



Pittsburg State University Faculty Senate Meeting

Date: Monday, February 27, 2023
Time: 3:00 p.m.
Location: Sunflower Room, Overman Student Center

Agenda

- I. Call to order**
- II. Approval of January 23rd, 2023 minutes**
- III. Announcements**
 - A. Provost and Vice President of Academic Affairs- Dr. Howard Smith**
 - B. PSU/KNEA Remarks- Khamis Siam**
 - C. Student Senate Remarks- Tarryn Brenner**
 - D. Unclassified Professional Senate Remarks- Tammy Higgins**
 - E. University Support Staff Remarks- Diane Letner**
 - F. Faculty Senate Report- Karen Johnson**
- IV. Committee Reports**
 - A. Academic Affairs Committee - Chair: Mike Carper**
 - Undergraduate Curriculum Subcommittee - **Chair: Janet Zepernick**
 - Library Services/Learning Resources Subcommittee - **Chair: Chase Dearing**
 - Online and Distance Learning Committee - **Chair: Laurent Pretot**
 - Academic Honors Subcommittee - **Chair: Kris Lawson**
 - Honors College Subcommittee - **Chair: Rion Huffman**
 - Writing Across the Curriculum Subcommittee - **Chair: Jason Clemensen**
 - Diversity and Multicultural Affairs Subcommittee - **Chair: Laura Washburn**

- B. **Student-Faculty Committee - Chair: Cole Shewmake**
- C. **All-University Committee - Chair: John Daley**
- D. **Faculty Affairs Committee - Chair: Amy Hite**
- E. **Constitution Committee - Chair: Casie Hermansson**
- F. **Pitt State Pathway Committee - Chair: Bob Kehle**
- G. **Budget Committee - Chair: Kent Runyan**
- H. **Academic Honesty Committee - Chair: Rebeca Book**

V. **Unfinished Business:** Pitt State Pathway Committee: revisions to General Education

VI. **New Business:** Faculty Affairs Committee: 1st reading on professional development travel funding changes.

VII. **Open Forum:**

VIII. **Adjournment**

Next Faculty Senate Meeting: March 27th, 2023 in the Sunflower Room, OSC

Academic Affairs – Chair: Mike Carper

No report

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

See attached

Library Services – Chair:

Will meet in March to elect new chair

Online and Distance Learning – Chair: Laurent Pretot

The Online and Distance Learning Committee met on February 15th to review the new draft distance education plan (DEP). We began discussing four overall goals of the DEP. Susan Dellasega from the CTLT will take the lead on revising and updating the distance education plan. The committee will serve as an advisory council to review and approve the distance education plan section by section before being presented campus wide.

Academic Honors – Chair: Kris Lawson

Academic Honors is in the process of reviewing Spring 23 applications. In total, we have 42 applications under review.

Honors College – Chair: Rion Huffman

The Honors College Committee is busy creating a report outlining the findings and recommendations that have been a result of the various surveys administered and research completed by the committee. The report should be completed by the end of February. The following groups were surveyed: PSU Faculty, Current HC students, HC Alumni, Prospective HC students in High School.

Writing Across the Curriculum – Chair: Jason Clemensen

The Writing Across the Curriculum Committee met on Monday February 13th to discuss the Writing to Learn submissions. The committee plans to have all submissions scored by Monday February 27th.

Diversity and Multicultural Affairs – Chair: Laura Washburn

No report

Student-Faculty – Chair: Cole Shewmake

Last year, early enrollment for student workers, members of SGA, and student-athletes were approved to be added to the group of early enrollment students (previously just Honors College students). I.T. has now completed the programming

necessary to identify the additional student groups that were added to Honors College for priority enrollment. This will be available for the Fall 2023 semester enrollment period this spring.

All-University – Chair: John Daley

No report

Faculty Affairs – Chair: Amy Hite

We are continuing to approve travel requests. We have approved \$25,000 of the \$100,000 available funding. We have approximately \$8,000 encumbered but travel has not been completed and approximately \$3,000 Priority 2 and non-tenure approved, that will be ranked after May 1 (pending available funding). Please consider applying and encouraging faculty in your colleges and departments.

Please remind TE faculty in your departments: Priority 1B TENURE-TRACK FACULTY IN YEAR 1 OR 2 of their PSU contract, they can apply for a one-time funding to attend a conference up to \$500 or 50% of the total expenses. They do not have to present to be funded and this is not competitive with the Priority 2 requests.

Please encourage non-tenure full time faculty to submit request for Priority 1 or 2. Per the form, they are eligible in exceptional cases. Assure they provide a justification for the reason the travel and attendance are exceptional.

Please see the attached form, with edits in Red that Faculty Affairs would like to propose for your comments and first read. We know these are unprecedented times and travel requests may change in the next few years. Since we increased funding to \$100k in FY 2019, we have not denied any submitted faculty requests (meeting a Priority 1 or 2).

Constitution – Chair: Casie Hermansson

No report

Pitt State Pathway – Chair: Bob Kehle

We need to bring three items up for a vote. See the attachments.

1. New Gen ed was first presented in December
2. Gen Ed worksheet is a list of all the courses to be included. This is a slight revision from December
3. All Gen Ed course should include. This is the current policy revised to include the word addendum.

Budget Committee – Chair: Kent Runyan

No Report

Academic Honesty – Chair: Rebeca Book

No Report



PITTSBURG STATE UNIVERSITY

GENERAL EDUCATION OBJECTIVES

PITT STATE GENERAL EDUCATION

MISSION STATEMENT

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

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

CORE OBJECTIVES

A. COMMUNICATION

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

B. GLOBAL UNDERSTANDING AND CIVIC ENGAGEMENT

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

C. QUANTITATIVE/ANALYTIC METHODS AND SCIENTIFIC LITERACY

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

D. INFORMATION AND DIGITAL LITERACY

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

E. PERSONAL AND PROFESSIONAL BEHAVIOR

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

Kansas Board of Regents General Education areas.

(1) English Discipline Area – 6 Credit Hours

(2) Communication Discipline Area – 3 Credit Hours

(3) Math and Statistics Discipline Area – 3 Credit Hours

(Must be college level. Intermediate algebra shall not meet any of the math degree requirements)

(4) Natural and Physical Sciences Discipline Area – 4-5 Credit Hours

One course with a lab from the following subject areas:

Anatomy
Astronomy
Biochemistry
Biology
Botany
Chemistry
Earth Science
Ecology
Environmental Science
Geology
Meteorology
Microbiology
Physical Geography
Physical Sciences
Physics
Physiology
Zoology

(5) Social & Behavioral Sciences Discipline Area – 6 Credit Hours

A minimum of two courses from two of the following subject areas:

Anthropology
Criminal Justice
Economics
Ethnic and/or Gender Studies
Geography
Political Science
Psychology
Social Work
Sociology

(6) Arts & Humanities Discipline Area – 6 Credit Hours

A minimum of two courses from two of the following subject areas:

Art
Communications
Cultural Studies
Dance
English
General Humanities
History
Literature
Modern and Classical Languages
Music
Philosophy
Religion
Theater

(7) Institutionally designed Area – 6 total hours

The “Writing Across the Curriculum Program” at Pittsburg State University:

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

Definition of Terms:

- **Element**.....An assessable skill, competency, or component of knowledge.

COMMUNICATION

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

Learning Outcome: *Students will communicate effectively.*

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

Definitions of Elements

1. Written communication:

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

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

2. Information Design Process:

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

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

3. Use Information Ethically:

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

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

4. Verbal communication:

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

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

5. Non-verbal and Creative Expression:

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

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

GLOBAL UNDERSTANDING AND CIVIC ENGAGEMENT

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

Learning Outcome: Students will explore global systems conscientiously.

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

Definitions of Elements

1. Human Experience within a Global Context:

Understanding the diverse nature, meanings, or functions of creative endeavors through the study of literature, music, theater, visual arts, or related forms of expression helps us understand ourselves. Competency in this element means:

- *Applying* cultural concepts and/or methodologies in the analysis of literary, performing, visual, or other art forms;
- *Analyzing* how literature, performance, the visual arts, or other creative endeavors respond to and influence society and culture;
- *Analyzing* creative endeavors in a contextual framework, such as critical theory, aesthetics, philosophy of art, or rhetoric;

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

2. **Human Systems within a Global Context:**

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:

- *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
- *Analyzing* the individual's role and responsibility to society at all levels;
- *Evaluating* how human systems are interconnected at all levels.

3. **Natural World within a Global Context:**

Biological, physical, and chemical systems form the context for life. Students need to understand how these systems work, how these change naturally, and how these can change as a result of human activities. The implications of these changes are essential for long-term decision-making. Competency in this element means:

- *Analyzing* biological, physical, and/or chemical systems;
- *Evaluating* the implications of changes that result from interactions between natural and human systems.

4. **Diverse perspectives within a Global Context:**

Valuing different perspectives and analyzing the interrelationships between them leads to global respect and understanding. Competency in this element means:

- *Applying* multiple perspectives to personal, social, cultural, disciplinary, environmental, race, ethnicity, gender, nationhood, religion, or class interactions;
- *Analyzing* connections between worldviews, power structures, or experiences of multiple cultures in a historical or contemporary context;
- *Analyzing* issues of diversity (i.e. religious, racial, sexual orientations, gender, or disabilities).

5. **Social Responsibility:**

Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:

- *Applying* the concepts associated with active, responsible citizenship;
- *Analyzing* the ethical, social, and environmental consequences of local, national, and global organizations;
- *Analyzing* the historical consequences of local or national decisions on global systems

QUANTITATIVE/ANALYTIC METHODS AND SCIENTIFIC LITERACY

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

Learning Outcome: *Students will analyze data logically.*

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

Definition of Elements

1. Quantitative or Analytic Methods:

Quantitative literacy and its methods refer to competency in working with numerical data. Students with strong quantitative skills possess the ability to reason and solve problems from a wide array of contexts and everyday life situations. They can create sophisticated arguments supported by objective evidence and can communicate those arguments in a variety of formats (e.g. text, tables, graphs, mathematical equations, etc.) as appropriate. Competency in this element means:

- *Applying* a set of formal tools to interpret, represent, calculate, and analyze quantitative data;
- *Explaining* assumptions and rationale for selecting a mathematical approach to solve a problem;
- *Explaining* assumptions and rationale for selecting a mathematical or formal logical approach to solve a problem;
- *Drawing* and *communicating* conclusions to support decisions.

2. Scientific Inquiry:

The scientific method is the systematic approach to understanding the world around us. Through experimentation and hypothesis testing, students will apply analytical skills and appropriate methods of scientific inquiry (i.e. qualitative and quantitative) to solve a variety of research questions. Competency in this element means:

- *Composing* appropriate research questions and hypotheses, drawing from experts, reliable sources, or previously collected data;
- *Collecting, synthesizing, and analyzing* data from multiple sources;
- *Drawing* logical conclusions, assessing for gaps or weaknesses, and addressing potential consequences and implications;
- *Communicating* results using appropriate delivery methods or formats.

INFORMATION AND DIGITAL LITERACY

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

Learning Outcome: *Students will evaluate information competently.*

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

Definition of Elements

1. **Research as Discovery:**

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

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

2. **Information Validity:**

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

3. **Evidence of Digital Competency:**

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

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

PERSONAL AND PROFESSIONAL BEHAVIOR

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

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

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

Definitions of Elements

1. **Wellness Strategies:**

Wellness encompasses the concepts and importance of physical fitness and/or activity over the lifetime, chronic disease prevention/management, nutritional knowledge, mental health awareness, and continuous involvement in an exercise or physical/leisure time activity program to ensure students create a healthy lifestyle plan throughout their lifetime. Competency in this element means:

- *Understanding* chronic disease prevention/management;
- *Understanding* the principles of behavior and mental processes;
- *Evaluating* healthy lifestyle habits;
- *Analyzing* the benefits of exercise and physical/leisure time activity on mental health;
- *Creating* a healthy nutritional regimen;
- *Creating* a personalized exercise or physical/leisure time activity program;
- *Completing* an exercise or physical/leisure time activity course.

2. **Financial Literacy:**

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

- *Creating* personal financial management practices;

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

3. **Self-Management:**

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

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

4. **Professional Development:**

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

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

5. **Leadership Initiative:**

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

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

General Education Requirements for all Baccalaureate Degrees

updated 1/24/23

Code	Course #	Course Title	Hrs.	Code	Course #	Course Title	Hrs.
English Discipline Area - 6 Total hours				5	POLS*101	U.S. Politics	3
1	ENGL*101	English Composition	3	5	POLS*103	Comparative Political Institutions	3
1	ENGL*299	Intro to Research Writing (or 190/Honors)	3	5	POLS*201	Introduction to Public Policy	3
Communications Discipline Area - 3 Total hours				5	PSYCH*155	General Psychology	3
2	COMM*207	Speech Communication	3	5	SOC*100	Introduction to Sociology	3
Mathematics & Statistics Discipline Area - 3 Total hours*				5	SWK*250	Relationship Skills	3
3	MATH*110	College Algebra with Review	5	5	WGS*200	Introduction to Women's Issues	3
3	MATH*113	College Algebra	3	5	WGS*399	Global Women's Issues	3
3	MATH*126	Pre-Calculus	4	Arts & Humanities Discipline Area - 6 Total Hours			
3	MATH*133	Quantitative Reasoning	3	6	ART*178	Introduction to Visual Arts	3
3	MATH*143	Elementary Statistics	3	6	ART*188	The Designed World	3
3	MATH*150	Calculus I	5	6	ART*217	Crafts I	3
3	MATH*204	Mathematics for Education I	3	6	ART*222	Jewelry Design I	3
*PENDING KBOR MATH PATHWAYS				6	ART*233	Drawing I	3
Natural & Physical Sciences Discipline Area - 4-5 Total Hrs				6	ART*244	Ceramics I	3
4	BIOL*111	General Biology	3	6	ART*266	Sculpture I	3
4	BIOL*112	General Biology Lab	2	6	ART*277	Painting I	3
4	BIOL*113	Environmental Life Science	4	6	ART*288	Introduction to Art History I	3
4	BIOL*211	Principles of Biology I	4	6	ART*289	Introduction to Art History II	3
4	CHEM*105	Introductory Chemistry	3	6	ART*311	Art Education	3
4	CHEM*106	Introductory Chemistry Lab	1	6	COMM*105	Performance Appreciation	3
4	CHEM*215	General Chemistry I	3	6	COMM*205	Performance Studies	3
4	CHEM*216	General Chemistry I Lab	1	6	COMM*395	Theatre History ()	3
4	PHYS*100	College Physics I	4	6	ENGL*113	General Literature	3
4	PHYS*104	Engineering Physics I	4	6	ENGL*114	General Literature (Genre)	3
4	PHYS*130	Elementary Physics Lab I	1	6	ENGL*116	General Literature (Theme)	3
4	PHYS*160	Physical Geology	3	6	ENGL*117	Introduction to Fiction	3
4	PHYS*165	Physical Geology Lab	1	6	ENGL*118	Introduction to Poetry	3
4	PHYS*166	Meteorology	3	6	ENGL*120	Literature and Film	3
4	PHYS*167	Meteorology Lab	1	6	ENGL*121	Intro to Anti-Racist Literature	3
4	PHYS*171	Physical Science	3	6	ENGL*122	Introduction to Women's Literature	3
4	PHYS*172	Physical Science Lab	1	6	ENGL*123	The Citizen in Literature	3
4	PHYS*175	Descriptive Astronomy	3	6	ENGL*124	Health and Literature	3
4	PHYS*176	Astronomy Lab	1	6	ENGL*125	Intro to Horror in Literature	3
4	PHYS*375	Solar System Astronomy	3	6	ENGL*250	Introduction to Creative Writing	3
Social & Behavioral Sciences Discipline Area - 6 Total Hours				6	ENGL*315	Mythology	3
5	ANTH*101	Introduction to Cultural Anthropology	3	6	ENGL*320	Literature and Film (upper level)	3
5	ECON*191	Issues in Today's Economy	3	6	HHP*151	Dance Appreciation	3
5	ECON*200	Principles of Microeconomics	3	6	HIST*101	World History to 1500	3
5	ECON*201	Principles of Macroeconomics	3	6	HIST*102	World History from 1500	3
5	ETECH*502	Engineering Economy	3	6	HIST*201	American History to 1865	3
5	GEOG*106	World Regional Geography	3	6	HIST*202	American History from 1865	3
5	GEOG*300	Elements of Geography	3	6	HONOR*200	The Power of Music	3
5	GEOG*304	Human Geography	3	6	MLL*124	French Language & Culture 1	3
				6	MLL*154	Spanish Language and Culture I	3
				6	MUSIC*120	Music Appreciation ()	3

6	MUSIC*121	Introduction to Music Literature	3
6	MUSIC*321	History of Music	3
6	MUSIC*322	History of Music	3
6	PHIL*103	Introduction to Philosophy	3
6	PHIL*105	Ethics	3
6	PHIL*112	Biomedical Ethics	3
6	PHIL*113	Business Ethics	3
6	PHIL*114	Environmental Ethics	3
6	PHIL*231	World Religions	3

Institutionally Designated Area - 6 Total hours

7	UGS*150	Gorilla Gateway	2
Any 1 credit hour class from the following:			
7	DANCE*200	Dance ()	1
7	EXSCI*200	Introduction to Exercise Science	1
7	HHP*150	Lifetime Fitness Concepts	1
Any 3 credit hour class from 4, 5, 6 or the following:			
7	BIOL*617	Environmental Health	3
7	CIS*130	Computer Information Systems	3
7	EDUC*261	Explorations in Education	3
7	EET*247	Computer Programming for Electronics	3
7	EDTH*330	Technology in the Classroom	3
7	FCS*203	Nutrition and Health	3
7	FCS*230	Consumer Ed/Personal Finances	3
7	FIN*210	Financial Planning	3
7	GT*210	Technology in the World Today	3
7	GT*350	Technology and Civilization	3
7	HIST*207	Health Habits in America History	3
7	MECET*121	Engineering Graphics I	3
7	MFGET*263	Manufacturing Methods I &	2
7	MFGET*268	Manufacturing Methods I Lab	1
7	MFGET*405	Quality Control	3
7	MGT*101	Introduction to Business	3
7	NURS*303	Introduction to Public Health	3
7	PHIL*206	Rational Decisions	3
7	PHIL*207	Critical Thinking	3
7	PHIL*208	Logic	3
7	REC*350	Promoting Cmmnty & Wrkste Wellness	3

Academic Advising Planning Document

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

General Education criteria:

- 1) Discipline area #4 must be from one subject and must include a lab.
- 2) Discipline areas #5 and #6 must each include two different subject areas.
- 3) Discipline area #7 course prefix may be repeated.

All General Education courses need to include the following:

1. PSU General Education Mission Statement (quoted)
2. Core Element description (quoted) followed by the Milestone/Benchmark listing
3. Definition of the element (quoted)
4. Learning objectives should use the General Education (former Pitt Pathway) language
5. Assessment should be stated in the syllabus

These can either be added to the body of the syllabus or as an addendum.

9. a. Complete travel details (items 12-17) and the total cost from item 18 will pull into this cell \$ _____ 0.00
 b. Enter priority multiplier (Priority 1A & 3 - 75%; Priority 1B & 2 - 50%) -- insert .75 or .50 _____
 c. Enter product of total cost and multiplier (items a x b) - should automatically calculate if entered properly \$ _____ 0.00
 d. Enter maximum allowed: Priority 1A & 3 = \$1,500 for travel within the contiguous United States or _____
 \$2,000 for travel to Alaska, Hawaii, or international travel. Priority 1B \$1,000 or 2 = \$750 \$ _____
 e. Enter the smaller of items c and d - should automatically fill itself, if completed correctly. \$ _____ 0.00

NOTE: This is your requested reimbursement amount. Final reimbursement will be based on actual expenses, not estimated expenses. Percentages may be adjusted depending on availability of funds.

10. Have you used professional development funds for this same presentation or professional development activity in the past?

Yes

No

11. Approvals:

Applicant _____

Date _____

Chairperson _____

Date _____

Dean _____

Date _____

Travel Details

12. Travel Origin/Destination:

From (City/State): _____ To (City/State): _____

13. Dates/Time of Travel:

Departure Date: _____

Departure Time: _____

(1 day before only)

Return Date: _____

Return Time: _____

(1 day after only)

14. Travel expenses (refer to Kansas State Travel Policies for appropriate allocations):

				Insert current rate			
				here			
Travel by:	a.) Private car	# miles _____	x	\$0.00	=	_____	0.00
	b.) State vehicle	# miles _____	x	\$0.00	=	_____	0.00
	c.) Commercial plane				=	_____	
	d.) Other travel - explain				=	_____	

15. Subsistence:

a.) Meals _____

b.) Lodging: (enter # of nights here) _____

c.) Daily Allowable Room Rate _____

Total = _____ \$0.00

16. Registration Fee: (Dues are not funded and should not be included. Explain if meals or lodging are included.)

\$ _____

17. Miscellaneous costs: (include taxi, shuttle, tolls, tips, etc.)

\$ _____

PLEASE NOTE: Rental car will not be reimbursed unless necessary to reach final destination.

Explain: _____

18. Total anticipated cost of travel:

\$ _____ 0.00

After funds have been allocated, you may contact the Business Office concerning loans for airline tickets and other prepaid expenses.

UGCC Meeting 2/17/2023

Voting Members Approval of Proposed Changes					Ex-Officio
	Goedeke	Hutchens	Pross	Zepernick	Book
Present:	x	x	x	x	x

Dept: HPSS

Revision to MA - request for accelerated program

- Add HIST 703, can be repeated
- Add HIST 701, can be repeated

Revision to Criminal Justice Major

- Removed unused emphasis, rename "Criminal Justice" emphasis as "Criminology"

Dept: Automotive and Engineering Technology

- Notification of Change to move AAS in Diesel and Heavy Equipment online

No approval needed

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 2/20/23 Signature, Chairperson: *Christoph Auldus*

-Approved: Dean of College

Date: _____ Signature, Dean: _____

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

PITTSBURG STATE UNIVERSITY
Office of Graduate and Continuing Studies
Request for Accelerated Program

HPSS

A&S

20 June 2022

Department/School of

College

Date Submitted

August 2022

Effective Date

Accelerated Program Description/Rationale:

- Retain/Recruit students
 - Some students complete their undergrad and go on to graduate work here; this works as an incentive by making the graduate degree a little more affordable and shortening the total number of classes required to complete both degrees.
 - Education-emphasis students can get a jump on the MA and retain them for further education.

Eligibility Requirements:

This is from the current catalog: <https://www.pittstate.edu/registrar/catalog/archive/2021-2022/graduate-school/index.html?SHOW=gradDegreeAndEmp>

1. Students must have a minimum 3.25 overall grade point average to apply for the program.
2. Students may take up to twelve (12) hours of graduate credit at the 700 level during the two semesters of their senior year.

Therefore, students need a minimum 3.25 overall grade point average and can apply during their junior or senior year.

Courses to be included:

HIST 701 American History Selected Subjects, can be repeated

HIST 703 World History Selected Subjects, can be repeated

Christina Cicilia

Signature, Departmental Curriculum Committee Chairperson

6/20/22

Date

Mary Carol Pomatto

Signature, College Curriculum Committee Chairperson (if applicable)

9/2/22

Date

Signature, Council for Teacher Education Chairperson (if applicable)

Mary Carol Pomatto

Signature, Dean of College

Date

9/2/22

Date

M. W. [Signature]

Signature, Graduate Council Chairperson

Date

11/1/2021

Approved for effective date

Request for Revision to Curriculum

*FINAL -
Based on
Curr. Conte
Recommendation*

Revision for: Major Minor Emphasis Certificate

Department: HPSS College: A&S

Submission Date: 05/04/2022

Revision Effective: Fall, 2022
(Year)

Contact Person: Gary Wilson Faculty member Chair

Name of Existing Major or Minor/Emphasis/Certificate: Criminal Justice

If proposing a name change to major or minor/emphasis/certificate, indicate Proposed Name Change:

Description of Change: Remove Military Police transfer track and streamline two emphases in the CJ major

Rationale for Change (include changes to curriculum objectives): The requested change will remove one track and streamline the other emphases in the CJ major to equal required hours for each emphasis.

Is this revision related to, and/or may affect, any degree program or minor/emphasis/certificate at any other Regent university?

Yes No

Whether a "yes" or "no" response, please provide an explanation.
streamline emphases in the CJ major

Is this revision related to, and/or may affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

Yes No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
streamline emphases in the CJ major

Existing Major or Minor/Emphasis/Certificate

Copy and paste the existing curriculum as it currently appears in the online catalog:

Degree: Bachelor of Science

Major: Criminal Justice

Emphasis available: Justice Studies, Military Police

Transfer Track, Sociology

Required Core (22-23) See notes *1

JUST-104 Introduction to the Justice System (3 hours)

JUST-309 Principles of Justice Studies (3 hours)

JUST-322 Ethics and Justice Policy (3 hours)

SOSCI-387 Social Research Design (3 hours)

SOSCI-388 Social Research Analysis (4 hours)

or

PSYCH-389 Research Methods in Psychology I (3 hours)
JUST-501 Criminal Procedure (3 hours)
or
POLS-662 Constitutional Law II (3 hours)
JUST-695 Senior Seminar in Justice Issues (3 hours)

*1 Students can use no more than 6 hours of Psychology in their Criminal Justice major.

Select 3 hours of Society and Justice Issues from:

SOC-360 Community Sociology (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-512 Social Stratification (3 hours)
JUST-521 Special Topics in Justice Studies (____) (1-3 hours)
SOC-534 Political Sociology (3 hours)
SOC-549 Social Deviance (3 hours)
SOC-569 Society and Sexuality (3 hours)
SOC-663 Women, Men and Society (3 hours)

Select 3 hours of Theories and Philosophy of Justice from:

POLS-412 Law in Film and Literature (3 hours)
POLS-450 Political Philosophy (3 hours)
JUST-500 Criminal Law and Society (3 hours)
JUST-521 Special Topics in Justice Studies (____) (1-3 hours)
JUST-538 Philosophy of Law (3 hours)
POLS-578 Democratic Theory and Public Opinion (3 hours)
JUST-591 Native American Sovereignty and the Law (3 hours)
POLS-609 Administrative Law (3 hours)

Select 3 hours of Applied Criminal Justice from:

JUST-223 Basic Interviewing and Counseling Skills (3 hours)
JUST-328 Police Administration (3 hours)
SWK-401 Social Work in the Criminal Justice System (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 (____) (1-3 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-547 Criminology (3 hours)
SOC-548 Juvenile Delinquency (3 hours)
POLS-562 Law and Politics (3 hours)
PSYCH-571 Abnormal Psychology (3 hours)
SWK-599 Social Work and the Law (3 hours)
POLS-662 Constitutional Law II (3 hours)

JUST-671 Internship (3 hours)
PSYCH-771 Psychology and the Law (3 hours)
PSYCH-773 Criminal Psychopathology (3 hours)

Plus 18 hours of electives See notes *2

*2 Students will take at least an additional 18 hours of upper division electives from the lists noted above.

Proposed Major or Minor/Emphasis/Certificate:

List below, the proposed curriculum as you wish it to appear in the online catalog:

Degree: Bachelor of Science

Major: Criminal Justice

Emphases available: Criminology, Sociology

Required Core for all Criminal Justice Majors (18 or 19 hours)

SOC-100 Introduction to Sociology (3 hours)
JUST-104 Introduction to the Justice System (3 hours)
SOSCI-387 Social Research Design (3 hours)
SOSCI-388 Social Research Analysis (4 hours)

or

SOSCI 389 Qualitative Methods* (3 hours)

SOC-547 Criminology (3 hours)

JUST-695 Senior Seminar in Justice Issues (3 hours)

or

SOC-691 Senior Seminar in Sociology (3 hours)

CRIMINOLOGY EMPHASIS (18 hour core, 18 hours electives) (36 total hours for emphasis)

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)
SOC-220 Social Problems (3 hours)
SOC-360 Community Sociology (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 to 3 hours)
JUST-521 Special Topics in Justice Studies (____) (1-3 hours)
SOC-534 Political Sociology (3 hours)
SOC-536 The Family and Society (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)

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

JUST-295 Criminological Theory (3 hours)
 JUST-500 Criminal Law and Society (3 hours)
 SOC-512 Social Inequalities** (3 hours)
 JUST-521 Special Topics in Justice Studies (____) (1-3 hours)
 JUST-538 Philosophy of Law (3 hours)
 POLS-562 Law and Politics (3 hours)
 POLS-578 Democratic Theory and Public Opinion (3 hours)
 JUST-591 Native American Sovereignty and the Law (3 hours)
 POLS-609 Administrative 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
 GEOG-303 Geographic Information Systems I (4 hours)
 GEOG-305 Computer Mapping (3 hours)
 JUST-328 Police Administration (3 hours)
 SWK-401 Social Work in the Criminal Justice System (3 hours)
 GEOG-403 Geographic Information Systems II (4 hours)
 JUST-435 Crime Prevention (3 hours)
 JUST-475 Community Policing (3 hours)
 JUST-501 Criminal Procedure (3 hours)
 JUST-502 Criminal Profiling (3 hours)
 JUST-503 Mental Illness and Crime (3 hours)
 SOC-504 Special Studies in Sociology (____) (3 hours)
 JUST-518 Serial Killers (3 hours)
 JUST-521 Special Topics in Justice Studies (____) (1-3 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 Social Work and the Law (3 hours)
 JUST-671 Internship (3 hours)

SOCIOLOGY EMPHASIS (18 hour core, 18 hours electives) (36 total hours for emphasis)

Select 18 hours to complete the Sociology Emphasis from:

___ ANTH-101 Introduction to Cultural Anthropology (3 hours)
 ___ POLS-201 Introduction to Public Policy (3 hours)
 ___ SOC-220 Social Problems (3 hours)
 ___ JUST-295 Criminological Theory (3 hours)
 ___ SOC-360 Community Sociology (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 to 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 Global Sociology (3 hours)
- ___ SOC 681 Practicum in Sociology (1 to 6 hours)

* new course legislation in process

** revision to course title legislation in process

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
none

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

Please give the rationale for additional student fees:

3. Will this revision have specific PittState Pathway courses required? Yes No
Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

4. Will this revision affect any education majors? Yes No
If "yes," please realize that this requirement will need to have the approval of the Council for Teacher Education.

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?
0

Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours) Yes No

2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? Yes No

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

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

- Approved: Department Chairperson
 Date 1/26/23 Signature, Department Chairperson *Christy Childers*
- Approved: College Curriculum Committee
 Date _____ Signature, Committee Chair _____
- Approved: Dean of College
 Date _____ Signature, Dean _____
- Approved: PittState Pathway Committee (if applicable)
 Date _____ Signature, Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
 Date _____ Signature, Council Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
 Date 2/19/2023 Signature, Committee Chair *Janet Zepernick*
- Approved: Faculty Senate
 Date _____ Signature, President, Faculty Senate _____

Notification to COCAO/Kansas Board of Regents (if required): _____ Date: _____

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

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.version2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and uploaded to SharePoint file, "Approved College Curriculum Legislation".

Following Faculty Senate Approval, SUBMIT (if required) SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL). Please check with the Provost's administrative officer at x4113 if unsure.

Please Note: This is at least a 2-3 month process from the time of first submission and is designed to eliminate concerns and questions at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee, may result in an additional month added to the process, before it is sent (if required) to the Kansas Board of Regents, which may result in a delay in implementation.

Re: CJ legislation

Christopher Childers <rchilders@pittstate.edu>

Thu 1/26/2023 10:30 AM

To: Gary Wilson <gwilson@pittstate.edu>

Gary, thanks very much for making these revisions to address the Curriculum Committee's concerns regarding the revised CJ program. I'll sign and pass along.

Chris

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

From: Gary Wilson <gwilson@pittstate.edu>
Sent: Thursday, January 26, 2023 9:54 AM
To: Christopher Childers <rchilders@pittstate.edu>
Subject: Re: CJ legislation

Chris,

Please find attached a revised Revision to Curriculum for the CJ program with emphases in Criminology and Sociology. The proposed changes will result in a very user friendly program guide - 18 hours of core and 18 hours of electives for both emphases.

Best Regards,
 Gary

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

From: Christopher Childers <rchilders@pittstate.edu>
Sent: Wednesday, January 25, 2023 9:41 AM
To: Gary Wilson <gwilson@pittstate.edu>
Subject: CJ legislation

Gary, I had a very helpful conversation with Janet Zepernick this morning about the CJ legislation. As I mentioned earlier, the Faculty Senate Curriculum committee expressed concerns about two issues related to the legislation: first, that the degree program had an emphasis named the same as the parent degree and that the MP Transfer Track was being eliminated.

I explained to Janet that the MP Transfer Track was an arrangement that Barbara Bonnekessen developed some years ago that applied to Fort Leonard Wood and that the program has—to my knowledge—never had a student enrolled. I also shared our rationale that deleting the track streamlined the degree and removed any possibility of confusion that we had an active MP training program when, in fact, we do not. Janet agreed with this.

As for the emphasis name, it is best practice across campus to have emphasis names that fall within—and do not repeat—the parent degree. Alternatively, there could be no emphasis at all—as is done in history. We discussed two potential options: 1. have a criminal justice degree with no emphasis or the sociology emphasis, or 2. to have a criminal justice degree with emphases in criminology and sociology. With the second option, I would just want to make sure that criminology is an accurate and appropriate description of the curriculum. On that, I defer to the judgment of you and the rest of the program faculty.

Once we have made a decision on the emphasis name, we can prepare a revised copy of the legislation, attach it to the original along with this documentation of our conversations, and resubmit.

Let me know what you think!

Thanks,
 Chris

Dr. Christopher Childers
 Chair, School of History, Philosophy, and Social Sciences
 Associate Professor of History
 Pittsburg State University
 1701 S. Broadway

Faculty Senate Curriculum Change Form

Effective Date: **FALL** 2023

Submission Date: 11/16/2022

College: College of Arts & Science

Department: HPSS

Contact Person: Gary Wilson

Faculty

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

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

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

Revision to

Major

If Emphasis, enter name of the Major:

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

	Proposed
<p>Title:</p> <p style="text-align: center;">Existing Criminal Justice</p> <p>Bachelor of Science Degree with a Major in Criminal Justice Degree: Bachelor of Science Major: Criminal Justice Emphasis available: Justice Studies, Military Police Transfer Track, Sociology Required Core (21-22) See notes *1 ___ JUST-104 Introduction to the Justice System (3 hours) ___ JUST-309 Principles of Justice Studies (3 hours) ___ JUST-322 Ethics and Justice Policy (3 hours) ___ SOSCI-387 Social Research Design (3 hours) ___ SOSCI-388 Social Research Analysis (4 hours) or ___ SOSCI-396 Special Topics in Social Sciences (3 hours) or ___ PSYCH-389 Research Methods in Psychology I (3 hours)</p>	<p style="text-align: center;">Criminal Justice</p> <p>Degree: Bachelor of Science Major: Criminal Justice Emphases available: Criminal Justice, Sociology</p> <p>Required Core for all Criminal Justice Majors (15 or 16 hours)</p> <p>SOC-100 Introduction to Sociology (3 hours) JUST-104 Introduction to the Justice System (3 hours) SOSCI-387 Social Research Design (3 hours) SOSCI-388 Social Research Analysis (4 hours) or SOSCI 389 Qualitative Methods* (3 hours)</p> <p>JUST-695 Senior Seminar in Justice Issues (3 hours) or SOC-691 Senior Seminar in Sociology (3 hours)</p>
<p>Curriculum:</p>	

1. Description of change:

The requested change will remove one track and streamline the other emphases in the CJ major to equal required hours for each emphasis

2. Rationale for change (include changes to curriculum objectives):

Remove Military Police transfer track and streamline two emphases in the CJ major.

3. Will this Revision affect any education majors? No

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

4. Is this Revision related to, and/or may affect, any other department/college/unit curricula or programs at Pittsburg State

University? No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.

5. Is this Revision related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university?

No

Whether a "yes" or "no" response, please provide an explanation.

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

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

8. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? No

If "yes," complete the course fee form on the Provost's website, it will need to gain approval of the President's Council.

9. What additional costs will be required for revising this curriculum (e.g. staffing, equipment, etc.)? No

10. Describe the program assessment plan:

a. Enrollment targets = The Criminal Justice Major currently serves 85 students. We expect enrollment

b. Outcome expected and process to evaluate = The revision streamlines the emphases in the major and will allow students a clearer path to

c. Plan to abandon if enrollment targets not met = The major currently serves 85 students. We expect enrollment to increase in the future.
No plan to abandon.

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

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines?

Select One

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

Select One

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.

Authorization/Notification Sign-Off Sheet

Approved: Department Chairperson Christina Chellum
Date: 11/16/22 Signature, Chairperson:

Approved: College Curriculum Committee Mary Carol Pomatto
Date: 11/28/22 Signature, Committee Chair:

Approved: Dean of College Mary Carol Pomatto
Date: 11/28/22 Signature, Dean:

Approved: Council for Teacher Education (if applicable)
Date: Signature, Council Chair:

Approved: University Undergraduate Curriculum Committee
Date: Signature, Committee Chair:

Approved: Faculty Senate
Date: Signature, Recorder Faculty Senate:

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

Please print, apply the appropriate signatures (electronic signatures are also acceptable) and forward to the College Executive Associate. 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

Existing

Major: Criminal Justice

Emphasis available: Justice Studies, Military Police Transfer Track, Sociology

Required Core* (21-22)

- JUST-104 Introduction to the Justice System (3 hours)
- JUST-309 Principles of Justice Studies (3 hours)
- JUST-322 Ethics and Justice Policy (3 hours)
- SOSCI-387 Social Research Design (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)
- or — SOSCI-396 Special Topics in Social Sciences (3 hours)
- or — PSYCH-389 Research Methods in Psychology I (3 hours)
- or — JUST-501 Criminal Procedure (3 hours)
- or — POLS-662 Constitutional Law II (3 hours)
- JUST-695 Senior Seminar in Justice Issues (3 hours)
- *Students can use no more than 6 hours of Psychology in their Criminal Justice major.
- Select 3 hours of Society and Justice Issues from:
 - POLS-201 Introduction to Public Policy (3 hours)
 - SOC-360 Community Sociology (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-512 Social Stratification (3 hours)
 - JUST-521 Special Topics in Justice Studies () (1-3 hours)
 - SOC-534 Political Sociology (3 hours)
 - SOC-549 Social Deviance (3 hours)
 - SOC-569 Society and Sexuality (3 hours)
 - SOC-663 Women, Men and Society (3 hours)
- Select 3 hours of Theories and Philosophy of Justice from:
 - POLS-412 Law in Film and Literature (3 hours)
 - POLS-450 Political Philosophy (3 hours)
 - JUST-500 Criminal Law and Society (3 hours)
 - JUST-521 Special Topics in Justice Studies () (1-3 hours)
 - JUST-538 Philosophy of Law (3 hours)
 - SOC-577 Public Affairs (3 hours)
 - POLS-578 Democratic Theory and Public Opinion (3 hours)
 - JUST-591 Native American Sovereignty and the Law (3 hours)
 - POLS-609 Administrative Law (3 hours)
- Select 3 hours of Applied Criminal Justice from:

- JUST-223 Investigative Interviewing (3 hours)
- GEOG-303 Geographic Information Systems I (4 hours)
- GEOG-305 Computer Mapping (3 hours)
- JUST-328 Police Administration (3 hours)
- SWK-401 Social Work in the Criminal Justice System (3 hours)
- GEOG-403 Geographic Information Systems II (4 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 () (1-3 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-547 Criminology (3 hours)
- SOC-548 Juvenile Delinquency (3 hours)
- POLS-562 Law and Politics (3 hours)
- PSYCH-571 Abnormal Psychology (3 hours)
- SWK-599 Social Work and the Law (3 hours)
- SOC-660 Constitutional Law II (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 (____) (1-3 hours)
- JUST-522 Crime Scenes and the Law of Evidence (3 hours)
- JUST-528 White Collar Crime (3 hours)
- SOC-547 Criminology (3 hours)
- SOC-548 Juvenile Delinquency (3 hours)
- POLS-562 Law and Politics (3 hours)
- PSYCH-571 Abnormal Psychology (3 hours)
- JUST-671 Internship (3 hours)
- PSYCH-771 Psychology and the Law (3 hours)
- PSYCH-773 Criminal Psychopathology (3 hours)
- *Plus 6 hours chosen from Society and Justice issues,
Theories and Philosophy of Justice, or Criminal Justice sections of the no emphasis major.
Sociology Emphasis
- Core Requirements (19 hours)
- SOC-100 Introduction to Sociology (3 hours)
- SOSCI-387 Social Research Design (3 hours)
- SOSCI-388 Social Research Analysis (4 hours)
- SOSCI-396 Special Topics in Social Sciences (3 hours)
- SOC-675 Sociological Theory (3 hours)
- SOC-691 Senior Seminar in Sociology (3 hours)
- Select 24 hours to complete the Sociology
Emphasis from:
 - ANTH-101 Introduction to Cultural Anthropology (3 hours)
 - SOC-220 Social Problems (3 hours)
 - SOC-360 Community Sociology (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-485 Crime and Public Policy (3 hours)
 - SOC-504 Special Studies in Sociology (____) (3 hours)
 - SOC-512 Social Stratification (3 hours)
 - SOC-527 Correctional Systems (3 hours)
 - SOC-534 Political Sociology (3 hours)
 - SOC-536 The Family and Society (3 hours)
 - SOC-547 Criminology (3 hours)
 - SOC-548 Juvenile Delinquency (3 hours)
 - SOC-549 Social Deviance (3 hours)
 - SOC-569 Society and Sexuality (3 hours)
 - SOC-584 Medical Sociology (3 hours)
 - SOC-663 Women, Men and Society (3 hours)
 - SOC-676 Global Sociology (3 hours)

Revised: 08/18/2022

Proposed

Major: Criminal Justice

Emphases available: Criminal Justice, Sociology

Required Core for all Criminal Justice Majors (15 or 16 hours)

SOC-100 Introduction to Sociology (3 hours)

JUST-104 Introduction to the Justice System (3 hours)

SOSCI-387 Social Research Design (3 hours)

SOSCI-388 Social Research Analysis (4 hours)

or

SOSCI 389 Qualitative Methods* (3 hours)

JUST-695 Senior Seminar in Justice Issues (3 hours)

or

SOC-691 Senior Seminar in Sociology (3 hours)

CRIMINAL JUSTICE EMPHASIS (15 hour core, 21 hours electives) (36 total hours for emphasis)

Select 6 hours of Society and Justice Issues from:

POLS-201 Introduction to Public Policy (3 hours)

SOC-360 Community Sociology (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)

JUST-521 Special Topics in Justice Studies (____) (1-3 hours)

SOC-534 Political Sociology (3 hours)

SOC-549 Social Deviance (3 hours)

SOC-569 Society and Sexuality (3 hours)

SOC-577 Public Affairs (3 hours)

SOC-663 Gender and Society** (3 hours)

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

JUST-295 Criminological Theory (3 hours)

JUST-500 Criminal Law and Society (3 hours)

SOC-512 Social Inequalities** (3 hours)

JUST-521 Special Topics in Justice Studies (____) (1-3 hours)

JUST-538 Philosophy of Law (3 hours)

POLS-578 Democratic Theory and Public Opinion (3 hours)

SOC-547 Criminology (3 hours)

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

JUST-223 Investigative Interviewing (3 hours)

JUST-300 Criminal Forensics*

GEOG-303 Geographic Information Systems I (4 hours)

GEOG-305 Computer Mapping (3 hours)

JUST-328 Police Administration (3 hours)

SWK-401 Social Work in the Criminal Justice System (3 hours)

GEOG-403 Geographic Information Systems II (4 hours)

JUST-435 Crime Prevention (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 (____) (1-3 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 Social Work and the Law (3 hours)

JUST-671 Internship (3 hours)

SOCIOLOGY EMPHASIS (15 hour core, 21 hours electives) (36 total hours for emphasis)

Select 21 hours to complete the Sociology Emphasis from:

ANTH-101 Introduction to Cultural Anthropology (3 hours)

POLS-201 Introduction to Public Policy (3 hours)

SOC-220 Social Problems (3 hours)

SOC-360 Community Sociology (3 hours)

WGS 399 Global Women's Issues (3 hours)

ANTH-101 Introduction to Cultural Anthropology (3 hours)

SOC-584 Medical Sociology (3 hours)
SOC-663 Gender and Society** (3 hours)
SOC-676 Global Sociology (3 hours)
* new course legislation in process
** revision to course title legislation in process

SOC-584 Medical Sociology (3 hours)
SOC-663 Gender and Society** (3 hours)
SOC-676 Global Sociology (3 hours)

* new course legislation in process

** revision to course title legislation in process

Request for Revision to Curriculum

*Initial
Legislation
Previously
submitted*

Revision for: Major Minor Emphasis Certificate

Department: HPSS College: A&S

Submission Date: 05/04/2022

Revision Effective: Fall, 2022
(Year)

Contact Person: Gary Wilson Faculty member Chair

Name of Existing Major or Minor/Emphasis/Certificate: Criminal Justice

If proposing a name change to major or minor/emphasis/certificate, indicate Proposed Name Change:

Description of Change: Remove Military Police transfer track and streamline two emphases in the CJ major

Rationale for Change (include changes to curriculum objectives): The requested change will remove one track and streamline the other emphases in the CJ major to equal required hours for each emphasis.

Is this revision related to, and/or may affect, any degree program or minor/emphasis/certificate at any other Regent university?

Yes No

Whether a "yes" or "no" response, please provide an explanation.
streamline emphases in the CJ major

Is this revision related to, and/or may affect, any other department's/college's/unit's curricula or programs at Pittsburg State University?

Yes No

Whether a "yes" or "no" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of e-mails, memos, etc.) that have occurred.
streamline emphases in the CJ major

Existing Major or Minor/Emphasis/Certificate

Copy and paste the existing curriculum as it currently appears in the online catalog:

Degree: Bachelor of Science

Major: Criminal Justice

Emphasis available: Justice Studies, Military Police

Transfer Track, Sociology

Required Core (22-23) See notes *1

JUST-104 Introduction to the Justice System (3 hours)

JUST-309 Principles of Justice Studies (3 hours)

JUST-322 Ethics and Justice Policy (3 hours)

SOSCI-387 Social Research Design (3 hours)

SOSCI-388 Social Research Analysis (4 hours)

or

PSYCH-389 Research Methods in Psychology I (3 hours)
JUST-501 Criminal Procedure (3 hours)
or
POLS-662 Constitutional Law II (3 hours)
JUST-695 Senior Seminar in Justice Issues (3 hours)

*1 Students can use no more than 6 hours of Psychology in their Criminal Justice major.

Select 3 hours of Society and Justice Issues from:

SOC-360 Community Sociology (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-512 Social Stratification (3 hours)
JUST-521 Special Topics in Justice Studies (____) (1-3 hours)
SOC-534 Political Sociology (3 hours)
SOC-549 Social Deviance (3 hours)
SOC-569 Society and Sexuality (3 hours)
SOC-663 Women, Men and Society (3 hours)

Select 3 hours of Theories and Philosophy of Justice from:

POLS-412 Law in Film and Literature (3 hours)
POLS-450 Political Philosophy (3 hours)
JUST-500 Criminal Law and Society (3 hours)
JUST-521 Special Topics in Justice Studies (____) (1-3 hours)
JUST-538 Philosophy of Law (3 hours)
POLS-578 Democratic Theory and Public Opinion (3 hours)
JUST-591 Native American Sovereignty and the Law (3 hours)
POLS-609 Administrative Law (3 hours)

Select 3 hours of Applied Criminal Justice from:

JUST-223 Basic Interviewing and Counseling Skills (3 hours)
JUST-328 Police Administration (3 hours)
SWK-401 Social Work in the Criminal Justice System (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 (____) (1-3 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-547 Criminology (3 hours)
SOC-548 Juvenile Delinquency (3 hours)
POLS-562 Law and Politics (3 hours)
PSYCH-571 Abnormal Psychology (3 hours)
SWK-599 Social Work and the Law (3 hours)
POLS-662 Constitutional Law II (3 hours)

JUST-671 Internship (3 hours)
PSYCH-771 Psychology and the Law (3 hours)
PSYCH-773 Criminal Psychopathology (3 hours)

*Initial
Legulation*

Plus 18 hours of electives See notes *2

*2 Students will take at least an additional 18 hours of upper division electives from the lists noted above.

Proposed Major or Minor/Emphasis/Certificate:

List below, the proposed curriculum as you wish it to appear in the online catalog:

Degree: Bachelor of Science
Major: Criminal Justice
Emphases available: Criminal Justice, Sociology

Required Core for all Criminal Justice Majors (15 or 16 hours)

SOC-100 Introduction to Sociology (3 hours)
JUST-104 Introduction to the Justice System (3 hours)
SOSCI-387 Social Research Design (3 hours)
SOSCI-388 Social Research Analysis (4 hours)
or
SOSCI 389 Qualitative Methods* (3 hours)

JUST-695 Senior Seminar in Justice Issues (3 hours)
or
SOC-691 Senior Seminar in Sociology (3 hours)

CRIMINAL JUSTICE EMPHASIS (15 hour core, 21 hours electives) (36 total hours for emphasis)

Select 6 hours of Society and Justice Issues from:

POLS-201 Introduction to Public Policy (3 hours)
SOC-360 Community Sociology (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)
JUST-521 Special Topics in Justice Studies (____) (1-3 hours)
SOC-534 Political Sociology (3 hours)
SOC-549 Social Deviance (3 hours)
SOC-569 Society and Sexuality (3 hours)
SOC-577 Public Affairs (3 hours)
SOC-663 Gender and Society** (3 hours)

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

JUST-295 Criminological Theory (3 hours)
JUST-500 Criminal Law and Society (3 hours)
SOC-512 Social Inequalities** (3 hours)
JUST-521 Special Topics in Justice Studies (____) (1-3 hours)

JUST-538 Philosophy of Law (3 hours)
 POLS-562 Law and Politics (3 hours)
 POLS-578 Democratic Theory and Public Opinion (3 hours)
 JUST-591 Native American Sovereignty and the Law (3 hours)
 POLS-609 Administrative Law (3 hours)
 SOC-547 Criminology (3 hours)
 POLS-662 Constitutional Law II (3 hours)

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

JUST-223 Investigative Interviewing (3 hours)
 JUST-300 Criminal Forensics
 GEOG-303 Geographic Information Systems I (4 hours)
 GEOG-305 Computer Mapping (3 hours)
 JUST-328 Police Administration (3 hours)
 SWK-401 Social Work in the Criminal Justice System (3 hours)
 GEOG-403 Geographic Information Systems II (4 hours)
 JUST-435 Crime Prevention (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 (____) (1-3 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 Social Work and the Law (3 hours)
 JUST-671 Internship (3 hours)

SOCIOLOGY EMPHASIS (15 hour core, 21 hours electives) (36 total hours for emphasis)

Select 21 hours to complete the Sociology Emphasis from:

___ ANTH-101 Introduction to Cultural Anthropology (3 hours)
 ___ POLS-201 Introduction to Public Policy (3 hours)
 ___ SOC-220 Social Problems (3 hours)
 ___ SOC-360 Community Sociology (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 to 3 hours)
 ___ JUST-500 Criminal Law and Society (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)
 ___ SOC-547 Criminology (3 hours)

*Initial
Legislation*

- ___ 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-676 Global Sociology (3 hours)
- ___ WGS 399 Global Women's Issues (3 hours)

* new course legislation in process

** revision to course title legislation in process

Additional Questions

1. Additional resources required (e.g. library or multimedia resources, technology, space, major expense, etc.):
none

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

Please give the rationale for additional student fees:

3. Will this revision have specific PittState Pathway courses required? Yes No
Please realize that this requirement will need to gain approval of the PittState Pathway Committee.

4. Will this revision affect any education majors? Yes No
If "yes," please realize that this requirement will need to have the approval of the Council for Teacher Education.

5. What additional costs will be required for this modification (e.g. staffing, equipment, etc.)?
0

Additional Questions for certificate only:

1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? (minimum of 24 hours) Yes No

2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? Yes No

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

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

*Initial
Legislation*

- Approved: Department Chairperson
Date _____ Signature, Department Chairperson _____
- Approved: College Curriculum Committee
Date _____ Signature, Committee Chair _____
- Approved: Dean of College
Date _____ Signature, Dean _____
- Approved: PittState Pathway Committee (if applicable)
Date _____ Signature, Committee Chair _____
- Approved: Council for Teacher Education (if applicable)
Date _____ Signature, Council Chair _____
- Approved: Faculty Senate University Undergraduate Curriculum Committee
Date _____ Signature, Committee Chair _____
- Approved: Faculty Senate
Date _____ Signature, President, Faculty Senate _____

Notification to COCAO/Kansas Board of Regents (if required): Date: _____

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

Originating Department(s): After completing this form, in its entirety, please upload it to the SharePoint, within the appropriate College folder *“Preliminary Legislation”*, to allow for review and questions. Any modifications should be saved as *“original file name.version2.docx”* and uploaded as well.

Following final College Curriculum Committee approval, please print the final version of this form, apply the appropriate signatures, and uploaded to SharePoint file, *“Approved College Curriculum Legislation”*.

Following Faculty Senate Approval, SUBMIT (if required) SIGN-OFF SHEET AND FINAL COMPLETE PACKAGE, in electronic format, TO THE OFFICE OF THE PROVOST (220 RUSS HALL). Please check with the Provost’s administrative officer at x4113 if unsure.

Please Note: This is at least a 2-3 month process from the time of first submission and is designed to eliminate concerns and questions at the beginning of the process. Any questions/concerns not addressed prior to the review by the College Curriculum Committee and the Faculty Senate University Undergraduate Curriculum Committee, may result in an additional month added to the process, before it is sent (if required) to the Kansas Board of Regents, which may result in a delay in implementation.

Notification of Change



Effective Date: Fall 2022 **Submission Date:** 12/02/2022 **College:** College of Technology 
Department: School of Automotive and Engineering Technology **Contact Person:** Tim Dell **Faculty** 

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

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

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

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

Existing		Proposed
Modality of:	Emphasis 	On-Line 
Admission Requirements	AAS in Diesel and Heavy Equipment	same
Course Name Change	none	none
Pre/Corequisites	no change	no change

Notification of Change

1. Purpose/Justification:

The purpose is to notify that the Bachelors of Applied Science in Technology Degree with an emphasis in Diesel and Heavy Equipment is being made available as a fully online degree.

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

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

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

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

Authorization/Notification Sign-Off Sheet

Approved: Department Chairperson

Date: 12/7/2022 Signature, Chairperson:



Approved: College Curriculum Committee

Date: 12/06/22 Signature, Committee Chair:



Approved: Dean of College

Date: 12-6-2022 Signature, Dean:



Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair:

Approved: University Undergraduate Curriculum Committee

Date: 2/20/2023 Signature, Committee Chair:

Janet Zepernick

Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate:

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

Please print, apply the appropriate signatures (electronic signatures are also acceptable) and forward to the College Executive Associate.

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.