Kansas Elementary Professional Standards</u></b></p> <p><b>Standard 1: Learner Development.</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.</p> <p><b>Standard 2: Learning Differences.</b> The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.</p> <p><b>Standard 3: Learning Environment.</b> The teacher collaborates with others to create learning environments that support both individual and collaborative learning, incorporating teacher and student use of technology, and fostering positive social interaction, active engagement in education, and self-motivation.</p> <p><b>Standard 4: Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to ensure mastery of the content.</p> <p><b>Standard 5: Application of Content.</b> The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.</p> <p><b>Standard 6: Assessment.</b> The teacher understands how to utilize multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to inform decision-making.</p>

	<p><b>Standard 7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Standard 8: Instructional Strategies.</b> The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.</p> <p><b>Standard 9: Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.</p> <p><b>Standard 10: Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.</p>
<b>Turning in Assignments:</b>	<p>Assignments are to be submitted through Canvas; feedback and grades are also posted using Canvas, the learning management system.</p>
<b>Time Requirements</b>	<p>For college courses of 3 hours, there is a 3-hour in-class time expectation with an additional time expectation out of class for completing assignments. If this is an online or Hybrid course, be prepared to devote the same amount of time required for traditional classes to complete weekly assignments and course projects.</p> <ul style="list-style-type: none"> <li>• This is a 3-credit-hour course. We will meet on campus once a week for 1 hour and 15 minutes. Along with that class time, <b>you should expect to spend at least 5-8 hours per week working on this class.</b> (Of course, some weeks will take less time, and some may take more)</li> <li>• Taking a hybrid course means you, as a student, are going to have to exercise discipline when working on lessons for this course. Hybrid courses are not “easy.” Waiting until Saturday to access the course and work on lessons will result in subpar work on your part. Your success in this course depends on your willingness to dedicate the necessary time to actively participate in the class.</li> <li>• Be prepared to log into your Canvas course at least 3 times per week for additional class announcements and</li> </ul>

	<p>emails. It is the responsibility of the student to consult the course syllabus and the course schedule to keep up with all content, assignments, discussions, and quizzes.</p>
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## Course Policies

<b>CANVAS LMS</b>	<p>Canvas is the Internet-based learning management system used to deliver online course instruction, distribute information, submit completed assignments, post grades, and communicate with students. This course utilizes Canvas, so it is essential to learn how to navigate the system.</p> <p>Student support is provided through the OIS Gorilla Geeks Help Center. Hours of operation are 8:00 am to 4:30 pm. More information can be found at <a href="http://www.pittstate.edu/geeks">http://www.pittstate.edu/geeks</a>, or contact us at 109 Whitesitt, 620-235-4600, or email <a href="mailto:geeks@pittstate.edu">geeks@pittstate.edu</a>.</p> <p>Access the Canvas 101 Tutorial at the bottom of the login page <a href="http://pittstate.instructure.com">http://pittstate.instructure.com</a> and review the modules listed in the course navigation. The tutorial includes information about Canvas and explains how to use the system.</p>
<b>Attendance Policy</b>	<p>Regular attendance and participation in class activities are essential for successful completion of this course. Students are expected to be in attendance for each class session, except in the event of an emergency.</p> <p>Please notify your instructor via email before class if you will be absent.</p> <p><b>ATTENDANCE AND PARTICIPATION</b></p> <p>As a teacher candidate, you are expected to demonstrate a high level of professionalism, including consistent attendance and punctuality. These habits are essential in the teaching profession and will be closely monitored in this course.</p> <p>This hybrid class meets once per week, making each class session critical to your learning and success in the course. Because of the limited in-person meeting time, students may not miss more than two (2) class periods during the semester.</p> <p>If you must be absent, please notify me in advance via email.</p> <p><b>Remote Participation Option</b></p> <p>Some assignments and class activities are completed during class time and cannot be made up.</p> <p>If you are ill, traveling, or otherwise unable to attend in person, you may still participate by:</p> <p>Arranging to Zoom or FaceTime with a classmate during the scheduled class</p>

	<p>time.</p> <p>Making these arrangements before class.</p> <p>Actively participating in real time to receive participation or in-class points. Failure to follow this procedure will result in an absence and loss of any in-class credit for that day.</p> <p><b>Tardiness and Excessive Absences</b></p> <p>Misses two (2) or more class absences</p> <p>Three (3) or more tardies</p> <p>You will be required to meet with me during office hours to discuss concerns related to professionalism and commitment. Following this meeting, a Growth Form may be filed with the Office of Teacher Education if improvement is necessary. This is to support your development as a future educator and ensure readiness for the professional expectations of the classroom.</p> <p><b>Support for Students Facing Challenges</b></p> <p>If you are experiencing ongoing illness, personal difficulties, or other challenges that may affect your attendance or participation, please arrange a time to meet me. We will work together to find a solution to help you remain engaged and successful in the course.</p>
<p><b>Participation Policy</b></p>	<p>As a Teacher Education Major, it is expected that you will actively engage in class participation, cooperate with your peers, show enthusiasm and a good attitude, be able to follow instructions, and complete assignments on time.</p> <p><b><u>Attendance/Participation</u></b></p> <p>Consistent engagement with online activities is expected. You may be dropped from the course for</p> <ul style="list-style-type: none"> <li>• Non-participation after a whole week without instructor contact or email response, and/or</li> <li>• Missing two assignments (in accordance with the Teaching and Leadership departmental procedure).</li> </ul> <p><b><u>Weekly Assignments</u></b></p> <ul style="list-style-type: none"> <li>• Each week, you will be required to complete specific assignments.</li> <li>• To give you more time, all weeks will run Tuesday through the following Tuesday.</li> <li>• Assignments must be <b>submitted on or before the due date</b>.</li> <li>• Initial posts in discussion boards, Harmonize, or Flip are due on Friday before 11:59 p.m.</li> <li>• Replies to classmates are due by Sunday at 11:59 p.m.</li> <li>• <b>No late work</b> will be accepted unless prior arrangements have been made with the instructor. If an emergency arises, please reach out to discuss before the due date. Effective communication skills are essential for pre-service teachers. Start early in your profession by communicating professionally and promptly when situations come</li> </ul>

up.

- Assignments submitted early will not be graded before the assigned due date. To provide you with meaningful and timely feedback on assignments, grades will be issued within one to two weeks of the due date, unless extenuating circumstances arise.

**Course Communication** – Communication is critical in an online course, and I welcome questions regarding the content and assignments. After reviewing the weekly materials, please feel free to ask me any questions via Canvas email, Outlook email, or during **an office visit**. You must allocate sufficient time during the week to explore the topic, complete the assignment/activity, and ask any clarifying questions.

- During the workweek, I regularly check my email daily and will try to answer within 24 hours.
- On weekends, I practice self-care and will not answer emails.
- Please allow adequate time for a response to your questions, based on the above schedule.
- When discussion posts or Harmonize videos are used, the instructor will monitor but not participate in the forum. The purpose of the discussion posts is to have a conversation about your thoughts and reflections on the current topic. Thus, I do not want to influence you to think the way I do inadvertently, so I try not to impose my thoughts.
- Discussion posts will be evaluated using a rubric. The rubric will be found in Canvas.

#### **Professional Level Communication Skills**

- All written work submitted should represent the student's best writing skills at a Collegiate academic proficiency level.
- Spelling, punctuation, grammar, and sentence structure will be evaluated in each assignment and graded accordingly. Please ensure that you use software such as Grammarly to edit your work before submission.
- All email correspondence and discussion board posts should be done professionally. Work submitted without proper netiquette will result in a reduction in grade.
- Online professional interaction has its own specific kinds of etiquette, nuance, and meaning. Communication without correct salutations, upper case letters, major typos, use of slang, or written in such a way that the tone could be called into question communicates far more about the sender than they often intend. When crafting electronic communications, please consider the following before hitting the send button: 1) Would I say in person what these words specifically state? 2) How could this communication be misconstrued? 3) Does this communication represent my highest self?

	<ul style="list-style-type: none"> <li>Students are expected to maintain professionalism at all times. The instructor holds high expectations for each student to demonstrate professional dispositions (behavior/characteristics) and skills as per the Teacher Ed Handbook  <a href="https://www.pittstate.edu/education/_files/documents/teacheredhandbook2223.pdf">https://www.pittstate.edu/education/_files/documents/teacheredhandbook2223.pdf</a></li> </ul>
<b>Cancelled Class Policy</b>	<p>In the event of inclement weather or any other issue (i.e. building is flooded, pandemic mitigation concerns etc.) that may cancel class for the day, instructions and assignments will be sent out via CANVAS.</p> <p>If this is an online class, you will continue as normal.</p>
<b>Late Work Policy</b>	<p>Due dates for individual assignments and projects will be clearly communicated with instructions in Canvas. Due dates are subject to change at the discretion of the instructor. All assignments uploaded after the assigned time will be designated as LATE by the Canvas system.</p> <p>If you need to submit an assignment late. Contact your <b>instructor</b> for written approval.</p>
<b>Academic Honesty Policy</b>	<p>Candidates are expected to follow the PSU Academic Honesty Policy, which addresses unethical acts related to coursework or grades. Full text of the policy can be found in the PSU University Catalog at the following link:</p> <p><a href="http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot">http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot</a></p> <p>As professional educators, academic honesty is paramount to developing and maintaining high ethical personal standards. Any breach of these policies will not be tolerated.</p> <p><b><u>Academic Honesty and Integrity</u></b></p> <p>Please BE AWARE that Academic Honesty and integrity are taken very seriously! Each student is expected to do their own work. Penalties for academic misconduct or dishonesty include, but are not limited to</p> <ul style="list-style-type: none"> <li>• a score of zero for the assignment in question,</li> <li>• a final grade below the letter grade earned,</li> <li>• and/or dropped from the course with an XF for a final transcript grade.</li> </ul> <p>Please refer to the Pittsburg State University Academic Honesty &amp; Integrity Policy - specifically Article 30 at <a href="https://studentlife.pittstate.edu/code-of-student-rights-and-responsibilities.html">https://studentlife.pittstate.edu/code-of-student-rights-and-responsibilities.html</a>. Carefully review the following <b>Plagiarism Policy</b> information, <i>“Plagiarism is defined as using ideas or writings of another and claiming them as one’s own. Copying any material directly (be it the</i></p>

	<p><i>work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individual's ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered." Violations will be handled as indicated in the written policy.</i></p>
<b>Generative AI Policy</b>	<p><b>Use of Generative AI in Course Assignments</b></p> <p>In this course on Curriculum and Instruction, students are encouraged to engage critically with all available resources, including generative AI tools. These tools, which include but are not limited to language models and AI-driven content generators, can be valuable for brainstorming, drafting, and refining ideas.</p> <p><b>Guidelines for Use:</b></p> <ol style="list-style-type: none"> <li><b>Transparency:</b> If you use generative AI tools to assist with any part of your work, including assignments, projects, or discussions, you must clearly disclose this in your submission. This includes detailing how the tool was used and how it contributed to your work.</li> <li><b>Academic Integrity:</b> While generative AI can assist in the creative process, the work you submit must be your own. Do not submit content that is entirely generated by AI as your original work. Proper citation and acknowledgment are required where applicable.</li> <li><b>Critical Evaluation:</b> Use these tools as a supplement to your own knowledge and skills, not as a substitute. Always critically evaluate the accuracy and relevance of AI-generated content and be mindful of potential biases or inaccuracies.</li> <li><b>Ethical Considerations:</b> Be aware of ethical issues related to AI use, including data privacy, plagiarism, and intellectual property rights. Ensure that your use of these tools aligns with ethical standards and academic policies.</li> </ol> <p>The objective of this policy is to encourage thoughtful and responsible use of AI in your learning process while maintaining academic integrity and fostering genuine skill development.</p> <p><b>Reference</b></p> <p>OpenAI. (2024). <i>ChatGPT</i> (Aug 5 version) [Large language model]. <a href="https://chat.openai.com/chat">https://chat.openai.com/chat</a></p>
<b>Grading Scale</b>	<p><b>A</b> = 90% - 100%  <b>B</b> = 80% - 89.99%  <b>C</b> = 70% - 79.99%  <b>D</b> = 60% - 69.99%</p>

	<p><b>F 59.99% and lower</b></p> <p><b>Weighted Grades: = 100%</b></p> <p>Assignments 75%</p> <p>Discussions 20%</p> <p>Attendance 5%</p> <p><b>Score Posting and Grades</b></p> <ul style="list-style-type: none"> <li>Assignments are returned to individual students via CANVAS and posted to an online gradebook.</li> <li>It is the students' responsibility to check grades and contact the instructor within 1-2 days of assignment grading with any questions. This allows the instructor an opportunity to address any issues while the content and application scoring are still fresh.</li> <li>Assignments will generally be returned, with feedback/rubric scoring, one to two weeks after the assigned due date.</li> <li>The instructor holds the right to return assignments earlier or later than this time frame, depending on extenuating circumstances.</li> <li>The instructor reserves the right to make changes to meet the specific learning needs of the class.</li> </ul>
<b>Evaluation Criteria</b>	<p><b>*** All assignments and weekly lessons are subject to change.</b></p> <p><b>Assignments:</b></p> <p><b>Discussions/ Harmonize:</b></p> <p><b>In-Class Tasks:</b></p> <p><b>Class Attendance:</b></p> <p><b>TOTAL GRADE = 100%.</b></p>

### Evaluation and Assignments

Week/ Modules	Professional Standards Alignment	Topic/ Class Focus	Readings	Assignments
1 -	<b>S3: Learning Environment</b> <b>S9: Professional Learning &amp; Ethical Practice</b>	Course Intro	Course Canvas Materials Chapman & King, Ch 1-2  Canvas Readings	<ul style="list-style-type: none"> <li>DQ - Introduction Video Discussion</li> <li>Syllabus Quiz</li> <li>Assessment Letter</li> <li>3 Things About Me</li> </ul>

2 –	<b>S6: Assessment</b>	<b>History of Assessments</b>	Chapman & King, Ch 3-5  McTighe/ Ferrara, Ch 1-2  Canvas Readings	<ul style="list-style-type: none"> <li>• History Notes for Jigsaw</li> <li>• DQ Week 2</li> </ul>
3 –	<b>S4: Content Knowledge</b> <b>S6: Assessment</b>	<b>Standards and Objectives</b>	Chapman & King, Ch 6-8  Canvas Readings	<ul style="list-style-type: none"> <li>• Standards and Objectives Practice</li> <li>• DQ Week 3</li> <li>• Two Things that Surprise You Exit Ticket</li> </ul>
4 –	<b>S4: Content Knowledge</b> <b>S6: Assessment</b> <b>S8: Instructional Strategies</b>	<b>Questioning</b>	Chapman & King, Ch 12  McTighe/ Ferrara, Ch 3-4  Canvas Readings	<ul style="list-style-type: none"> <li>• Grade Level Standards Choice Task</li> <li>• DQ Week 4</li> </ul>
5 –	<b>S2: Learning Differences</b> <b>S6: Assessment</b>	<b>Formative Assessment</b>	Chapman & King, Ch 9  McTighe/ Ferrara, Ch 5-6  Canvas Readings	<ul style="list-style-type: none"> <li>• Formative Assessments w/ Questions</li> <li>• Formative Assessments Outline</li> <li>• DQ Week 5</li> </ul>
6 –	<b>S3: Learning Environment</b> <b>S6: Assessment</b> <b>S8: Instructional Strategies</b> <b>S9: Professional Learning &amp; Ethical Practice</b>	<b>Feedback</b>	Chapman & King, Ch 10-11  Canvas Readings	<ul style="list-style-type: none"> <li>• Peer Review Outline, Assessment, &amp; Questions</li> <li>• Lesson Plan Template</li> <li>• DQ Week 6</li> </ul>
7 –	<b>S1: Learner Development</b> <b>S3: Learning Environment</b> <b>S6: Assessment</b> <b>S7: Planning for Instruction</b> <b>S10: Leadership &amp; Collaboration</b>	<b>Create Lesson Part I</b>  <b>Teach</b>	Canvas Readings	<ul style="list-style-type: none"> <li>• Formative Assessment Feedback: Micro-Lesson</li> <li>• 3-2-1 Reflection</li> <li>• DQ Week 7</li> </ul>

8 –	<b>S1: Learner Development S3: Learning Environment S6: Assessment S7: Planning for Instruction S10: Leadership &amp; Collaboration</b>	<b>Create Lesson Part II Reteach</b>	<b>Canvas Readings</b>	<ul style="list-style-type: none"> <li>• Formative Assessment Checklist Feedback Review</li> <li>• 3-2-1 Reflection: 2<sup>nd</sup> Attempt</li> <li>• DQ Week 8</li> </ul>
9 –	<b>S1: Learner Development S6: Assessment S8: Instructional Strategies</b>	<b>Learner Types &amp; Dr. Barnes' Model</b>	<b>Canvas Readings</b>	<ul style="list-style-type: none"> <li>• Modeling &amp; Scaffolding Rough Draft/ Outline (Class/ DQ responses)</li> <li>• DQ Week 9</li> </ul>
10 –	<b>S5: Application of Content S6: Assessment S7: Planning for Instruction S8: Instructional Strategies S9: Professional Learning &amp; Ethical Practice S10: Leadership &amp; Collaboration</b>	<b>Model and Scaffolding Part I</b>	<b>Canvas Readings</b>	<ul style="list-style-type: none"> <li>• Revised Modeling &amp; Scaffolding Rough Draft/ Outline with Lesson Plan Template Clearly Presented</li> <li>• DQ Week 10</li> </ul>
11 –	<b>S5: Application of Content S6: Assessment S7: Planning for Instruction S8: Instructional Strategies S9: Professional Learning &amp; Ethical Practice S10: Leadership &amp; Collaboration</b>	<b>Model and Scaffolding Part II</b>	<b>Canvas Readings</b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Round or 2<sup>nd</sup> Round of Modeling &amp; Scaffolding Feedback Forms</li> <li>• Lesson Plan Self-Reflection</li> <li>• DQ Week 11</li> </ul>
12 –	<b>S5: Application</b>	<b>Model and</b>	<b>Canvas Readings</b>	<b>• DQ Week 12</b>

	<b>of Content</b> <b>S6: Assessment</b> <b>S7: Planning for Instruction</b> <b>S8: Instructional Strategies</b> <b>S9: Professional Learning &amp; Ethical Practice</b> <b>S10: Leadership &amp; Collaboration</b>	<b>Scaffolding Part III</b>		<ul style="list-style-type: none"> <li>• Academic Vocabulary Chart Activity</li> </ul>
13 –	<b>S5: Application of Content</b> <b>S6: Assessment</b> <b>S9: Professional Learning &amp; Ethical Practice</b> <b>S10: Leadership &amp; Collaboration</b>	<b>Performance Tasks &amp; PLC</b>	Canvas Readings	<ul style="list-style-type: none"> <li>• Performance Assessment Rating Criteria</li> <li>• Formative Assessment Analysis DQ</li> <li>• DQ Week 13</li> </ul>
14 –	<b>S2: Learning Differences</b> <b>S6: Assessment</b>	<b>Learner Explanations</b>	Canvas Readings	<ul style="list-style-type: none"> <li>• Formative Assessments List</li> <li>• What I Wish My Professor Knew</li> <li>• ELL, Gift SPED modified Assignment</li> <li>• PARTY SIGN UP</li> <li>• DQ Week 14</li> </ul>
15 –		<b>Dead Week</b>		<b>Finish any PREVIOUSLY ASSIGNED Tasks/ assignments – NO NEW CONTENT.</b>
16 –	<b>S6: Assessment</b>	<b>Final Reflections</b>		<b>Final Projects/ Assessments</b>

#### Additional considerations

As a professional educator, your assignment will also be graded for your use of APA (7) formatting. (12-point font, double-spaced, references correctly cited, etc.).

You will need to use at least FOUR references or readings to support your philosophy/ rationale.

**Rubrics for all assignments are attached to the assignments in Canvas.**

# EDUC 371 Assessment in Education

Final Audit Report

2025-12-11

Created:	2025-12-04
By:	Karen Lasota (KLASOTA@PITTSTATE.EDU)
Status:	Signed
Transaction ID:	CBJCHBCAABAAjDVmdWRnzc1gnbcnmWjgwDbgR4I_LBWc

## "EDUC 371 Assessment in Education" History

- 📄 Document created by Karen Lasota (KLASOTA@PITTSTATE.EDU)  
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- ✉️ Document emailed to Jason Clemensen (jclemensen@pittstate.edu) for signature  
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Signature Date: 2025-12-11 - 8:58:21 PM GMT - Time Source: server- IP address: 198.49.82.57
- ✅ Agreement completed.  
2025-12-11 - 8:58:21 PM GMT



Adobe Acrobat Sign

## Request for New Major

Effective Date: FALL 2026

Submission Date: 11/3/25

Department: Teaching and Leadership

College of: Education

Contact Person: Jason Clemensen

Degree: Bachelor of Science in Education    Minor Required: No

Modality: Online

Proposed Major: Secondary Education (with an emphasis in Unified)

**New Major – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.**

Used to create a new program and requires KBOR approval.

Will become effective the upcoming academic catalog if all approvals received.

**IMPORTANT:** Proposals should be uploaded no later than the **OCTOBER** Preliminary legislation month. This is to allow faculty senate approval at the December meeting, and KBOR review, approval, and implementation for the following Fall semester.

**Following Faculty Senate Approval**, submit sign off sheet and final complete package, in electronic format, to the office of the provost (220 Russ) for forwarding to KBOR for board approval. (must be entered into KBOR PI/CIP system at time of submission).

**Forms to accompany Approved Proposal**

- A. PSU Request for New Major Form (preceding)
- B. PSU Legislative Process Authorization/Notification Sign-Off Sheet (preceding)
- C. KBOR Application for New Program, [https://www.kansasregents.org/academic\\_affairs/new\\_program\\_approval](https://www.kansasregents.org/academic_affairs/new_program_approval) or located on the FS website

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

**1. Purpose/Justification for Major:**

The Kansas State Department of Education has approved program standards for Secondary Education Unified but no institution of higher education has proposed a program for these standards. This would be the only program for this teaching endorsement offered in Kansas. The goal is to fill the need of local educational agencies for secondary special education teachers while providing opportunities for those who seek to major in special education at the undergraduate level.

2. Is this new major proposal related to, and/or may affect, any degree program or minor/emphasis/certificate at PSU or any other Regent University? *If "yes", please provide an explanation and upload with any documentation between departments and/or other Regent Universities.*  Yes  No

3. Will this change affect any education major? *If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes  No

4. Will additional resources or costs will be required?  Yes  No  
If so, what will be needed?

5. Describe the program assessment plan:

a. Enrollment targets = Year 1 = 5 students; Year 2 - 10 students

b. Outcome expected and process to evaluate =

Reach 10 completers with a teaching license within 4 years; monitoring license records.

c. Plan to abandon if enrollment targets not met =

If target enrollments are not met within the first 2 years. We will utilize the 3rd year to work with our PK-12 partners to identify further need and opportunities within their school districts for para professionals. If enrollment is not showing improvement after year 4 at an average of 10 students per year, the program will be discontinued.

## Authorization Sign-Off

Checklist: Check once verified.

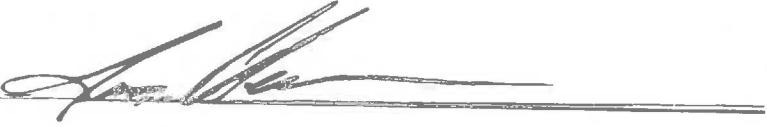


Academic Planning Excel Attached  
Course Id's match Course Names  
Course hours are correct  
Courses are currently Active



Curriculum hours meet 120  
KBOR forms attached  
Provost Office contacted

-Approved: Department Chair/Director

Date: 11-10-25 Signature: 

-Approved: College Curriculum Chair

Date 12-2-25 Signature:   
Jason Clemensen (Dec 4, 2025 09:07:35 CST)

-Approved: Dean of College

Date: Dec 11, 2025 Signature: Susan Bon  
Susan Bon (Dec 11, 2025 15:06:57 CST)

-Approved: Council for Teacher Education, if applicable

Date: 12-3-25 Signature:   
Jason Clemensen (Dec 4, 2025 09:07:35 CST)

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26 Signature: 

-Approved: Faculty Senate

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

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

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

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

**Academic Planning Document for 2025-2026****Major/Emphasis/Minor/Certificate - BSE; Secondary Education; Unified**

Course Prefix	Course Num.	Course Name	Cr. Hr.
<b>Core Courses -</b>			<b>20</b>
PSYCH	263	Developmental Psychology	3
PSYCH	357	Educational Psychology	3
EDUC	370	Organization and Management of Middle and Secondary Classroom	2
EDUC	371	Assessment in Education	3
EDUC	379	Instructional Planning and Delivery	3
EDUC	520	Methods and Materials for Academic Literacy	3
SPED	510	Overview of Inclusive Education	3
		Courses must be completed with a grade of "C" or better	
<b>Support Courses -</b>			<b>12</b>
MATH	304	Mathematics for Education II	3
EDUC	531	Science of Reading I	3
EDUC	541	Elementary Mathematics Methods	3
EDUC	544	Science of Reading II	3
<b>Emphasis Courses -</b>			<b>34</b>
EDUC	345	Topics in (Survey in Transition) (1-3 hours)	1
EDUC	345	Topics in (Differentiated Math Instruction) (1-3)	1
EDUC	345	Topics in (Supervision and Co-Teaching) (1-3)	1
EDUC	345	Topics in (Professional Development I) (1-3)	2
		Topics courses must be completed as designated above	
SPED	512	Characteristics of Students in Inclusive Settings	3
SPED	514	Professional Collaboration in Inclusive Settings	3
SPED	515	Positive Behavior Support in Inclusive Settings	3
SPED	516	Assessment in Special Education	2
SPED	517	Individualized Educational Programming	3
SPED	780	Teaching Secondary Students with High-Incidence Learning Needs	3
		Courses must be completed with a grade of "C" or better	
<b>Professional Semester, 12 hours</b>			
EDUC	458	Methods and Curriculum	3
EDUC	475	Supervised Clinical Experience	9
<b>Elective Courses -</b>			<b>19</b>
		Select 3 hours of literature from:	3
ENGL	220	World Masterpieces	
ENGL	231	American Literature I	
ENGL	232	American Literature II	
ENGL	241	British Literature I	
ENGL	242	British Literature II	
ENGL	313	Multicultural Literature	
		Select 3 hours of writing from:	3
ENGL	250	Introduction to Creative Writing	
ENGL	301	Technical/Professional Writing	

ENGL	302	Advanced Composition	
ENGL	304	Intro to Writing about Literature	
ENGL	306	Theories and Technologies of Writing	
		Select 3 hours of history from:	
HIST	101	World History to 1500	3
HIST	102	World History from 1500	
HIST	201	American History to 1865	
HIST	202	American History from 1865	
		Select 3 hours of math from:	
MATH	113	College Algebra	3
MATH	143	Elementary Statistics	
MATH	204	Mathematics for Education I	
MATH	307	Geometry for Education	
		Open Electives	7
			Total Credit Hours - 85
			Minor -
			General Education, 34-35 hours - 35
			Total Credit Hours: 120

Be sure all information is correct and courses are active before submitting.  
 Curriculum Revisions **REQUIRE** a program guide from the current catalog, 24/25.  
 Your legislation will be returned if either is found.

**DO NOT SAVE AS PDF, Leave in Excel worksheet format!**

# BSE Secondary Education-new major

2025-12-11

## Final Audit Report

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By:	Karen Lasota (KLASOTA@PITTSTATE.EDU)
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**Pittsburg State University**

**Bachelor of Science in Education**

**I. General Information**

**Program Approval**

**A. Institution**

Pittsburg State University

**B. Program Identification**

Degree Level:

Bachelor's

Program Title:

Secondary Education (with an emphasis in unified)

Degree to be Offered:

Bachelor of Science in Education

Responsible Department or Unit:

College of Education/Department of Teaching and Leadership

CIP Code:

[CIP Code Number]

Modality:

Online

Proposed Implementation Date:

January, 2027

Total Number of Semester Credit Hours for the Degree: [120 semester credit hours for program]

**II. Clinical Sites:** Does this program require the use of Clinical Sites? YES

The program requires a clinical course as well as student teaching. This is a para to teach program, so the clinical and student teaching sites are at the educational institution they are already employed at.

**III. Justification**

The Kansas State Department of Education has approved program standards for Secondary Education Unified but no institution of higher education has proposed a program for these standards. This would be the only program for this teaching endorsement offered in Kansas. The goal is to fill the need of local educational agencies for secondary special education teachers while providing opportunities for those who seek to major in special education at the undergraduate level.

**IV. Program Demand:** Select one or both of the following to address student demand:

**A. Survey of Student Interest**

Number of surveys administered: .....

\_\_\_\_\_

Number of completed surveys returned: .....

\_\_\_\_\_

Percentage of students interested in program: ...

\_\_\_\_\_

Include a brief statement that provides additional information to explain the survey.

**B. Market Analysis**

The Kansas State Department of Education Fact Sheet identifies 557 Special Education vacancies, 134 Mathematics vacancies, and 127 English Language and Literature vacancies. This alternate certification para to teach program has been requested by multiple area superintendents, the interlocal that serves Southeast Kansas, and KSDE. Many school districts have para educators at the secondary level that they would like to transition into the classroom. Currently there is only a route for elementary education paraprofessionals. This program is

a 2+2 program with the intention to partner with area community colleges to provide the general education online course work. This program will allow secondary paraprofessionals to remain employed while pursuing a secondary education degree. The licensure associated with this degree will be Special Education and Mathematics or English Language and Literature meeting the market demand for high needs teaching vacancies within the State of Kansas.

## **V. Projected Enrollment for the Initial Three Years of the Program**

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation		5		9
Year 2		10		9
Year 3		20		9

## **VI. Employment**

This is a licensure para to teach program with an alternative delivery. The employment opportunities are at the secondary education level in math, ELA, and Special Education. Completers can take the Praxis exam to test into other content specific areas.

## **VII. Admission and Curriculum**

### **Admission Criteria**

- A.** Complete admission application for teacher education
- B.** Submit recommendations from a supervising special education teacher or other educational professionals familiar with your work as a student or special education paraeducator
- C.** Meet basic skills requirements:
  - a. Meet the state minimum on one of the approved paraeducator assessments:
    - i. ParaPro Assessment
    - ii. Paraeducator Online Training (Master Teacher)
    - iii. WorkKeys **OR**
  - b. ACT composite score of 22 or higher **OR**
  - c. ACT sub-scores: Reading  $\geq$  16, Writing  $\geq$  6, and Math  $\geq$  16 **OR**
  - d. SAT combined score of 1120 or higher (for exams taken after March 2016) **OR**
  - e. Core scores: Reading  $\geq$  156, Writing  $\geq$  162, Math  $\geq$  142 **OR**
  - f. Accuplacer Next Generation: Reading  $\geq$  255, Writing  $\geq$  255, Math  $\geq$  263  
(Quantitative Reasoning, Algebra, and Statistics)
- D.** Complete EDUC 261 Explorations in Education with a minimum grade of "C"
- E.** Complete module requirements (only for students transferring credit for EDUC 261)
- F.** Earn a "C" or better in:
  - a. ENGL 101

- b. ENGL 299
- c. COMM 207
- d. 3 credit hours of Math (above remedial level)
- G.** Maintain a cumulative GPA of 2.50 or higher
- H.** Submit verification of employment as a special education paraeducator for at least one semester

## I. Curriculum

### Year 1: Summer

Course #	Course Name	SCH = Semester Credit Hours
		SCH....
EDUC 371	Assessment in Education	3
MATH 304	Mathematics for Education II	3
SPED 512	Characteristics of Students in Inclusive Settings	3

### Year 1: Fall

Course #	Course Name	SCH....
EDUC 345	Topics (Survey in Transition)	1
EDUC 370	Organization and Management of the Middle and Secondary Classroom	2
EDUC 541	Elementary Mathematics Methods	3
EDUC 379	Instructional Planning & Delivery	3

### Year 1: Spring

Course #	Course Name	SCH....
EDUC 345	Topics (Professional Development I)	2
EDUC 345	Topics (Differentiated Math Instruction)	1
SPED 514	Professional Collaboration in Inclusive Settings	3
SPED 780	Teaching Secondary Students with High-Incidence Learning Needs	3

### Year 2: Summer

Course #	Course Name	SCH....
EDUC 531	Science of Reading I	3
EDUC 520	Methods and Materials for Academic Literacy	3
SPED 515	Positive Behavior Support in Inclusive Settings	3

### Year 2: Fall

Course #	Course Name	SCH....
EDUC 345	Topics (Supervision and Co-Teaching)	1
EDUC 544	Science of Reading II	3

SPED 516	Assessment in Special Education	2
SPED 517	Individualized Educational Programming	3

**Year 2: Spring**

Course #	Course Name	SCH....
EDUC 458	Methods and Curriculum	3
EDUC 475	Supervised Clinical Experience	9

**Total Number of Semester Credit Hours .....** 57 + General  
**Education Courses = 120**

**VIII. Core Faculty**

Note: \* Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Karla Childs (Math)	Professor	Ph. D	Y	Math for Education	.2
Dr. Emily George	Assistant Professor	Ed. D	Y	Special Education/Middle Level Literacy	.2
Dr. Kylie Stewart	Assistant Instructional Professor	Ed. D	N	Special Education	.2
Dr. Joanie Brillant	Assistant Professor	Ed. D	Y	Elementary Education/Reading	.2
Dr. Brian Sims	Professor	Ed. D	Y	Special Education	.2
Dr. Ashley Shaw	Associate Professor	Ed. D	Y	Special Education	.2
Dr. Jean Dockers	Associate Professor	Ph.D	N	Teacher Education	.2
Dr. Marcus Daczewitz	Professor	Ed. D	Y	Special Education	.2

Number of graduate assistants assigned to this program ..... 0

**IX. Expenditure and Funding Sources** (*List amounts in dollars. Provide explanations as necessary.*)

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$0	\$0	\$0

Administrators (other than instruction time)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (e.g., secretarial)	0	0	0
Fringe Benefits (total for all groups)	0	0	0
Other Personnel Costs	0	0	0
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Personnel – New Positions</b>			
Faculty – Part Time Adjunct	\$4,800	\$4,800	\$4,800
Administrators (other than instruction time)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (e.g., secretarial)	0	0	0
Fringe Benefits (total for all groups)	0	0	0
Other Personnel Costs -	0	0	0
<b>Total Existing Personnel Costs – New Positions</b>	<b>\$4,800</b>	<b>\$4,800</b>	<b>\$4,800</b>
<b>Start-up Costs - One-Time Expenses</b>			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
<b>Total Start-up Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
<b>Total Operating Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>GRAND TOTAL COSTS</b>	<b>\$4,800</b>	<b>\$4,800</b>	<b>\$4,800</b>

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$14,265	\$28,530	\$57,060
Student Fees				
Other Sources				

<b>GRAND TOTAL FUNDING</b>				
<b>J. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		+\$9,465	+\$23,730	+\$52,260

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

#### Personnel – Reassigned or Existing Positions

All faculty positions are existing faculty. There is only one new course that is not currently being offered within this program. All courses have capacity to take on the enrollment from this program.

#### Personnel – New Positions

The only new position associated with this is a part time temporary adjunct to teach the new course that is associated with this program.

#### Start-up Costs – One-Time Expenses

There is no start-up cost associated with this program as all course work is already being offered and has capacity.

#### Operating Costs – Recurring Expenses

There are no recurring expenses associated with this program that are not already being encumbered through other programs within the Department of Teaching and Leadership.

**B. Revenue: Funding Sources**

The funding source identified is the online tuition rate of \$317 per credit hour.

**C. Projected Surplus/Deficit**

The projected surplus was figured by taking the tuition rate of \$317 per credit hour, multiplying it by 9 credit hours per semester and then multiplying the number of targeted number of students enrolled during each semester.

**XI. References**

Carter, Shane. (2025). *Fact Sheet*. Kansas State Department of Education.

## Curriculum Revision Form

Effective Date: FALL 2026      Submission Date:

Department: Teaching and Leadership

College of: Education

Contact Person: Heather Carter

Minor Required? Yes

Revision

Major/Minor/Emphasis/Certification Name:

**Family and Consumer Sciences, Child Development emphasis**

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

### Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.

Used to change program name and/or curriculum, effective the upcoming academic catalog.

Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

#### 1. Describe ALL Changes:

We want to offer a 100% online emphasis option for working professionals in early childhood, in addition to the current Child Development emphasis offering. The emphasis would require a supervisor, or similar, to provide a letter of recommendation and letter of agreement as part of the admission process.

FCS 490/491 will be substituted for FCS 340 Special Topics and FCS 270 Practicum in FCS. This substitution accommodates offering an emphasis option 100% online.

HHP 260 is removed, as working professionals already have CPR/First Aid Certification.

FCS 570 Internships will be the only option instead of choosing between FCS 570 or FCS 591.

An additional open elective (3 hrs) has been added to compensate for removal of HHP 260 (2 hours) and the hour difference between FCS 570 and FCS 591. This will be selected in consultation with their faculty mentor.

*Will have internal code for online emphasis.*

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

Feedback from local and state stakeholders has requested an online option for working professionals. Additionally, our statewide professional circles are looking at raising the credentials and expertise expectations for our early childhood workforce. We want to be on the forefront in supporting these initiatives.

#### 3. Will this change affect any education majors? *If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.*

Yes

No

4. If this change affects any other department on campus, please attach all email notifications between departments.

5. Does the revision meet University catalog definitions for majors, minors, emphases, and certificates as appropriate?

Yes  No

6. Will additional resources or costs will be required?

Yes  No

If so, what will be needed?

Possibly. Faculty overload or adjunct will likely be needed to teach FCS 340 and FCS 270.

#### **Definition of an Emphasis**

Area of Emphasis is a specific subject area that exists within an approved degree program and major. At Pittsburg State University a minimum of 12 credit hours and no more than 24 credit hours are expected for an area of emphasis in a baccalaureate degree program.

#### **Definition of a Minor**

Minors at Pittsburg State University may range from 15 to 24 credit hours. When selected to accompany a degree that requires a minor there must be at least nine unique credit hours in the minor that are not found in the student's major in order to meet graduation requirements. In instances where the major requires a minor (not the degree type), academic departments/schools may specify minors that best achieve the learning objective for their students.

#### **Definition of Certificate Program**

A certificate program can be undergraduate or graduate in course content and provides a specific body of knowledge for personal or career development or professional continuing education. Certificates may be taken while also pursuing a degree or independent from any other studies at Pittsburg State University. It is recommended that if the student is only pursuing a certificate and not in conjunction with a degree and wishes to apply for federal financial assistance that they visit with personnel in the Student Financial Assistance office regarding the eligibility for aid for the certificate of interest. At Pittsburg State University a certificate can range from 12 credit hours to 24 credit hours.

## Authorization Sign-Off Sheet

**Checklist: Check once verified.**



- Program guide from current catalog.
- Academic Planning Excel attached.
- 120 Credit hours met.
- Course Id's match Course names.
- Course hours are correct.
- Listed courses are currently active.

Needed Documentation attached.

-Approved: Department Chair/Director

Date: 9/12/25 Signature: 

-Approved: College Curriculum Committee

Date: 12-2-25 Signature:   
Jason Clemensen (Dec 4, 2025 08:30:37 CST)

-Approved: Dean of College

Date: Dec 11, 2025 Signature:   
Samantha (Dec 11, 2025 08:30:37 CST)

-Approved: Council for Teacher Education (if applicable)

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

-Approved: University Undergraduate Curriculum Committee

Date: 1/16/26 Signature: 

-Approved: Faculty Senate

Date: \_\_\_\_\_ Signature, Recorder Faculty Senate: \_\_\_\_\_

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

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



# PittState

## Family & Consumer Sciences Child Development

<p><b>FRESHMAN YEAR</b></p> <p>UGS 150 Gorilla Gateway.....2 hours FCS 100 Career Management in FCS.....1 hour ENGL 101 English Composition .....3 hours PHIL 105 – Bucket 6 .....3 hours - MATH 133 or 204 - Bucket 3 .....3 hours - PSYCH 155 or SOC 100 – Bucket 5 .....3 hours -  Total Credits..... 15 hours</p>	<p><b>FRESHMAN YEAR</b></p> <p>COMM 207 Speech Communication .....3 hours FCS 285 Lifespan Human Development .....3 hours BIOL 113 Environmental Life Science- Bucket 4 .....4 hours - SWK 250 Relationship Skills- Bucket 5 .....3 hours - FCS 290 Intro &amp; Overview of Childhood Prog .....3 hours ^  Total Credits..... 16 hours</p>
<p><b>SOPHOMORE YEAR</b></p> <p>ENGL 299 Introduction to Research Writing.....3 hours FCS 203 Nutrition and Health.....3 hours FCS 230 Consumer Education.....3 hours EDUC 261 or EDTH 330 - Bucket 7 .....3 hours - Minor Course.....3 hours  Total Credits..... 15 hours</p>	<p><b>SOPHOMORE YEAR</b></p> <p>Open Elective .....3 hours CD Restricted Elective .....3 hours Minor Courses .....6 hours ART 311 - Bucket 6 .....3 hours -  Total Credits..... 15 hours</p>
<p><b>JUNIOR YEAR</b></p> <p>FCS 390 Interacting with Children .....3 hours CS 391 Practicum .....1 hours CS 580 Family Violence/Child Abuse .....3 hours * CD Restricted Elective .....6 hours Minor Course.....3 hours  Total Credits..... 16 hours</p>	<p><b>JUNIOR YEAR</b></p> <p>FCS 340 Topics in FCS .....3 hours FCS 270 Practicum in FCS .....1 hours FCS 592 Youth &amp; Adolescence .....3 hours ^ FCS 392 Infant &amp; Toddler .....3 hours ^ Minor Course .....3 hours Bucket 7 .....1 hours  Total Credits..... 14 hours</p> <p>Note: FCS 340 and FCS 270 must be enrolled in con-currently.</p>
<p><b>SENIOR YEAR</b></p> <p>FCS 470 Professional &amp; Social Skills.....3 hours * FCS 480 Dynamics of Family Relationships .....3 hours * FCS 590 Development of the Child: Birth-Age 8 .....3 hours Minor Course.....3 hours CD Restricted Elective .....3 hours  Total Credits..... 15 hours</p>	<p><b>SENIOR YEAR</b></p> <p>FCS 570 Internship—Child Development..... 4 hours FCS 690 Parent/Professional Relationships .....3 hours Minor Course .....3 hours CD Restricted Elective .....3 hours FCS 572 Senior Seminar .....1 hours  Total Credits..... 14 hours</p>

Total Credits: 120 hours



Dr. Heather Carter, Child Development Program Mentor  
[Heather.carter@pittstate.edu](mailto:Heather.carter@pittstate.edu)

620-235-4459

\* Fall only

^ Spring only

- If using First Aid/CPR certification, an additional 2 credit hours will need to be added.

- Recommended course(s) per FCS Faculty

# Child Development Emphasis - BS FCS

**Degree:** Bachelor of Science

**Major:** Family and Consumer Sciences

**Emphasis:** Child Development

- FCS-430 Family Resource Management (3 hours)
- SOC-440 Personality and Social Structure (3 hours)
- SOC-443 Race and Ethnic Relations (3 hours)
- HHP-466 Motor Learning and Development (3 hours)
- SWK-485 Human Behavior in the Social Environment II: Groups and Communities (3 hours)
- SOC-548 Juvenile Delinquency (3 hours)
- EDUC-551 English Language Learners in the Classroom (3 hours)
- PSYCH-736 Psychology of Family Development (3 hours)

*Recommended Minors: Accounting, Art, Business Administration, Music, Recreation, Sociology, Psychology, and Special Education for Family and Consumer Sciences. Potential Careers: Child care center director, social services, preschool teacher, child care provider, licensing specialist, county extension and college instructor. Application to student teach in Early Childhood must be completed and turned in to the Early Childhood Program Coordinator by October 1st for spring student teaching and by April 1st for fall.*

Revised: 08/05/2025

## Core Requirements

- FCS-100 Career Management in Family and Consumer Sciences (1-2 hours)
- FCS-203 Nutrition and Health (3 hours)
- FCS-230 Consumer Education and Personal Finance (3 hours)
- FCS-470 Professional and Social Skills (3 hours)
- FCS-480 Dynamics of Family Relationships (3 hours)
- FCS-572 Senior Seminar in Family and Consumer Sciences (1 hour)

## Emphasis Requirements, 35 hours

*See notes \*1*

- FCS-285 Lifespan Human Development (3 hours)
- FCS-290 Introduction and Overview of Childhood Programs (3 hours)
- FCS-390 Interacting with Children (3 hours)
- FCS-391 Practicum in Early Childhood (1 hour)
- FCS-392 Infant and Toddler Development (3 hours)
- FCS-490 Developmental Planning: Preschool and Kindergarten (3 hours)
- FCS-491 Preschool Laboratory (1-2 hours)
- FCS-570 Professional Internship (2-4 hours)

*Note: Special Permission Required.*

or — FCS-591 Supervised Teaching in the Early Childhood Lab (5 hours)

- FCS-580 Family Violence and Child Abuse (3 hours)
- FCS-590 Development of the Child: Birth Through Age Eight (3 hours)
- FCS-592 Study of Youth and Adolescence (3 hours)
- FCS-690 Parent/Professional Relationships (3 hours)
- HHP-260 First Aid and CPR (2 hours)

*Notes \*1: No credit will be given for outside certification for HHP 260 or if currently certified.*

## Select 15 hours of Restricted Electives from:

- MUSIC-140 Children's Music (3 hours)
- FCS-305 Community Nutrition (3 hours)
- EDUC-322 Early Literacy and Language Development (2 hours)
- EDUC-323 Literature for Young Children Birth-3rd (1 hour)
- SOC-360 Community Sociology (3 hours)
- SWK-385 Human Behavior in the Social Environment I: Individual and Family Functioning (3 hours)

Make sure to attach the program guide from current catalog! (For Revised Curriculum)

<https://www.pittstate.edu/registrar/catalog>**Academic Planning Document for 2025-2026****Major/Emphasis/Minor/Certificate - Family and Consumer Sciences, Child Development Empahsis (100% online)**

Course Prefix	Course Num.	Course Name	Cr. Hr.
<b>Core Courses -</b>			14
FCS	100	Career Management in Family and Consumer Sciences (1-2 hrs)	1
FCS	203	Nutrition and Health	3
FCS	230	Consumer Education and Personal Finance	3
FCS	470	Professional and Social Skills	3
FCS	480	Dynamics of Family Relationships	3
FCS	572	Senior Seminar in Family and Consumer Sciences	1
<b>Support Courses -</b>			24
		Students should select a minor that aligns with professional goals	21
		Open elective	3
<b>Emphasis Courses -</b>			33
FCS	285	Lifespan Human Development	3
FCS	290	Introduction and Overview of Childhood Programs	3
FCS	270	Practicum in FCS	1
FCS	340	Topics in FCS	3
FCS	390	Interacting with Children	3
FCS	391	Practicum in Early Childhood	1
FCS	392	Infant and Toddler Development	3
FCS	570	Professional Internship (2-4 hrs)	4
FCS	580	Family Violence and Child Abuse	3
FCS	590	Development of the Child: Birth through Age Eight	3
FCS	592	Study of Youth and Adolescence	3
FCS	690	Parent and Professional Relationships	3
		<i>FCS 390 and 391 should be enrolled in concurrently</i>	
<b>Elective Courses -</b>			15
		Pick 15 hours of Restricted Electives from:	15
MUSIC	140	Children's Music	
FCS	305	Community Nutrition	
EDUC	322	Early Literacy and Language Development	
EDUC	323	Literature for Young Children Birth-3rd	
SOC	360	Community Sociology	
SWK	385	Human Behavior in the Social Environment I: Individual and Family Functioning	
FCS	430	Family Resource Management	
SOC	440	Personality and Social Structure	

SOC	443	Race and Ethnic Relations	
HHP	466	Motor Learning and Development	
SWK	485	Human Behavior in the Social Environment II: Groups and Communities	
SOC	548	Juvenile Delinquency	
EDUC	551	English Language Learners in the Classroom	
PSYCH	736	Psychology of Family Development	
		<i>EDUC 322 and 323 should be enrolled in concurrently</i>	
		<b>Total Credit Hours -</b>	<b>86</b>
		<b>Minor -</b>	
		<b>General Education, 34-35 hours -</b>	<b>34</b>
		<b>Total Credit Hours:</b>	<b>120</b>

Be sure all information is correct and courses are active before submitting.

Curriculum Revisions **REQUIRE** a program guide from the current catalog, 24/25.

Your legislation will be returned if either is found.

**DO NOT SAVE AS PDF, Leave in Excel worksheet format!**

# FCS CD online emphasis 110325

Final Audit Report

2025-12-11

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By:	Karen Lasota (KLASOTA@PITTSTATE.EDU)
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