

FACULTY SENATE MINUTES

February 26, 2024

The Pittsburg State University Faculty Senate met at 3:00 p.m. on Monday, February 26, 2024, with Rebeca Book, President, presiding.

Past Minutes

Minutes from the January 29, 2024 meeting were approved.

Guests

David Miller visited Faculty Senate to discuss the Institutional Review Board (IRB). The IRB deals with human subjects only and review is required if research involves human subjects. The main objective is to determine if research is being done safely and subjects are protected. The IRB handbook is available online and the website has been updated. Since 2014 no proposal has been rejected, however, proposals have been sent back for clarification. The social media policy was reviewed by ITS and PSU Counsel. In addition, information from other institutions was consulted. Institutional Compliance and Integrity can create the SharePoint or faculty may create the SharePoint and share it with Institutional Compliance and Integrity. IRB meetings are open to all and are held the 2nd Tuesday of the month at 3:30pm in Russ Hall 326. The IRB presentation can be found attached to the minutes.

Announcements

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

Provost Smith reminded faculty that the Associate of Arts ceremony is scheduled for this afternoon at 4:30pm at the Bicknell Family Center for the Arts. In KBOR news, they continue to work on the Math Pathways project.

PSU/KNEA –Amy Hite, President

President Hite shared that faculty should receive communication regarding an additional \$200 in Profession Development Funds for 23-24. Faculty should check in with department admins for assistance in spending or encumbering the additional funds. It was also shared that KNEA has begun planning for their 50th Anniversary. Faculty were encouraged to email Ananda Jayawardhana if they'd like to help. Lastly, KNEA is seeking nominations for a number of positions. Send nominations to Jason Clemenson.

Student Senate – Jaben Parnell, Representative

No report.

Unclassified Professional Senate – Greg Belcher, President

It was shared that UPS and USS have discussed a possible merger. Conversations will continue. In addition, service awards will be announced on February 29, 2024 at the Bicknell Family Center for the Arts.

University Support Staff – Cindy VanBecelaere, President

No report.

Faculty Senate President – Rebeca Book, President

President Book provided a KBOR and campus update. Several name changes were approved by KBOR. In addition, KBOR Performance Agreements continue to be discussed, specifically how performance will be evaluated. Lastly, the new KBOR Faculty Award was discussed. See attachment to minutes for additional details, including a complete description of the KBOR Faculty Award.

Committee Reports

Academic Affairs – Norm Philipp, Chair

The committee met on February 13, 2024 to continue work on developing syllabus guidelines. See agenda for the meeting summary.

Undergraduate Curriculum – Mary Jo Goedeke, Chair

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

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

Library Services/Learning Resources – Chris Labuda, Chair

No report.

Online and Distance Learning – Kelly Woestman, Chair

No report.

Academic Honors – Jamie Wood, Chair

No report.

Honors College – Michelle Hudiburg, Chair

No report.

Writing Across the Curriculum – Lydia Bechtel, Chair

The committee met on February 18, 2024 to discuss evaluating courses. See agenda for details.

Diversity and Multicultural Affairs – Laura Washburn, Chair

No report.

Student-Faculty – David Weaver, Chair

No report.

All University Committee – Anna Beth Gilmore, Chair

No report.

Faculty Affairs – Jonathan Dresner, Chair

The committee provided a funding update as of February 6, 2024. See agenda for details.

Constitution Committee – Mark Johnson, Chair

No report.

General Education Committee – TBD, Chair

The committee met on February 6, 2024 to continue discussing assessment of general education. See agenda for details.

Budget Committee – Mary Jo Goedeke, Chair

No report.

Academic Honesty – Norm Philipp, Chair

It was reported that two Maxient reports will be sent to committee.

Unfinished Business

None.

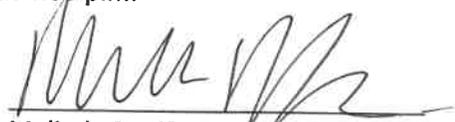
New Business

President Book shared that directions for the KBOR faculty award can be found on Canvas. Voting for the award will take place on March 18, 2024. Recipients will be recognized at the September 2024 KBOR meeting. A monetary award will be given in addition to travel expenses.

Open Forum

It was shared that Apply Day is April 3, 2024. There will be an awards ceremony at 11am in front of Russ Hall. Michael Woodrum from Student Financial Assistance shared that the FAFSA is available for students to complete. Faculty are encouraged to share out to students to complete the FAFSA as soon as possible. Students with any issues should consult Student Financial Assistance.

Meeting Adjourned Meeting adjourned Monday, January 29, 2024, at 4:00 p.m.



Melinda Roelfs, Recording Secretary

FACULTY SENATE MEMBERSHIP (2023-2024)

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

*Substitutes: 12/11/23, Brian Welch/Clifford Morris, Dave Ferguson/Steve Polley; 1/29/24, Myriam Krepps/Eric Rojas;

IRB Presentation to Faculty

Senate

02/26/24

Policy Assurance Handbook

- *Who are the current IRB members and how are they appointed?*
- *What are the terms for the members? Do they receive training? CITI training?*
- *What is the purpose of the IRB? Is the purpose of the IRB to question research methods or is it to determine if the project is exempt or not from IRB? A follow-up question would be, is the IRB approving articles for submission or seeing if we are protecting participants?*
- *When should IRB applications be filed?*

All these answers are on the IRB website or in the Policy Assurance Handbook, which is available on the website.

Institutional Review Board Overview &

Purpose

What are the repercussions to the University if we violate IRB requirements? Ethically speaking, how does the IRB even know if projects are taking place or not? In some fields, researchers may not even realize they need IRB approval and may perform research without any submission to the IRB. Or what are consequences if researchers work around the IRB and work with other institutions?

The definitions of **Research** and **Human Subjects** are in the Policy Assurance Handbook, available on the IRB website.

Any time Research is being conducted on Human Subjects, it is up to the researcher to know the regulations surrounding their research and what they must do to adhere to those regulations.

Violations of Human Subjects Research (HSR) Policies

- Repercussions to the Principal Investigator:
 - Suspension of current research while under investigation
 - Potential loss of funding from Federalwide Assurance (FWA) agencies
 - NASA, Department of Commerce, Department of Education, Department of Veterans Affairs, Department of Health and Human Services, National Science Foundation, etc
 - Example:
 - Feb. 2019
 - Columbia University Medical Center
 - Population was Underserved Persons Living with HIV
 - Study coordinator emailed 145 study subjects using CC instead of BCC
 - Some names were recognized, and a complaint was filed with OHRP
 - Actions taken:
 - Sponsor notified
 - Recruitment put on hold
 - Extra training for study personnel
 - Apology letter sent to subjects
 - Study coordinator was terminated

<https://www.hhs.gov/ohrp/compliance-and-reporting/determination-letters/2019/february-5-2019-columbia-university-medical-center.html>

Violations of Human Subjects Research (HSR) Policies

- Possible repercussions to PSU:
 - If we eliminate the IRB, we lose access to HSR funding and must stop HSR
- If we lost the IRB (e.g. for repeated violations/loss of institutional control)
 - Possible loss of Federalwide Assurance status
 - Potential loss of funding from Federalwide Assurance (FWA) agencies
 - Possible loss of accreditation on ethical grounds (HLC Accreditation Criterion 2.E)
 - Possible loss of access to Federal Student Aid (FSA)

Communication and Feedback:

- *What is the best way to communicate with the IRB if there are questions about applications or projects?*
 - IRB@pittstate.edu, FAQ on the website
- *Will the website be updated for 2023-24?*
 - There was an error in the Search function of pittstate.edu that took you to an old page; ITS has repaired the issue
 - Search “IRB” on pittstate.edu
 - pittstate.edu > Info For > Faculty and Staff Resources > Institutional Compliance and Integrity (ICL, under Academics and Research) > Research
- *When will training for all employees take place? Or how can we encourage more participation on the IRB from tenured faculty to reduce any possible institutional vulnerability?*
 - CITI training and study of Policy Handbook and Belmont Report can occur at any time
 - PD Day activities have been offered in the past
 - Dissemination of information from Deans/Chairs/Directors
 - ORAC Tidbits in Pitt State Daily

Application Process:

- *What are the most common mistakes made when filling out the IRB applications?*
 - Missing or incomplete forms/documentation/signatures
 - Sections of application left blank
 - Inappropriate research start date
 - Insufficient description of research protocol
- *Is there a rubric for IRB proposals?*
 - No Rubric. Applications are not scored or pass/fail. There must be enough information to determine if the human subjects will be adequately protected.
- *Or could there be a pre-screen to help save time?*
 - Larger institutions have dedicated personnel.
 - Some pre-screen for documentation completion, missing forms, etc. done by ICI (formerly ORAC)
 - Currently it's all being done by volunteers
 1. Student PI (if applicable)
 2. Faculty PI/Sponsor/Thesis Committee
 3. Department Reviewer
 4. IRB Chair
 5. IRB Members
- Anyone wishing to become a Department Reviewer can volunteer at IRB@pittstate.edu.

Application Process:

- *What percentage of IRB applications are filled out by students without difficulty? And/or what are the percentage of applications accepted/rejected?*
 - Don't know an exact percentage of students, but it's significant: estimate >50% have some student involvement
 - To my knowledge, no applications have been rejected since 2014
- *Does the administrator signature on the IRB application, signify their approval or their acknowledgment that they have been notified of the research?*
 - IRB Chair signs once research has been approved by Full Board or the appropriate sub-set of IRB members (Full or Expedited).
 - No IRB Chair signature for Exempt protocols, but the study number will not be issued until all outstanding issues have been addressed.
- *If it signifies their approval, what will happen if they did not approve of research study for some grounds outside of the scope of the IRB process?*
 - IRB cannot reject an application on grounds other than Human Subjects safety

Social Media & Data Storage Policies

- *What breaches in data security, especially in regard to research, as [sic] PSU and/or PIs at PSU experienced in the last 5 years?*
 - IRB not qualified to answer that question, but the thought was to be proactive to prevent it in the first place.
- *Do ITS or legal counsel play any roles in the policies?*
 - Yes. Both were reviewed by ITS and by the PSU General Counsel
- *What is the context and background behind the social media and data storage policies that were effective immediately in October?*
 - Recent rise in digital security lapses, including, but not limited to
 - City of Pittsburg (09/2023) - <https://www.pitks.org/news/city-of-pittsburg-experiences-cybersecurity-incident/>
 - Kansas Courts (10/2023) - <https://www.bleepingcomputer.com/news/security/kansas-courts-confirm-data-theft-ransom-demand-after-cyberattack/>
 - In line with recent measures by State and KBOR to increase digital security (e.g. adoption of Duo 2FA)
 - Both Social Media and Data Storage models were diffused and difficult to trace in case of audit, with varying levels of security
 - Social Media users may feel that they are more protected by EULA than they are
 - Cited in CTTI Training Quiz question
 - "The paper says that users provided tacit consent to be used in research studies when they signed up for Facebook and agreed to Facebook's Data Use Policy." (<https://venturebeat.com/social/facebook-secretly-experimented-with-the-moods-of-7000000-of-its-users/>)
 - Original study in *Proceedings of the National Academy of Sciences* (<https://www.pnas.org/doi/full/10.1073/pnas.1320040111>)

Example IRB Social Media Policies from other Institutions

While not all institutions require centralized administration of the recruitment materials, the IRB, its support staff, and ITS thought it would be beneficial to maintain a higher degree of access to the recruitment materials in case of an audit.

UPenn Medicine (<https://irb.upenn.edu/wp-content/uploads/2023/02/Penn-Medicine-Social-Media-Handbook.pdf>) (emphasis mine)

- *"This guidance is intended for Centers, Institutes, Departments, Divisions or other groups – not individual faculty members or staff – aiming to create social media accounts representing the activities and interests of their group as part of Penn Medicine."*
- *"The Penn Medicine Social Media Committee recommends that you create a page rather than a group or profile for your department or program."*

By requiring that PSU researchers to post from a PSU sponsored page, we are giving participants or the owners of "private spaces" an extra layer of assurance that they are giving their data to an official representative rather than some random individual with a red and yellow gorilla face as their avatar.

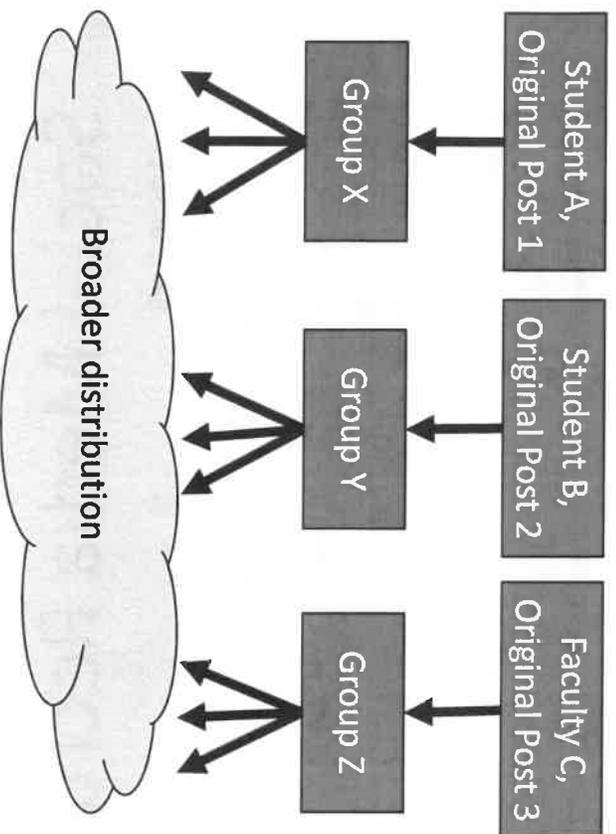
Columbia Teachers College (<https://www.tc.columbia.edu/institutional-review-board/how-to-submit/guides--resources/notes-on-recruitment-materials/>) (emphasis mine)

- *"Some online spaces (e.g., forums) may be visible to the public, but participation requires the user to meet certain criteria or have a specific role. These space [sic] are considered private spaces. This includes Facebook groups in which an administrator confirms you have a certain quality that allows you to be part of the group once terms of use are agreed to (e.g., "You must be a resident of Morningside Heights to be a part of this group"). If you are a part of a private group under a different role (e.g., Morningside Heights resident), you may not be able to post your recruitment materials for research purposes unless you disclose your researcher status to the moderators and group prior to posting. For private groups, it is always best to ensure you have full permission from the moderators to post as a researcher."*

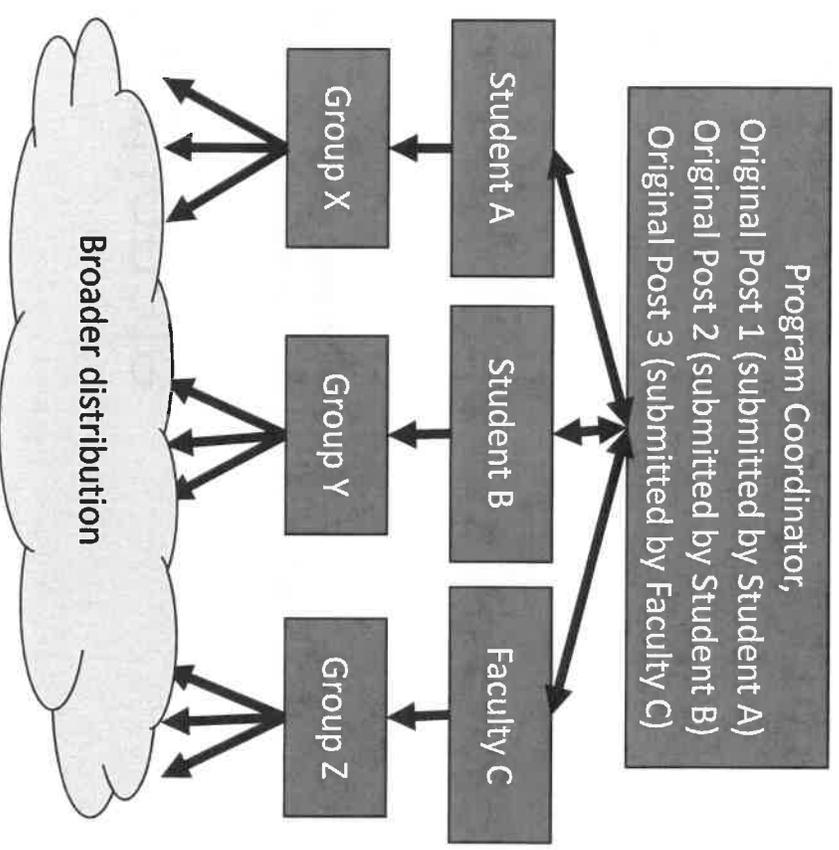
Considering that these and other guidance documents are dozens of pages long and include mandates to collaborate with Social Media Committees, it would seem that ours is much less restrictive than it could have been.

Social Media Recruitment

Old Way



New Way



Social Media Recruitment Rationale

- What it IS
 - A requirement to use more secure RESEARCH tools such as Survey Monkey/Qualtrics/Google Sheets
 - A requirement that all social media posts originate from a PSU-controlled account
 - “Roots of the tree in PSU soil”
 - Increased protection for
 - Study participants
 - Research team members
 - PSU
- What it is NOT
 - A ban on use of social media as a RECRUITING tool
 - A ban on convenience/snowball/any other type of recruitment methods
- Will consider other uses on a case-by-case basis
- Named Position rather than Named Individual (e.g. MECET Coordinator vs. David Miller)
 - Easier to reassign control of account in the event of staff turnover
- Accessibility and control by PSU faculty/staff
 - Allows PSU to have traceability and access to the original advertisement and can modify/remove/access that flyer more easily (e.g. in case of audit or revision to protocol)

Example IRB Data Policies from other Institutions

University of Minnesota: ([https://research.umn.edu/sites/research.umn.edu/files/hrp-103 - investigator manual google doc.pdf](https://research.umn.edu/sites/research.umn.edu/files/hrp-103_-_investigator_manual_google_doc.pdf)) (emphasis mine)

- *"In order to manage data security risks, units and University community members must ensure that their electronic devices and other resources which store, transmit, or process University information meet the information security processes and standards contained in the Information Security Policy. For most types of Human Subject research University policy requires that a professional IT organization manage the systems or that an exception to University policy is filed. If you manage your own research data storage or IT systems, a gap analysis to the University information security standards is required. This may also be useful for a Data Management Plan."*
- They go on to list links to guidance and procedures, including security features on devices and 2FA.

San Jose State: (<https://www.sjsu.edu/research/docs/irb-data-management-handbook.pdf>) (emphasis mine)

- *"Storing data on personal devices exposes a P1 to greater liability if the data are inadvertently exposed. Unless an external vendor has been properly vetted, protected data (e.g., level 1 or level 2 classification) should be stored on institutional devices or servers where access is limited by technical and procedural controls. Limiting data storage to campus devices and services also mitigates additional choices that researchers must make about storage when campus resources are not used, such as:*
- as:
 - *Is the data backed-up with a mechanism for recovery? Where are the back-ups stored?*
 - *If using a free cloud storage service, is it truly free or does the vendor have access to data in a way that negatively affects the privacy of human subjects? Is the storage solution suitable for research data? What are the risks and the costs? How does a cloud storage service safeguard customer data? Does the cloud service provider store data outside the country? Does the cloud service provider have a reasonable mechanism for retrieving data once you no longer require their services or they go out of business?*
- **CSU [California State University] Policy: "Employees must not store or transmit protected University data using services hosted by third parties which do not have a contract in place with the campus or its Auxiliaries, such as personal cloud accounts"** (CSU Information Security Manual, Section 8065.S003, 2017, p. 1).
 - *Will data be stored on a portable device (including a mobile phone) or removable media?*
 - *How/where will such devices be stored?"*

UPenn has links to the NIH data policies and to a data management tool used by their faculty: <https://irb.upenn.edu/homepage/social-behavioral-homepage/guidance/types-of-social-behavioral-research/ni-h-policies-for-data-management-and-sharing/>

Data Policy Rationale

- What it IS
 - Definition of best practices when storing data digitally to allow increased security and access by PSU personnel in case of audit
 - Increased protection for
 - Study participants
 - Research team members
 - PSU
- What it is NOT
 - A way for PSU or the IRB to censor, edit, or otherwise limit your data
- Using an online file service (OneDrive/Teams/SharePoint/equivalent) is:
 - Much more secure than a personal device (hardware loss/failure, ransomware attack)
 - Much easier to track down than 3 dozen “password protected flash drives” that currently store much digital data on campus
- Named Position rather than Named Individual (e.g. MECET Coordinator vs. David Miller)
 - Easier to reassign control of account in the event of staff turnover

General Questions

- *What is the definition of social media by the IRB? Can recruitment for research be done on social media? What are the constraints? Is qualitative gathering through Zoom allowed?*
 - Would depend on the specifics of a given application.
- *Regarding the use of social media in research, I would like clarification. There are various ways that social media can be 'used' in research. Which of the following ways are allowed, if any?*
 - a) *Posting to one's personal social media with a link to a landing page that leads to a survey.*
 - b) *Posting to one's personal social media to share an invitation sent through an official PSU social media account, as in boosting that initial post by sharing it to one's personal account.*
 - c) *Archival research involving the analysis of existing posts on social media, where nothing additional is being asked of any human subjects, and the researcher is analyzing text as it appears online.*
 - Would depend on the specifics of a given application.
- *What if a researcher desires to use a social media platform where there is not a departmental or university social media account (i.e. Blue Sky)? What is the policy and procedure for that?*
 - Would depend on the specifics of a given application.

Questions/Suggestions/Applications
to

IRB@pittstate.edu

Appendices

Federalwide Assurance (FWA) for the Protection of Human Subjects

- “These terms apply whenever the Institution becomes engaged in human subjects research conducted or supported* by any U.S. federal department or agency that has adopted the Common Rule, unless the research is otherwise exempt from the requirements of the Common Rule or a U.S. federal department or agency conducting or supporting the research determines that the research shall be conducted under a separate assurance.”
 - [*For the purposes of the FWA, federally-supported means the U.S. Government providing any funding or other support.]
- The reference in the U.S. Code of Federal Regulations is shown below for each U.S. federal department and agency which has adopted the Common Rule:
 - 14 CFR part1230 – National Aeronautics and Space Administration
 - 15 CFR part 27 – Department of Commerce
 - 34 CFR part 97 – Department of Education
 - 38 CFR part 16 – Department of Veterans Affairs
 - 45 CFR part 46, subpart A – Department of Health and Human Services
 - 45 CFR part 690 – National Science Foundation
 - 49 CFR part 11 – Department of Transportation

<https://www.hhs.gov/ohrp/register-irbs-and-obtain-fwafwas/fwa-protection-of-human-subject/index.html>

Types of Determinations

<https://www.hhs.gov/ohrp/compliance-and-reporting/types-of-determinations/index.html>

HLC Accreditation criteria

- HLC Accreditation Criterion 2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.
 - Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
 - The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
 - The institution provides students guidance in the ethics of research and use of information resources.

<https://www.hlcommission.org/Policies/criteria-and-core-components.html>

Accreditation requirement for FSA

- “Generally, a school must be accredited or preaccredited by a nationally recognized accrediting agency or association (both referred to here as agencies) to be eligible [to participate in the Federal Student Aid (FSA) programs]” .

<https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2020-2021/vol2/ch1-institutional-eligibility>

Data security on socials

- <https://www.vox.com/recode/2022/10/27/23427106/elon-musk-twitter-privacy-settings-data-direct-messages>
- <https://www.usatoday.com/story/tech/2022/11/02/twitters-data-privacy-musk/8242592001/>
- <https://www.latimes.com/business/lazarus/la-fi-lazarus-facebook-cambridge-analytica-privacy-20180320-story.html>
- <https://www.cnn.com/2024/02/14/tech/new-york-city-sues-social-media-platforms-youth-mental-health/index.html>

Updates:

1. Updates from KBOR

- Following passed:
 - name change of BS in Social Work to Bachelor of Social Work (BSW)
 - name change of BBA in Computer Information Systems to BBA in Data Science & Information System
 - name change of MS in Teaching to MS in Curriculum & Instruction

2. Academic Degree Maps

3. Performance Agreement Updates

4. KBOR Faculty Awards – Tenured and Tenure/Track

5. Coming down the road . . . new major – Supply Chain Mgt.

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

Nominees

Eligibility is restricted to faculty meeting the following requirements:

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

Nominations

Nominations must adhere to the following guidelines to be accepted:

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

Submission

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

Suggested examples of supporting materials/evidence:

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

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

Selection

- The Faculty Senate at each institution shall have a committee consisting of current full-time faculty (including the Faculty Senate President as ex-officio member) to collect and review the applications for the KBOR Faculty of the Year Awards (KBOR Award Committee). This committee will verify with the dean of the respective college that the nominee is in good standing with the university and their academic department, that the nominee's teaching, scholarship/research, and service over the preceding academic year have exemplified excellence and commitment to the mission of the institution, and verify the nomination is valid and complete. Incomplete nominations or lack of a dean's validation will not be considered. It will be at the discretion of each university KBOR Award Committee on how the final selection will be made.
- Any acting KBOR Award Committee members will recuse themselves (excluding the Faculty Senate President) from the review and selection process if they have been nominated for the award. The Faculty Senate President will appoint a replacement to serve on the KBOR Award Committee.

Kansas Board of Regents (KBOR)

- The names of the two award recipients determined by each university's KBOR Award Committee (*one tenured faculty and one tenure-track faculty*) will be provided to the Chair of the Counsel of Faculty Senate Presidents (COFSP). The Chair of the COFSP will submit the names of all award recipients to the Kansas Board of Regents by May 15th of the awarding year.
- The Kansas Board of Regents will review and approve/reject the award recipients provided by the Chair of the COFSP during the annual KBOR August retreat.
- Faculty receiving awards will be notified prior to the September KBOR meeting (typically Wednesday of the 3rd week of September)
- Awardees are highly recommended to attend the September KBOR meeting to be recognized for their achievement.

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

(The date may be adjusted per institution so long as selection and Faculty Senate approval are completed before May 15th of the awarding year.)



Pittsburg State University Faculty Senate Meeting

Date: Monday, February 26, 2024
Time: 3:00 p.m.
Location: Sunflower Room, Overman Student Center

Agenda

- I. Call to order
- II. Speakers:
 - A. PSU Institutional Review Board – Q & A
- III. Approval of January 29, 2024 Minutes
- IV. Announcements
 - A. Provost and Vice President of Academic Affairs- Dr. Howard Smith
 - B. PSU/KNEA Remarks- Amy Hite
 - C. Student Senate Remarks- Jaben Parnell
 - D. Unclassified Professional Senate Remarks – Greg Belcher
 - E. University Support Staff Remarks - Cindy VanBecelaere
 - F. Faculty Senate Report- Rebeca Book
- IV. Committee Reports
 - A. Academic Affairs Committee - Chair: Norm Philipp
 - B. Undergraduate Curriculum Subcommittee - Chair: MaryJo Goedeke
 - C. Library Services/Learning Resources Subcommittee - Chair: Chris Labuda
 - D. Online and Distance Learning Committee - Chair: Kelly Woestman
 - E. Academic Honors Subcommittee - Chair: Jamie Wood
 - F. Honors College Subcommittee - Chair: Michelle Hudiburg
 - G. Writing Across the Curriculum Subcommittee - Chair: Lydia Bechtel
 - H. Diversity and Multicultural Affairs Subcommittee - Chair: Laura Washburn
 - I. Student-Faculty Committee - Chair: David Weaver
 - J. All-University Committee - Chair: Anna Beth Gilmore
 - K. Faculty Affairs Committee - Chair: Jonathan Dresner
 - L. Constitution Committee - Chair: Mark Johnson
 - M. General Education Committee - Chair: Mark Johnson
 - N. Budget Committee - Chair: MaryJo Goedeke
 - O. Academic Honesty Committee - Chair: Norm Philipp
- V. Unfinished Business:
 - A. Course syllabi
 - B. General Education

VI. New Business:

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

VII. Open Forum:

Next meeting there will be no speakers. Last month to turn in General Education updates before deadline.

Financial Aid Office – FAFSA – Michael Woodrum

Upcoming events:

Today – Associate of Arts Ceremony – 4:30 PM – Bicknell Center – 1000+ Awardees

Feb. 29 – Service Awards – 1:30-3:30 Bicknell Center – Come and go event

April 3 – Apple Day – part of GoPittFest Week!

May 1 – Food Trucks on Campus

VIII. Adjournment

Academic Affairs-

Chair: Norm Philipp

Recorder: David Weaver

The following is a summary of the Academic Affairs Committee Mtg from Tues 02/13/24 at 3 pm. No information on if the student government held their survey for students to weigh in on items for syllabi. Moving forward the committee members will collect and load to Teams exemplar syllabi from their respective colleges and departments (syllabi checklists too if they are available). Committee members are asked to review the submitted files and develop a list of best practices from those syllabi.

(Wise Practices for Syllabi to engage Student Learning)

Committee will next meet via TEAMS on Tuesday Feb 27th @ 3 pm.

Undergraduate Curriculum-

Chair: MaryJo Goedeke

		Voting Members Approval of Proposed Changes			
		Goedeke	Hutchens*	McCay	Lawson
Dept: HHPS					
Revision to Major Form					
	Accelerated Master's Degree - History	x	x		x
	Name Change: Bachelor of Social Work	x	x		x
	Addition of electives to Social Work Major	x	x		x
	Addition of required courses to Social Work Major	x	x		x
New Course					
	HIST 541	x	x		x
	HIST 542	x	x		x
	HIST 543	x	x		x
	HIST 574	x	x		x
	HIST 578	x	x		x
	HIST 598	x	x		x
	HIST 659	x	x		x
	HIST 667	x	x		x
	JUST 382	x	x		x
	JUST 431	x	x		x
	JUST 462	x	x		x
	JUST 535	x	x		x
Revision to Course					
	HIST 547	x	x		x
	HIST 648	x	x		x
	HIST 665	x	x		x
Revision to Emphasis					
	Geographical and Political Sciences	x	x		x
	Geographical and Political Sciences - Pre Law	x	x		x
Notification Form					
	Removal of Pitt Pathway and inclusion of new gen ed for Criminal Justice major				
	Removal of Pitt Pathway and inclusion of new gen ed for Geographical and Political Sciences, Geography emphasis major	No vote is required, and no issues were detected.			
	History Major				
	HIST 523				
	POLS 512 - prereq removal				
Dept: Communication					
New Course Form					
	Comm 675 Podcast Production	x	x		x

Recorder: Shelby Hutchens

Library Services-

Chair: Chris Labuda

Recorder: Beth Hendrickson

No report.

Online and Distance Learning-

Chair: Kelly Woestman

Recorder: Paige Boydston

No report.

Academic Honors-

Chair: Jamie Wood

Recorder: Jessica Jorgenson Borchert

No report.

Honors College –

Chair: Michelle Hudiburg

Recorder: Anuradha Ghosh

The committee worked on evaluating and ranking HC applicants in the past month, did not meet in person.

Writing Across the Curriculum –

Chair: Lydia Bechtel

Recorder: Carol Meza-Bakke

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

Diversity and Multicultural Affairs –

Chair: Laura Washburn

Recorder: Kristen Maceli

No report.

Student-Faculty –

Chair: David Weaver

Recorder: Jessica Jorgenson Borchert

No report.

All-University –

Chair: Anna Beth Gilmore

Recorder: Jason Reid

No report.

Faculty Affairs –

Chair: Jonathan Dresner

Recorder: Kevin Elliott
Faculty Affairs Committee
February 2024 Report to Faculty Senate
Jonathan Dresner, Chair

As of February 6th, as reported by Stephanie Swezey:

- The entire \$50,000 has been awarded.
- 42 Faculty have been awarded funding.
- One person received a partial award and is eligible for an increase if more funding becomes available.
- There are a few people that have not spent their entire award amount. Bryronni Ferguson will reach out to them to see if those funds will go unused. If so, we can reallocate them to someone else.
- There are 17 (\$18,780.07) unfunded applicants at this time (keep in mind that non tenure, priority 2, and priority 3 are not considered until May 1st, even when there is funding available):
 - 10 - Priority 1A Tenure/Tenure Earning
 - 2 - Priority 1B
 - 3 - Priority 2
 - 2 - Priority 3

As I explained to Dr. Smith, the factors leading to this situation include "the return to something resembling normal professional travel after an understandable lull; the increase in the maximum amount that the committee awards to accommodate increased travel costs; the decrease by half of the PSU Foundation's allocation."

The PSU Foundation is reportedly aware of this situation and is considering if anything can be done within this budget cycle.

Constitution –

Chair: Mark Johnson
Recorder: Beth Hendrickson
No report.

General Education –

Chair: Mark Johnson
Recorder: Lora Winters
Notes 2/6/2024 General education committee
Attendance: Mark Diacopoulos, Melinda Roelfs, Mary Larsen, Kris Lawson, Mark Johnson, Lora Winters, Mike McKinnis

The general education committee met to discuss the process for instituting general education assessment. It was decided that the committee would look at the existing Pitt Pathways rubrics and see how they align with KBOR's general education buckets because KBOR did not supply outcomes for their general education requirements. It was decided that Lora and Mary would look at the rubrics for formation and digital literacy as well as communication, Kris would look at the rubrics for global understanding and civic engagement as well as quantitative/analytic methods and scientific literacy, and Mark and Mike would look at the rubrics for personal and professional behavior before the next meeting on February 20th, 2024 at 1pm. Plans for training chairs/faculty and messaging regarding assessment was also discussed, and those discussions will continue at future meetings.

Budget Committee –

Chair: MaryJo Goedeke
Recorder: Karen Johnson
No report.

Academic Honesty –

Chair: Norm Philipp
Two Maxient cases that will need to go to committee.

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date:
Department: Communication College of: Arts & Sciences
Contact Person: Barth Cox Faculty
Course: Revision

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

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

1. Purpose/Justification for a **Revision** to Course:
The Department of Communication wants to change the course description of this course to reflect the learning outcomes for the course.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
Yes. This course is in the General Education curriculum.
3. Will this course be required of any education majors? **Yes**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	Speech Communication	Speech Communication
Course Number:	COMM 207	COMM 207
Credits:	3	3
Grading System:	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):	Prerequisite: ENGL 101 or 103 English Composition or equivalent, or permission of instructor.	Prerequisite: ENGL 101 or 103 English Composition or equivalent, or permission of instructor.
Course Description	An elementary course designed to give the student an understanding of the requirements for effective speaking and listening and an opportunity to increase skills in each. Both semesters.	An introductory course designed to provide students with a foundational understanding of interpersonal, public, and group communication, and an opportunity to improve oral communication skills. Both semesters.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/1/23 Signature, Chairperson: Troy D. Comell

-Approved: College Curriculum Committee

Date: 11/27/23 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 11/27/23 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

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

-Approved: University Undergraduate Curriculum Committee

Date: 01-19-2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Notification
Curriculum Committee

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date:
Department: Communication College of: Arts & Sciences
Contact Person: Barth Cox Faculty

Course: **New**

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

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

1. Purpose/Justification for a **New** to Course:
The Department of Communication wants to include this course in the curriculum. We have taught this course as a COMM 480, Exploration in Communication for a number of years. It is a course that is very popular with students.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No
3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		Podcast Production
Course Number:		COMM 675
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		Prerequisites: COMM 274 Introduction to Audio and Video Production, or permission of instructor.
Course Description		The study and practice of podcast production and its associated business dynamics. Emphasis on both theoretical and practical aspects of audio recording, editing, narrative structuring, and sound design, coupled with strategies for effective podcast marketing, distribution, and monetization.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/2/23 Signature, Chairperson: Troy O. Comeau Digitally signed by Troy O. Comeau
Date: 2023.11.02 10:55:21 -05'00'

-Approved: College Curriculum Committee

Date: 1/12/23 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/23 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Course Learning Outcomes

By the end of this course the Learner will be able to:

- Discuss the principles, procedures, and techniques of podcasting and podcast creation, and how they function within the mass media space.
- Demonstrate an understanding of audio storytelling, recognizing the podcast medium as an intimate form of storytelling.
- Use the standard equipment and software owned by the learner and the department, employing correct procedures to enhance their own creativity when producing their podcast.
- Integrate the elements of preproduction, production, and postproduction to develop effective storytelling techniques, including writing, research, interviews, editing, and on-air presentation.
- Produce podcasts and promotional content using a structured conversational style for mass distribution through various channels.
- Incorporate audience analysis data with marketing strategies for podcasts, including methods of monetization.
- Develop a learning plan to continue acquiring skills for producing effective podcast productions using the most up-to-date technology.

Activities and Assessments

Readings Assignments: The readings for this class will be included in each week's module on Canvas. Additionally, there will be supplementary readings from various sources for each week that complement the information in the chapter. These supplementary materials are linked below the respective chapter in Canvas. Learners are required to read the material for each week. While there are no quizzes or exams on this content, learners must review the textbook material to succeed in the class.

Class Podcast: Throughout the semester, learners will listen to podcasts produced by their professor to assist them in planning and implementing their own podcasts. These podcasts are NOT Intended to replace the primary readings but are designed to offer practical insights to help learners successfully complete the written and podcast assignments for the class.

"Apply What You Learn" Assignments: The "Apply What You Learn" assignments aim to connect the textbook material with real-world podcast creation steps. Learners are tasked with applying the lessons from the readings to their own podcasting situations. Some of these assignments will require learners to research equipment, software, and procedures necessary for podcast creation, while others will involve creating podcast components. Successfully completing these assignments will earn the learners full credit.

Weekly Written and Production Assignments: Each week, learners must complete one or more assignments. Some of these assignments will be in written form, while others, such as the podcast, will involve production. During Weeks 9-15, learners may be asked to schedule a half-hour time slot for a meeting to discuss their podcast. Written assignments must be typed and uploaded as .doc or .pdf files on Canvas. Each assignment must adhere to proper grammar and spelling.

Written assignments must be typed and uploaded as a .doc or .pdf on Canvas. Each assignment must be grammatically correct, including correct spelling.

Week One:

- **Written Assignments:** Learners will complete a detailed breakdown and analysis of an established podcast to help them learn about how a podcast is structured and what would be considered a good podcasting story subjects and sources. The learner will receive full credit if an assignment is determined to be

complete and is turned in before the deadline.

Week Two:

- **Production Assignment:** Learners will set up their podcast channel on Anchor.fm, including the artwork necessary to establish an account. The learner will receive full credit if an assignment is determined to be complete and is turned in before the deadline.

Week Three

- **Written Assignment:** Each learner will generate a proposal for their podcast, including a social media marketing plan. The learner will receive full credit if an assignment is determined to be complete and is turned in before the deadline.

Week Four

- **Production Assignment:** Learners will pitch the idea for their podcast. If the learner pitch successfully on the day scheduled for pitches, they will receive full credit for the assignment.
- **Written Assignment:** Each learner will determine an personal avatar or an ideal audience member for their podcast. The learner will receive full credit if an assignment is determined to be complete and is turned in before the deadline.

Week Five

- **Production Assignment:** Learners will develop the music components for their podcast, including the music to accompany their openings, outro, and bumper segments. The learner will receive full credit if an assignment is determined to be complete and is turned in before the deadline.

Week Six

- **Production Assignment:** The learner will produce an intro segment, a bumper and an outro segment for their upcoming podcast. The learner will receive full credit if an assignment is determined to be complete and is turned in before the deadline.

Week Seven

- **Production Assignment:** The learner will produce a one-minute trailer for their podcast. The learner will receive full credit if an assignment is determined to be complete and is turned in before the deadline.

Week Eight

- **Production Assignment:** The learner will produce the pilot episode for their five podcast series. This will be a commentary podcast. The learner will receive full credit if podcast episode is determined to be complete and is turned in before the deadline. If a podcast is below what would be a 70% (based on the production rubric), the student will be allowed to redo and/or re-edit the project to get it to that level.

Week Nine

- **Production Assignment:** The learner will initiate their marketing campaign on a social media site, and they will be creating an audiogram to post to that site. The learner will receive full credit if an assignment is determined to be complete and is turned in before the deadline.
- **Production Meeting:** Each learner will schedule a meeting with their professor to review the pilot episode of their podcast series. The learner will receive full credit if they schedule and participate in a meeting before the deadline.

Week Ten:

- **Production Assignment:** The learner will produce their second episode. This will be an interview podcast. This is a 90% GRADE PROJECT, which means the absolute lowest grade a Learner will receive for the

podcast episode will be a 90% (45 points) if the episode is determined to be complete and turned in before the deadline. The instructor will determine the remaining 10% of the grade with the assistance of the graduate assistant. This will be based on the quality of the project and the degree of improvement from the first podcast. If a podcast is below what would be a 70% (based on the production rubric), the student will be allowed to redo and/or re-edit the project to get it to that level.

Week Eleven

- **Production Assignment:** The learner will be creating an audiogram for their second podcast to post to their social media site. This is a 90% GRADE PROJECT, which means the absolute lowest grade a Learner will receive for the audiogram will be a 90% (18 points) if the audiogram is determined to be complete and turned in before the deadline. The instructor will determine the remaining 10% of the grade with the assistance of the graduate assistant. This will be based on the quality of the project and the degree of improvement from the first audiogram. If an audiogram is below what would be a 70% (based on the audiogram rubric), the student will be allowed to redo and/or re-edit the project to get it to that level.
- **Production Assignment:** The learners will establish an additional marketing opportunity for their podcast. This could be creating a website, crowdfunding source, press kit or merchandise opportunity for their podcast. The learner will receive full credit if an assignment is determined to be complete and is turned in before the deadline. Learners will be required to complete one activity; opening any additional activities will result in extra credit points.
- **Production Meeting:** Each learner will schedule a meeting with their professor to review the second episode of their podcast series. The learner will receive full credit if they schedule and participate in a meeting before the deadline.

Week Twelve:

- **Production Assignment:** The learner will produce their third episode. This is a 80% GRADE PROJECT, which means the absolute lowest grade a Learner will receive for the podcast episode will be a 80% (40 points) if the episode is determined to be complete and turned in before the deadline. The instructor will determine the remaining 20% of the grade with the assistance of the graduate assistant. This will be based on the quality of the project and the degree of improvement from the previous podcast. If a podcast is below what would be a 70% (based on the production rubric), the student will be allowed to redo and/or re-edit the project to get it to that level.
- **Written Assignment:** The learner will provide a written Midpoint Marketing Report, including their performance on social media and the analytics for audience engagement. This will be reviewed in the next scheduled meeting.

Week Thirteen:

- **Production Assignment:** The learner will produce their fourth episode. This is a 70% GRADE PROJECT, which means the absolute lowest grade a Learner will receive for the podcast episode will be a 70% (35 points) if the episode is determined to be complete and turned in before the deadline. The instructor will determine the remaining 30% of the grade with the assistance of the graduate assistant. This will be based on the quality of the project and the degree of improvement from the previous podcast. If a podcast is below what would be a 70% (based on the production rubric), the student will be allowed to redo and/or re-edit the project to get it to that level.
- **Production Assignment:** The learner will be creating an audiogram for their third podcast to post to their social media site. This is a 80% GRADE PROJECT, which means the absolute lowest grade a Learner will receive for the audiogram will be a 80% (16 points) if the audiogram is determined to be complete and turned in before the deadline. The instructor will determine the remaining 20% of the grade with the assistance of the graduate assistant. This will be based on the quality of the project and the degree of improvement from the first and second audiograms. If an audiogram is below what would be a 70% (based on the audiogram rubric), the student will be allowed to redo and/or re-edit the project to get it to that level.

Week Fourteen

- **Production Assignment:** The learner will create an audiogram for their fourth podcast to post to their social media site. The lowest grade that a learner will receive for this assignment will be a 90% (or 45 points).
- **Production Meeting:** Each learner will schedule a meeting with their professor to review the third and fourth episodes of their podcast series. The Midpoint Marketing Report will also be reviewed. The learner will receive full credit if they schedule and participate in a meeting before the deadline.

Week Fifteen:

- **Production Assignment:** The learner will produce their fifth episode. This is a FULLY GRADE PROJECT, which the grade the learner will receive for the podcast episode will be determined by the production rubric.

Finals Week

- **Production Assignment:** The learner will create an audiogram for their final podcast to post to their social media site. This will be a bonus opportunity for learners to further enhance their marketing potential. If the audiogram is a 70% (based on the audiogram rubric), the student will receive the bonus points.
- **Written Assignment:** The learner will provide a written Final Marketing Report, including their performance on social media and the analytics for audience engagement.
- **Written Assignment: Final Reflection of Learning:** Learners will have to complete a guided final reflection of learning for the course. Ideally, this reflection should be completed after all other work has been done in the course, but learners should begin thinking about this document from the first day of class, looking at where they have come from and where they intend to end after the course has completed. This assignment will be assessed based on the rubric attached to the assignment.

Faculty Senate Course Form

Effective Date: Summer

2024

Submission Date: 15 Sept 2023

Department: HPSS

College of: Arts & Sciences

Contact Person: Kyle Thompson

Faculty

Course: **New**

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

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

1. Purpose/Justification for a **New** to Course:
This course has been offered as a special topics summer course and has proved to be both popular and successful. It will serve major and non-major undergraduates.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, though nursing and biology majors may find it interesting.
3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
No. This course has previously been offered as a special topics course and there are no additional costs associated.
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No. This course has previously been offered as a special topics course and there are no new materials needed.

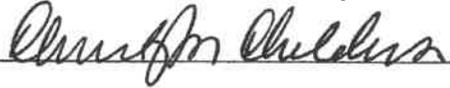
7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ^{No}
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		The Black Death
Course Number:		HIST 541
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		There is no prerequisite for this course.
Course Description		This course surveys the first outbreak of the medieval plague pandemic (1348-53), referred to as the Great Mortality or later, as the Black Death. This pandemic contributed to the late medieval crisis and is a sad story about disease, death, and abandonment. However, it is also a story about survival, new strategies, and systematic change. Students will examine the medieval ideas surrounding the origins and nature of the disease and the contemporary reaction to the first outbreak, comparing sources from Europe and Britain. Furthermore, students will explore the impact and response to this disease, the range of ongoing debate on the identity of the virus, and the economic and social impact of the Black Death.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

HIST 501*99 / 703*99 – The Black Death

Pittsburg State University, Summer 2021

online

Instructor: Dr. M. Kyle Thompson

Contact: mkthompson@pittstate.edu | (620) 235-4318

Office: 323 Russ Hall | Office Hours: online, by appointment

Course Description

This course surveys the first outbreak of the medieval plague pandemic (1348-53), referred to as the Great Mortality or later, as the Black Death. This pandemic contributed to the late medieval crisis and is a sad story about disease, death, and abandonment. However, it is also a story about survival, new strategies, and systematic change. Students will examine the medieval ideas surrounding the origins and nature of the disease and the contemporary reaction to the first outbreak, comparing sources from Europe and Britain. Furthermore, students will explore the impact and response to this disease, the range of ongoing debate on the identity of the virus, and the economic and social impact of the Black Death.

Prerequisites

Prerequisite: There is no prerequisite for this course.

Delivery Method

This class will be delivered entirely online in Canvas.

Required Texts

The following texts are required for this course:

- Benedictow, Ole J. *The Black Death, 1346-1353: The Complete History*. Woodbridge: Boydell Press, 2008. [ISBN: 9781843832140]
- Horrox, Rosemary. *The Black Death*. Manchester: Manchester University Press, 1994. [ISBN: 9780719034985].
- Platt, Colin. *King Death: The Black Death and its Aftermath in Late-Medieval England*. Toronto:

University of Toronto Press, 1996. [ISBN: 9780802079008]

If you don't already have it, the following book is highly recommended!

- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2018. [ISBN: 978-0-226-43057-7]

In addition to these books, there will be articles, either provided on Canvas or available through journals in the library. These articles are assigned as supplements to the readings in the books above.

Objectives

After successfully completing this course, students will possess:

- A historical understanding of The Black Death. Students will be able to analyze and discuss the causes, spread, and impact of the pandemic on Medieval European economy and society.
 - This will be obtained through the assigned readings, videos, and class lectures (video, audio, and/or written), and supplemental material provided by the instructor.
 - This objective will be measured in the students' discussions and writing assignments.
- The ability to communicate in academic writing issues relevant to the Black Death.
 - This will be obtained through the assigned readings, as well as independent research.
 - This objective will be measured through discussion posts, a book review, and a research essay over the topic.

Additionally, students who successfully complete this upper-division history course will be able to:

- Demonstrate an adequate ability to identify and characterize objective historical facts pertaining to the topic covered by this course;
- Demonstrate an adequate ability to interpret the "why" and "so what" questions pertaining to the topic covered by this course; and
- Demonstrate an adequate command of written and/or oral exposition pertaining to the topic covered by this course.

Accessibility

If you have any disability that could affect your performance in this class, please notify me as soon as possible so we can make appropriate arrangements. I will make every attempt to provide accessible content. Please don't hesitate to ask if you need any assistance. Please see the Privacy and Accessibility page on Canvas for further information.

Contact with the Instructor

I have listed my contact information above. The best method of contact is email or via Canvas. I will be available to speak on the phone or via Skype or Zoom by scheduled appointment. I will strive to answer all emails received during business days within one business day. I will check my email at other times and get back to you as soon as possible. If you don't receive an answer, please send me a reminder.

Attendance & Timeliness

Since there are no classes to attend, I have no way to track "attendance" other than through your submissions online. Additionally, since there are no lectures to attend, you will be expected to read the assigned material each week. Along with the reading, there will be the weekly discussions and assignment, which must be turned in on time. Always make sure to note the due dates and times (always 11:59pm) because the assignments will close once the date and time passes and they can no longer be accepted. Frequent or prolonged "absences" from discussions or lack of work turned in will result in an automatic drop from the course or an automatic F in the course.

All assignments have a stated due date. These due dates are already posted in Canvas (though I do reserve the right to make date changes if necessary, for which you will be given ample notice). Late work is not acceptable under any circumstances. You will have plenty of time to complete assignments whenever it is convenient for you and extensions are only given in extraordinary circumstances for which you must give ample notice.

Academic Ethics

Anyone caught plagiarizing or otherwise cheating will receive an automatic F for the course and be subject to appropriate administrative actions at the university level. Plagiarism is representing another's work as your own or using another's work in lieu of your own. Plagiarism is not necessarily intentional in every case, but it is never acceptable. Therefore, be careful when researching and writing your assignments and assessment answers. You must always cite your work, whether you are quoting, paraphrasing, or basing an idea on material from a source.

For more information on institutional policies, please visit the online University Catalog, specifically the section on "Academic Regulations," which covers attendance and grading policies.

Notice

The list of required assignments and the class schedule are subject to change if the need arises. These changes, if needed, will be announced in class and posted on Canvas in a timely manner.

Grading Policy

I use the standard ten-point interval grading scale:

- 89.5%-100% = A
- 79.5% -89.4% = B
- 69.5% -79.4% = C
- 59.5% -69.4% = D
- Below 59.4% = F

All grades will be posted on the grades section on Canvas as soon as possible. There will be no tolerance for cheating or plagiarism, which will result in an automatic F.

Coursework

The course grade will be made up of a combination of assignments worth a total of 225 points.

5 discussions	5x18	90 points	40%
1 book review	1x45	45 points	20%
1 essay	1x90	90 points	40%
	TOTAL =	225 points	100%

Discussions (40%) Participation grades are assigned based upon your weekly contributions in class discussions which makes up a significant portion of your work in the course. Students should prepare for discussions by completing the assigned readings, reflecting on the discussion questions, and writing responses to the questions and the comments of your colleagues. See the discussion grade rubric on Canvas for more information and the course schedule for more information on the quantity and content of these discussions. On one level, discussions provide students with an active learning experience. Most importantly, they allow us to actually engage with readings and ideas from class. You should feel free to ask questions, pursue matters not covered in class, debate with one another, and explore broad issues together.

Book Review (20%) All students will complete a Book Review on *King Death*. This assignment is discussed in more detail on Canvas. All papers will be graded in part on intellectual value, especially considering the quality and analysis of the review. They will also be graded for the mechanical construction, including spelling, grammar, sentence construction, care of presentation, correct citations, and correct use of language.

Essay Assignment (40%) Undergraduate and graduate students will complete an essay assignment, discussed in more detail on Canvas. All papers will be graded in part on intellectual value, especially considering the quality of the thesis, the originality and justification of the thesis, and the use and

analysis of evidence to prove the thesis. They will also be graded for the mechanical construction, including spelling, grammar, sentence construction, care of presentation, correct citations, and correct use of language.

All written assignments must employ footnotes for references, use the Chicago Manual of Style format, include a bibliography, and be flawlessly typewritten. Students will submit all papers in Canvas.

Course Schedule

Module	Days	Topic	Assignments	Readings
Module 0	July 6	Class Orientation & Introductions	Introduce Yourself Discussion	online material in Module 0
Module 1	July 6 - July 10	What is the Black Death?	Discussion 1	Benedictow, part 1, chapters 1-5 (pp. 1-54) <i>King Death</i> (this is your book to review)
Module 2	July 11 - July 15	Expanding Pandemic	Discussion 2	Benedictow, part 2, chapters 6-15 (pp. 57-145) Horrox, part 1, chapters 1-2 (pp. 14-92)
Module 3	July 16 - July 20	Responding to the Spread	Discussion 3 Book Review	Benedictow, parts 2-3, chapters 16-25 (pp. 146-241) Horrox, part 2, chapters 3-4 (pp. 93-206)
Module 4	July 21 - July 25	Mortality and the Blaming of the Jews	Discussion 4	Benedictow, part 4, chapters 26-30 (pp. 245-337) Horrox, part 2, chapter 5 (pp. 206-226)
Module 5	July 26 - July 30	Effects of the Black Death	Discussion 5 Essay	Benedictow, parts 4-5, chapters 31-34 (pp. 338-394) Horrox, part 3, chapters 6-7 (pp. 227-351)

* each assignment is due by midnight on the due date

Faculty Senate Course Form

Effective Date: Summer 2024 Submission Date: 15 Sept 2023

Department: HPSS College of: Arts & Sciences

Contact Person: Kyle Thompson Faculty

Course: New

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

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

1. Purpose/Justification for a **New** to Course:
This course has been offered as a special topics summer course and has proved to be both popular and successful. It will serve major and non-major undergraduates.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
Potentially. This course could fit into the Women's and Gender Studies curriculum and will be proposed to the WGS Director each semester it is offered.
3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
No. This course has previously been offered as a special topics course and there are no additional costs associated.
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No. This course has previously been offered as a special topics course and there are no new materials needed.

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		Jack the Ripper
Course Number:		HIST 542
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		There is no prerequisite for this course.
Course Description		<p>This course surveys crime in Victorian London, particularly the murders committed by Jack the Ripper. There were two and half thousand murder trials in London during the Victorian era. Many of these were the results of domestic violence amongst the working-class. Contemporaries were fixated on the slums of London's East End. The Whitechapel murders took the violence of the East End and Victorian London to a new level and the unsolved murders remain a fascination even today.</p>

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: Christina Childers

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

HIST 501*97 / 703*97 – Jack the Ripper

Pittsburg State University, Summer 2023

online asynchronous

Instructor: Dr. M. Kyle Thompson

Contact: mkthompson@pittstate.edu | (620) 235-4318

Office: 323 Russ Hall | Office Hours: online, by appointment

Course Description

This course surveys crime in Victorian London, particularly the murders committed by Jack the Ripper. There were two and half thousand murder trials in London during the Victorian era. Many of these were the results of domestic violence amongst the working-class. Contemporaries were fixated on the slums of London's East End. The Whitechapel murders took the violence of the East End and Victorian London to a new level and the unsolved murders remain a fascination even today.

Prerequisites

Prerequisite: There is no prerequisite for this course.

This course fits into the Women's and Gender Studies curriculum. If you are taking this course as a requirement for Women's and Gender Studies, please let me know so I can make the necessary arrangements.

Delivery Method

This class will be delivered entirely online in Canvas.

Required Texts

The following texts are required for this course:

- Curtis Jr., L. Perry. *Jack the Ripper and the London Press*. New Haven: Yale University Press, 2001. [ISBN: 9780274740512]
- Gray, Drew D. *London's Shadows: The Dark Side of the Victorian City*. London: Bloomsbury, 2013. [ISBN: 9781441147202].

If you don't already have it, the following book is highly recommended!

- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2018. [ISBN: 9780226430577]

In addition to these books, there will be articles, either be provided on Canvas or be available through journals in the library. These articles are assigned as supplements to the readings in the books above.

Objectives

After successfully completing this course, students will possess:

- A historical understanding of Jack and Ripper and crime in Victorian London. Students will be able to analyze the Ripper case and broader Victorian crime in London.
 - This will be obtained through the assigned readings, videos, and class lectures (video, audio, and/or written), and supplemental material provided by the instructor.
 - This objective will be measured in the students' discussions and writing assignments.
- The ability to communicate in academic writing issues relevant to Jack and Ripper and crime in Victorian London.
 - This will be obtained through the assigned readings, as well as independent research.
 - This objective will be measured through discussion posts, a book review, and a research essay over the topic.

Additionally, students who successfully complete this upper-division history course will be able to:

- Demonstrate an adequate ability to identify and characterize objective historical facts pertaining to the topic covered by this course;
- Demonstrate an adequate ability to interpret the “why” and “so what” questions pertaining to the topic covered by this course; and
- Demonstrate an adequate command of written and/or oral exposition pertaining to the topic covered by this course.

Accessibility

If you have any disability that could affect your performance in this class, please notify me as soon as possible so we can make appropriate arrangements. I will make every attempt to provide accessible content. Please don't hesitate to ask if you need any assistance. Please see the Privacy and Accessibility page on Canvas for further information.

Contact with the Instructor

I have listed my contact information above. The best method of contact is email or via Canvas. I will be available to speak on the phone or via Skype or Zoom by scheduled appointment. I will strive to answer all emails received during business days within one business day. I will check my email at other times and get back to you as soon as possible. If you don't receive an answer, please send me a reminder.

Attendance & Timeliness

Class attendance is required by the university and is thus required for this course. It is necessary that you attend class regularly. Since there are no classes to attend, I have no way to track "attendance" other than through your submissions online. Additionally, since there are no lectures to attend, you will be expected to read the assigned material each week. Along with the reading, there will be the weekly discussions and the occasional assignment, which must be turned in on time.

All assignments have a stated due date. These due dates are already posted in Canvas (though I do reserve the right to make date changes, if necessary, for which you will be given ample notice). **Late work is not acceptable.** Frequent or prolonged "absences" from class or lack of work turned in may result in an automatic drop from the course or an automatic F in the course.

Academic Ethics

Anyone caught plagiarizing or otherwise cheating will receive an automatic F for the course and be subject to appropriate administrative actions at the university level. Plagiarism is representing another's work as your own or using another's work in lieu of your own. Plagiarism is not necessarily intentional in every case, but it is never acceptable. Therefore, be careful when researching and writing your assignments and assessment answers. You must always cite your work, whether you are quoting, paraphrasing, or basing an idea on material from a source.

For more information on institutional policies, please visit the online University Catalog, specifically the section on "Academic Regulations," which covers attendance and grading policies.

Notice

The list of required assignments and the class schedule are subject to change if the need arises. These changes, if needed, will be announced in class and posted on Canvas in a timely manner.

Grading Policy

I use the standard ten-point interval grading scale:

- 89.5%-100% = A
- 79.5% -89.4% = B
- 69.5% -79.4% = C
- 59.5% -69.4% = D
- Below 59.4% = F

All grades will be posted on the grades section on Canvas as soon as possible. There will be no tolerance for cheating or plagiarism, which will result in an automatic F.

Coursework

The course grade will be made up of a combination of assignments worth a total of 225 points.

Discussions	5 x 18	90 points	40%
Book Review	1 x 45	45 points	20%
Essay	1 x 90	90 points	40%
	TOTAL =	225 points	100%

Discussions (40%) Participation grades are assigned based upon your weekly contributions in class discussions which makes up a significant portion of your work in the course. Students should prepare for discussions by completing the assigned readings, reflecting on the discussion questions, and writing responses to the questions and the comments of your colleagues. See the discussion grade rubric on Canvas for more information and the course schedule for more information on the quantity and content of these discussions. On one level, discussions provide students with an active learning experience. Most importantly, they allow us to actually engage with readings and ideas from class. You should feel free to ask questions, pursue matters not covered in class, debate with one another, and explore broad issues together.

Book Review (20%) All students will complete a book review on *Jack the Ripper and the London Press*. This assignment is discussed in more detail on Canvas. All papers will be graded in part on intellectual value, especially considering the quality and analysis of the review. They will also be graded for the mechanical construction, including spelling, grammar, sentence construction, care of presentation, correct citations, and correct use of language.

Essay Assignment (40%) Undergraduate and graduate students will complete an essay assignment, discussed in more detail on Canvas. All papers will be graded in part on intellectual value, especially considering the quality of the thesis, the originality and justification of the thesis, and the use and analysis of evidence to prove the thesis. They will also be graded for the mechanical construction,

including spelling, grammar, sentence construction, care of presentation, correct citations, and correct use of language.

All written assignments must employ footnotes for references, use the Chicago Manual of Style format, include a bibliography, and be flawlessly typewritten. Students will submit all papers in Canvas.

Course Schedule

Module	Days	Topic	Assignments	Readings
Module 0	July 3	Class Orientation & Introductions	Introduction Discussion	online material in Module 0
Module 1	July 3 - July 7	Jack the Ripper	Discussion 1	<i>London's Shadows</i> , chapters 1-2 <i>Jack the Ripper and the London Press</i> , chapter 1
Module 2	July 8 - July 12	East End	Discussion 2	<i>London's Shadows</i> , chapter 3 <i>Jack the Ripper and the London Press</i> , chapter 2
Module 3	July 13 - July 17	The Press	Discussion 3 Book Review	<i>London's Shadows</i> , chapter 4 <i>Jack the Ripper and the London Press</i> , chapters 3-4
Module 4	July 18 - July 22	London Crime	Discussion 4	<i>London's Shadows</i> , chapters 5-7
Module 5	July 23 - July 28	Hunt for the Ripper	Discussion 5 Essay	<i>London's Shadows</i> , chapters 8-9
* each assignment is due by midnight on the due date				

Faculty Senate Course Form

Effective Date: Summer

2024

Submission Date: 15 Sept 2023

Department: HPSS

College of: Arts & Sciences

Contact Person: Kyle Thompson

Faculty

Course: **New**

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

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

1. Purpose/Justification for a **New** to Course:
This course has been offered as a special topics summer course and has proved to be both popular and successful. It will serve major and non-major undergraduates.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
Potentially. This course could fit into the Women's and Gender Studies curriculum and will be proposed to the WGS Director each semester it is offered.
3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
No. This course has previously been offered as a special topics course and there are no additional costs associated.
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No. This course has previously been offered as a special topics course and there are no new materials needed.

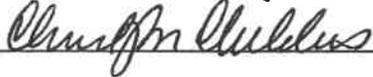
7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		European Witch-Hunt
Course Number:		HIST 543
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		There is no prerequisite for this course.
Course Description		This course surveys the witch-hunts of Early modern Europe. Between 1450 and 1750, at least 100,000 individuals, mostly women, were accused of witchcraft in Europe. Of these, roughly half met their demise at the stake or in the noose. A variety of social, religious, judicial, and political causes, none of which is singularly responsible, lurk behind this tragedy. We will examine the litany of complex reasons for and debates about the witch-hunts, asking why they occurred when and where they did, why certain people were accused, and why the trials finally ended.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

HIST 501*96 / 703*96 – European Witch-Hunt

Pittsburg State University, Summer 2023

online asynchronous

Instructor: Dr. M. Kyle Thompson

Contact: mkthompson@pittstate.edu | (620) 235-4318

Office: 323 Russ Hall | Office Hours: online, by appointment

Course Description

This course surveys the witch-hunts of Early modern Europe. Between 1450 and 1750, at least 100,000 individuals, mostly women, were accused of witchcraft in Europe. Of these, roughly half met their demise at the stake or in the noose. A variety of social, religious, judicial, and political causes, none of which is singularly responsible, lurk behind this tragedy. We will examine the litany of complex reasons for and debates about the witch-hunts, asking why they occurred when and where they did, why certain people were accused, and why the trials finally ended.

Prerequisites

Prerequisite: There is no prerequisite for this course.

This course fits into the Women's and Gender Studies curriculum. If you are taking this course as a requirement for Women's and Gender Studies, please let me know so I can make the necessary arrangements.

Delivery Method

This class will be delivered entirely online in Canvas.

Required Texts

The following texts are required for this course:

- Goodare, Julian. *European Witch-Hunt*. Abingdon: Routledge, 2016. [ISBN: 9780415254533]
- Levack, Brian P. *Witchcraft Sourcebook*. Abingdon: Routledge, 2015. [ISBN: 9781138774971]
- Levack, Brian P. *Witch-Hunting in Scotland*. New York: Routledge, 2008. [ISBN: 9780415399432]

If you don't already have it, the following book is highly recommended!

- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2018. [ISBN: 9780226430577]

In addition to these books, there will be articles, either be provided on Canvas or be available through journals in the library. These articles are assigned as supplements to the readings in the books above.

Objectives

After successfully completing this course, students will possess:

- A historical understanding of European witch hunts and trials. Students will be able to analyze and discuss the causes, spread, and impact of the witch trials on European economy and society.
 - This will be obtained through the assigned readings, videos, and class lectures (video, audio, and/or written), and supplemental material provided by the instructor.
 - This objective will be measured in the students' discussions and writing assignments.
- The ability to communicate in academic writing issues relevant to witchcraft in Europe.
 - This will be obtained through the assigned readings, as well as independent research.
 - This objective will be measured through discussion posts, a book review, and a research essay over the topic.

Additionally, students who successfully complete this upper-division history course will be able to:

- Demonstrate an adequate ability to identify and characterize objective historical facts pertaining to the topic covered by this course;
- Demonstrate an adequate ability to interpret the "why" and "so what" questions pertaining to the topic covered by this course; and
- Demonstrate an adequate command of written and/or oral exposition pertaining to the topic covered by this course.

Accessibility

If you have any disability that could affect your performance in this class, please notify me as soon as possible so we can make appropriate arrangements. I will make every attempt to provide accessible content. Please don't hesitate to ask if you need any assistance. Please see the Privacy and Accessibility page on Canvas for further information.

Contact with the Instructor

I have listed my contact information above. The best method of contact is email or via Canvas. I will be available to speak on the phone or via Skype or Zoom by scheduled appointment. I will strive to answer all emails received during business days within one business day. I will check my email at other times and get back to you as soon as possible. If you don't receive an answer, please send me a reminder.

Attendance & Timeliness

Class attendance is required by the university and is thus required for this course. It is necessary that you attend class regularly. Since there are no classes to attend, I have no way to track "attendance" other than through your submissions online. Additionally, since there are no lectures to attend, you will be expected to read the assigned material each week. Along with the reading, there will be the weekly discussions and the occasional assignment, which must be turned in on time.

All assignments have a stated due date. These due dates are already posted in Canvas (though I do reserve the right to make date changes, if necessary, for which you will be given ample notice). **Late work is not acceptable.** Frequent or prolonged "absences" from class or lack of work turned in may result in an automatic drop from the course or an automatic F in the course.

Academic Ethics

Anyone caught plagiarizing or otherwise cheating will receive an automatic F for the course and be subject to appropriate administrative actions at the university level. Plagiarism is representing another's work as your own or using another's work in lieu of your own. Plagiarism is not necessarily intentional in every case, but it is never acceptable. Therefore, be careful when researching and writing your assignments and assessment answers. You must always cite your work, **whether you are quoting, paraphrasing, or basing an idea on material from a source.**

For more information on institutional policies, please visit the online University Catalog, specifically the section on "Academic Regulations," which covers attendance and grading policies.

Notice

The list of required assignments and the class schedule are subject to change if the need arises. These changes, if needed, will be announced in class and posted on Canvas in a timely manner.

Grading Policy

I use the standard ten-point interval grading scale:

- 89.5%-100% = A
- 79.5% -89.4% = B
- 69.5% -79.4% = C
- 59.5% -69.4% = D
- Below 59.4% = F

All grades will be posted on the grades section on Canvas as soon as possible. There will be no tolerance for cheating or plagiarism, which will result in an automatic F.

Coursework

The course grade will be made up of a combination of assignments worth a total of 225 points.

Discussions	5 x 18	90 points	40%
Book Review	1 x 45	45 points	20%
Essay	1 x 90	90 points	40%
	TOTAL =	225 points	100%

Discussions (40%) Participation grades are assigned based upon your weekly contributions in class discussions which makes up a significant portion of your work in the course. Students should prepare for discussions by completing the assigned readings, reflecting on the discussion questions, and writing responses to the questions and the comments of your colleagues. See the discussion grade rubric on Canvas for more information and the course schedule for more information on the quantity and content of these discussions. On one level, discussions provide students with an active learning experience. Most importantly, they allow us to actually engage with readings and ideas from class. You should feel free to ask questions, pursue matters not covered in class, debate with one another, and explore broad issues together.

Book Review (20%) All students will complete a Book Review on *Witch-Hunting in Scotland*. This assignment is discussed in more detail on Canvas. All papers will be graded in part on intellectual value, especially considering the quality and analysis of the review. They will also be graded for the mechanical construction, including spelling, grammar, sentence construction, care of presentation, correct citations, and correct use of language.

Essay Assignment (40%) Undergraduate and graduate students will complete an essay assignment, discussed in more detail on Canvas. All papers will be graded in part on intellectual value, especially considering the quality of the thesis, the originality and justification of the thesis, and the use and analysis of evidence to prove the thesis. They will also be graded for the mechanical construction,

including spelling, grammar, sentence construction, care of presentation, correct citations, and correct use of language.

All written assignments must employ footnotes for references, use the Chicago Manual of Style format, include a bibliography, and be flawlessly typewritten. Students will submit all papers in Canvas.

Course Schedule

Module	Days	Topic	Assignments	Readings
Module 0	June 5	Class Orientation & Introductions	Introduction Discussion	online material in Module 0
Module 1	June 5 - June 9	Overview	Discussion 1	<i>European Witch-Hunt</i> , chapters 1-2
Module 2	June 10 - June 14	Thought and Belief	Discussion 2	<i>European Witch-Hunt</i> , chapters 3-5 <i>Witchcraft Sourcebook</i> , part 3
Module 3	June 15 - June 19	Church and State	Discussion 3 Book Review	<i>European Witch-Hunt</i> , chapters 6-7 <i>Witchcraft Sourcebook</i> , parts 4-5
Module 4	June 20 - June 24	Witch-hunting & the Accused	Discussion 4	<i>European Witch-Hunt</i> , chapters 8-9 <i>Witchcraft Sourcebook</i> , part 7
Module 5	June 25 - June 30	Conclusion of the Witch-Hunts	Discussion 5 Essay	<i>European Witch-Hunt</i> , chapters 10-11 <i>Witchcraft Sourcebook</i> , part 8
* each assignment is due by midnight on the due date				

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 11/15/23

Department: History, Philosophy, and Social Sciences College of: Arts & Sciences

Contact Person: Kris Lawson Faculty

Course: **Revision**

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

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

1. Purpose/Justification for a **Revision** to Course:
HIST 547's title does not accurately reflect the breadth of the course content as it has always been taught.
The update to prerequisites brings the course in line with other upper division coursework offered in this program.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, updating the title and prerequisites does not affect any other program.
3. Will this course be required of any education majors? No
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None.
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No.



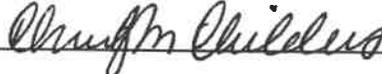
7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? ^{No}
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	Radical Islam	History of the Islamic World
Course Number:	HIST 547	HIST 547
Credits:	3	3
Grading System:	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):	HIST 102 World History from 1500	History 102 World History from 1500, its equivalent, or permission of instructor.
Course Description	This course covers the history, description, and current influence of the radical strains of Islam, both Sunni and Shi'a, that have had such an impact on world affairs in recent decades, especially since the tragic events of 9/11.	This course covers the history, description, and current influence of the various strains of Islam, including Sunni and Shi'a, on world history.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: 

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: 

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 11/15/23
Department: History, Philosophy, and Social Sciences College of: Arts & Sciences
Contact Person: Kelly Woestman Faculty

Course: Select One

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

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

1. Purpose/Justification for a **New** to Course:
The faculty in the History program have identified a need for its students to learn more about economic history. This course was offered several decades ago, and the opportunity to offer it again has now presented itself.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No. This new course merely adds another option to the category of upper division History electives and does not replace nor compete with courses offered in the College of Business.
3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		Economic History of the US
Course Number:		HIST 574
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		Hist 202 US Since 1865 (or its equivalent) AND one of the following: ECON 191, ECON 200, or ECON 201 (or their equivalents) OR permission of the instructor
Course Description		This course explores the historical foundations of American economic growth and development from colonial times to the present, with an emphasis on the 20th century. The study of economic history provides students the opportunity to understand and analyze, from a historical perspective, the impact of institutional and structural changes within the American economy.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/6/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Economic History
HIST 574 Online
Dr. Kelly A. Woestman (contact via direct email inside CANVAS)

COURSE DESCRIPTION:

HIST 574. Economic History. 3 hours. A survey of major economic issues and events pertaining to the historical/institutional bases for the distinctive performance of the American economy. Prerequisite: HIST 202 American History from 1865 AND 1 of the following: ECON 191, ECON 200, or, ECON 201; or permission of instructor. This course meets the requirements for the teacher licensure program.

COURSE OBJECTIVES:

For the economic history of the United States, students will be able to:

- define important historical terms
- identify important historical figures
- identify important historical events
- comprehend the influence of events on people
- comprehend the influence of people on events
- analyze the effects of past events on subsequent events
- describe the causation of important events
- describe the multicultural forces in society
- evaluate the forces of history and how they affected the past, present, and future

ALIGNMENT WITH PROGRAM GOALS:

Students who successfully complete this upper division History course will be able to:

- Demonstrate an adequate ability to identify and characterize objective historical facts pertaining to the topics of this course
- Demonstrate an adequate ability to interpret the "why" and "so what" questions pertaining to the topics of this course
- Demonstrate an adequate command of written and/or oral exposition pertaining to the topics of this course

LEARNING RESOURCES:

BOOKS:

1. Breen, T.H. *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*. New York: Oxford University Press, 2005.
2. Lind, Michael. *Land of Promise: An Economic History of the United States*. New York: Harper Paperbacks, 2013.
3. Nations, Scott. *A History of the United States in Five Crashes*. New York, William Morrow, 2017.

CANVAS:

Before beginning this course, please take the time to go through the Canvas 101 Tutorial for Students. This tutorial provides you with the Canvas basics needed to complete your Canvas profile and notifications, know when assignments are due, submit assignments online, participate in course activities, receive and send messages to your instructor, and view your grades.

The Gorilla Geeks Help Desk is the PSU Student's Contact for assistance with GUS, GusMail, Canvas, other educational technology, or issues with your computer. The Gorilla Geeks are located in 109 Whitesitt Hall. Their contact information is 620-235-4600, geeks@pittstate.edu, and webpage is www.pittstate.edu/geeks

EVALUATION:

Students earn their grades based on the following criteria: participation, preparation, completion of class assignments, presentations (multimedia), writings, papers, and exams. Specifics will be discussed on the CANVAS course website.

Grading Scale: A=90%; B=80%; C=70%, D=60%

Divide your total score by the total possible at any given time in the course. Do NOT rely on the CANVAS gradebook since future assignments may be listed in the points possible.

Keep in mind that a "C" means that you met the requirements and completed the work. An "A" means that you have done exemplary work above and beyond what was expected.

ASSIGNMENT Due Dates and LATE ASSIGNMENTS:

Assignments are due at 11:50pm of the date indicated. CANVAS time stamps will determine the submission time. Late assignments will not be eligible for an A. See each assignment submission box in CANVAS for more details.

WHAT STUDENTS NEED TO KNOW ABOUT ONLINE COURSES:

Students enrolled in online courses should have ready access to appropriate computer resources. It is your responsibility to save all of your assignments throughout the semester on your hard drive (whether in or outside your computer) in addition to submitting them in CANVAS. Computer glitches do happen so it's best to be prepared for them with multiple back-ups and continual saving of in-progress documents. It's also even more critical in an online class to not wait until the last minute to ask questions about assignments.

EMAIL communication will take place through the CANVAS course site and all messages should contain a relevant subject line in order to receive an answer. Students are required to check Canvas at least once every 24 hours and the instructor will respond to questions in Canvas at least once every 24-hour period during normal school days. Please note that this does not necessarily guarantee a response within 24 hours but, instead, a response before the end of the next class day. (The only emails sent to the instructor outside of the CANVAS system should be if the student has a question about advisement or another non-course-related issue.)

If you are new and/or relatively new to the CANVAS system, be sure to consult the online PSU CANVAS Student Guide for help. By signing up for an online course, you are agreeing to be flexible and learn new technology skills if necessary to successfully complete the course. These traits will also enable you to better adapt to your work environment upon graduation.

In an online course, it is ESPECIALLY IMPORTANT to follow instructions exactly. For example, be sure that you type a short heading INCLUDING YOUR NAME for each assignment as explained in the first example you'll have once you start the course. Materials are graded both online and by being printed out so it is your responsibility to make sure they are clearly marked. Furthermore, do NOT use headers and footers. Put a heading on the front page at the top of the page WITHOUT using the header feature in your word processing program and then insert page number if the assignment is more than two pages. To repeat: Do NOT use the headers and footers feature as this may result in a point deduction.

Depending on the individual, students should plan to spend 9 to 12 hours each week reading, preparing and completing the work for this course in order to do well. It's your choice how much time you actually spend.

ETHICAL LEARNING:

Students are expected to turn in work that they themselves have done and appropriately cite materials they have utilized for their sources as appropriate to the assignment. Any student misrepresenting their work will be subject to the departmental and university ethics guidelines which may include a zero on an assignment or being removed from the course or from your degree program depending on the seriousness of the offense. Violating these guidelines may also mean removal from the BEd program if you are a teacher education major. Refer to the university catalog for more details.

Note that a common situation where students do not earn points on an assignment is when it is obvious that they have not done the assigned reading and are trying to "wing" it without learning anything new. All assignment grades will be based on how the completed assignment reflects the required readings (including print and online materials) and are not grades based on how well you can search online ;-).

- For additional information, consult PSU's Code of Student Rights and Responsibilities
- The PSU Syllabi Supplement can be found at <https://www.pittstate.edu/registrar/syllabus-supplement.html>

COURSE OUTLINE:

Module 1: Economic History as US History (1 week)	
Assignment Due: Self-Introductions	5 pts
Module 2: The American Revolution and the Founding of an Economy (2 weeks)	
Assignment Due: Essay	20 pts
Module 3: Transportation Revolution, Banking, and Politics (2 weeks)	
Assignment Due: Graphic Organizer - Republicans and Democrats	10 pts
Module 4: Two Economies Collide: Civil War and Reconstruction (1 week)	
Assignment Due: Discussion	5 pts
Module 5: Rise of American Industry (1 week)	
Assignment Due: Essay	20 pts
Module 6: US As Industrial Leader (1 week)	
Assignment Due: Discussion	10 pts
Module 7: Markets and Business Enterprise (1 weeks)	
Assignment Due: US Map	10 pts
Module 8: Mass Immigration, WWI, and Labor Markets (1 week)	
Module 9: The "New Economy" of the 1920s and Beyond (1 week)	
Assignment Due: Discussion	10 pts
Module 10: The Great Depression and World War II (2 weeks)	
Assignment Due: Graphic Organizer	
Module 11: The Cold War Economy (1 week)	10 pts
Module 12: Technology Interrupts - Where Are We Now? (1 weeks)	
Assignment: Essay	25 pts

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 11/15/23
Department: History, Philosophy, and Social Sciences College of: Arts & Sciences
Contact Person: Kelly Woestman Faculty

Course: **Select One**

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

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

-
1. Purpose/Justification for a **New** to Course:
In the past, the department has offered numerous courses focused on elections in historical context. However, with the change in Special Topics courses now only being visible from a pull-down menu in the online schedule, most potential students are not aware that the courses are even offered. Therefore, we are building on past success that offers students a topic of interest that also enhances their historical knowledge of the United States
 2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No. It merely adds another option to the category of upper-division History electives.
 3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
 4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None.
 5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No.



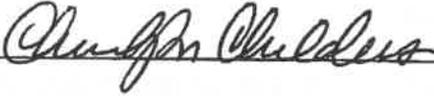
7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the *Course Fee Form* on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		Elections in US History
Course Number:		HIST 578
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		HIST 202 US Since 1865, its equivalent, or permission of instructor.
Course Description		With a focus on the most recent elections, this course introduces the main themes and topics in the history of presidential elections from 1788 to the present. Explores structures of the US executive branch, the primary, convention, and election systems, and the role of the Electoral College.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/6/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Elections in US History

HIST 578 Online

Dr. Kelly A. Woestman (contact via direct email inside CANVAS)

COURSE DESCRIPTION:

HIST 6xx/7xx. Elections History. 3 hours. Introduces the main themes and topics in the history of presidential elections from 1788 to the present. Explores structures of the US executive branch, the primary, convention, and election systems, and the Electoral College. Prerequisite: HIST 202 American History from 1865, its equivalent or permission of instructor. This course meets the requirements for the BSEd teacher licensure program.

COURSE OBJECTIVES:

For the history of the elections in the United States, students will be able to:

- define important historical terms
- identify important historical figures
- identify important historical events
- comprehend the influence of events on people
- comprehend the influence of people on events
- analyze the effects of past events on subsequent events
- describe the causation of important events
- describe the multicultural forces in society
- evaluate the forces of history and how they affected the past, present, and future

ALIGNMENT WITH HISTORY PROGRAM GOALS:

Students who successfully complete this upper division History course will be able to:

- Demonstrate an adequate ability to identify and characterize objective historical facts pertaining to the topics of this course
- Demonstrate an adequate ability to interpret the “why” and “so what” questions pertaining to the topics of this course
- Demonstrate an adequate command of written and/or oral exposition pertaining to the topics of this course

LEARNING RESOURCES:

BOOKS:

1. Buell, Emmett H and Lee Sigelman. *Attack Politics: Negativity in Presidential Campaigns Since 1960, 2nd. ed.* Lawrence: University Press of Kansas, 2009.
2. Busch, Andrew H. *Reagan's Victory: The Election of 1980 and the Rise of the Right.* Lawrence: University Press of Kansas, 2005.
3. Busch, Andrew H. *Truman's Triumphs: The 1948 Election and the Making of Postwar America.* Lawrence: University Press of Kansas, 2012.
4. Foley, Edward. *Ballot Battles: A History of Disputed Elections in US History.* New York: Oxford University Press, 2019.

CANVAS:

Before beginning this course, please take the time to go through the Canvas 101 Tutorial for Students. This tutorial provides you with the Canvas basics needed to complete your Canvas profile and notifications, know when assignments are due, submit assignments online,

participate in course activities, receive and send messages to your Instructor, and view your grades.

The Gorilla Geeks Help Desk is the PSU Student's Contact for assistance with GUS, GusMail, Canvas, other educational technology, or issues with your computer. The Gorilla Geeks are located in 109 Whitesitt Hall. Their contact information is 620-235-4600, geeks@pittstate.edu, and webpage is www.pittstate.edu/geeks

EVALUATION:

Students earn their grades based on the following criteria: participation, preparation, completion of class assignments, presentations (multimedia), writings, papers, and exams. Specifics will be discussed on the CANVAS course website.

Grading Scale: A=90%; B=80%; C=70%, D=60%

Divide your total score by the total possible at any given time in the course. Do NOT rely on the CANVAS gradebook since future assignments may be listed in the points possible.

Keep in mind that a "C" means that you met the requirements and completed the work. An "A" means that you have done exemplary work above and beyond what was expected.

ASSIGNMENT Due Dates and LATE ASSIGNMENTS:

Assignments are due at 11:50pm of the date indicated. CANVAS time stamps will determine the submission time. Late assignments will not be eligible for an A. See each assignment submission box in CANVAS for more details.

WHAT STUDENTS NEED TO KNOW ABOUT ONLINE COURSES:

Students enrolled in online courses should have ready access to appropriate computer resources. It is your responsibility to save all of your assignments throughout the semester on your hard drive (whether in or outside your computer) in addition to submitting them in CANVAS. Computer glitches do happen so it's best to be prepared for them with multiple back-ups and continual saving of in-progress documents. It's also even more critical in an online class to not wait until the last minute to ask questions about assignments.

EMAIL communication will take place through the CANVAS course site and all messages should contain a relevant subject line in order to receive an answer. Students are required to check Canvas at least once every 24 hours and the instructor will respond to questions in Canvas at least once every 24-hour period during normal school days. Please note that this does not necessarily guarantee a response within 24 hours but, instead, a response before the end of the next class day. (The only emails sent to the instructor outside of the CANVAS system should be if the student has a question about advisement or another non-course-related issue.)

If you are new and/or relatively new to the CANVAS system, be sure to consult the online PSU CANVAS Student Guide for help. By signing up for an online course, you are agreeing to be flexible and learn new technology skills if necessary to successfully complete the course. These traits will also enable you to better adapt to your work environment upon graduation.

In an online course, it is ESPECIALLY IMPORTANT to follow instructions exactly. For example, be sure that you type a short heading INCLUDING YOUR NAME for each assignment as explained in the first example you'll have once you start the course. Materials are graded both online and by being printed out so it is your responsibility to make sure they are clearly marked. Furthermore, do NOT use headers and footers. Put a heading on the front page at the top of the page withOUT using the header feature in your word processing program and then insert page number if the assignment is more than two pages. To repeat: Do NOT use the headers and footers feature as this may result in a point deduction.

Depending on the individual, students should plan to spend 9 to 12 hours each week reading, preparing and completing the work for this course in order to do well. It's your choice how much time you actually spend.

ETHICAL LEARNING:

Students are expected to turn in work that they themselves have done and appropriately cite materials they have utilized for their sources as appropriate to the assignment. Any student misrepresenting their work will be subject to the departmental and university ethics guidelines which may include a zero on an assignment or being removed from the course or from your degree program depending on the seriousness of the offense. Violating these guidelines may also mean removal from the BSEd program if you are a teacher education major. Refer to the university catalog for more details.

Note that a common situation where students do not earn points on an assignment is when it is obvious that they have not done the assigned reading and are trying to “wing” it without learning anything new. All assignment grades will be based on how the completed assignment reflects the required readings (including print and online materials) and are not grades based on how well you can search online ;-).

- For additional information, consult PSU's Code of Student Rights and Responsibilities
- The PSU Syllabi Supplement can be found at <https://www.pittstate.edu/registrar/syllabus-supplement.html>

COURSE OUTLINE AND LIST OF ASSIGNMENTS:

Module 1: The Nation's First Presidential Election (1 week)	
Assignment Due: Self-Introductions	5 pts
Module 2: The 19th Century Presidency Before the Civil War (1 week)	
Module 3: Did the Civil War Change Presidential Elections? (1 week)	
Assignment Due: Graphic Organizer	15 pts
Module 4: 1896 and the Arrival of the 20th Century (1 week)	
Module 5: Progressive Era Presidential Elections/Infighting (1 week)	
Assignment Due: Essay	20 pts
Module 6: The "Calm" 1920s/Depression and World War II/A Forever President? (2 weeks)	
Module 7: The 1948 Election: Truman and the Creation of the Postwar World (2 weeks)	
Assignment: Graphic Organizer	20 pts
Module 8: First, Republicans; Then, Democrats; Then Republicans; Then Democrats (1 week)	
Module 9: Elections in the 1980s and 1990s: Reagan Ushers in a New Era (2 weeks)	
Assignment: Essay	20 pts
Module 10: Crisis: Elections in the 2000s (2 weeks)	
Module 11: More Crises: Elections Since 2012 (1 week)	
Assignment Due: Discussion	10 pts

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 11/15/23
Department: History, Philosophy, and Social Sciences College of: Arts & Sciences
Contact Person: Kris Lawson Faculty
Course: New

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

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

1. Purpose/Justification for a **New** to Course:
This course has previously been offered, with success, as a special topics course. It integrates nicely with an existing offering (HIST 607 American Medicine) and a proposed course (HIST 541 Black Death), which has also been offered successfully as a special topics course.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this proposed course will not affect other programs at PSU.
3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No



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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		American Epidemics
Course Number:		HIST 598
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		
Course Description		This is a survey course in the history of American epidemics (1700-2010) and our society's reactions to them, including the development of a particularly American public health system. Each epidemic, whether contagious or behavioral, provides us the opportunity to understand how Americans have defined disease and health and how those definitions have changed over time.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: *Christina Childers*

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: *Mary Carol Pomatto*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: *[Signature]*

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

History 598: History of American Epidemics Pittsburg State University

Dr. Kirstin Lawson

Office: Russ Hall, 308, phone x4319

klawson@pittstate.edu

The best way to contact me is by email.

Office hours: 1-4 on M&W and online by appointment

Prerequisites: none

Course description: This is an online survey course in the history of American epidemics (1700-2010) and our society's reactions to them, including the development of a particularly American public health system. Each epidemic, whether contagious or behavioral, provides us the opportunity to understand how Americans have defined disease and health and how those definitions have changed over time.

Purpose of the course: History courses at the university level are all designed to help students:

- think chronologically
- expand historical perspectives
- analyze and interpret historical facts
- develop research skills
- think critically about historical events

Structure of the course: This course is organized in weekly unit modules. In each week, you should expect one or more of the following: readings, a quiz that requires access to weekly online readings, a discussion, and/or an exam.

Course learning objectives: Students who successfully complete this course will be able to:

1. Describe major epidemics in American history between 1700 and 2010
2. Explain the ways in which Americans have historically responded to epidemic diseases
3. Correlate historically evolving epidemics with changes in American culture and society
4. Evaluate the historical development of American public health efforts

History Program Goals for this course:

Students who successfully complete this upper division History course will be able to:

1. *Demonstrate an adequate ability to identify and characterize objective historical facts pertaining to the topic covered by this course;*
2. *Demonstrate an adequate ability to interpret the "why" and "so what" questions pertaining to the topic covered by this course; and*
3. *Demonstrate an adequate command of written and/or oral exposition pertaining to the topic covered by this course.*

Required materials:

- ***American Plagues: Lessons from Our Battles with Disease* UPDATED EDITION by Gehlbach (2016)**
- **Online readings, as described in the modules**
- **Journal articles, as assigned – this will require you to access JSTOR and ProQuest via the PSU Axe Library website. The PSU librarians can help you with this, and they are able to chat with you online during much of the workweek. See the website for details.**
- **Access to Canvas.**

Participation and communication guidelines: Like any online course, this course depends on your active participation. During most weeks, we will have discussion boards on which we can discuss the material we are learning and the ways in which we communicate our newly-gained knowledge. You should feel free to communicate with everyone in this class on the discussion boards. It's where we form our educational community.

Because interaction is so important in this class, it is a requirement. I can only assume that students who do not interact do not really want to be here.

Attendance:

- **If you do not participate in the class (post on the discussion boards, take quizzes, and turn in assignments) for the first week and a half of the semester, you will be dropped from the class.**
- **If you do not participate in the class (post on the discussion boards, take quizzes, and turn in assignments) for two consecutive weeks, you will be dropped from the class.**
- **If you do not participate in the class (post on the discussion boards, take quizzes, and turn in assignments) for three weeks throughout the semester, you will be dropped from the class.**

Netiquette: All members of the Pitt State community are expected to treat each other with respect and dignity. Accordingly, I expect you to behave decently towards your classmates and me. *Think* before you post on the discussion board. Is what you are saying worded appropriately? Would your grandmother/mother/aunt/older relative take offense at your language? Would you have hurt feelings if someone said it to you or about you? Be aware that inappropriate language and/or behavior will attract unwanted attention from me.

Minimum technical requirements: This course requires use of Canvas, YouTube (for videos), Turnitin.com, the Microsoft Office suite, and any appropriate Internet and library database resources. You will need a computer with reliable Internet access.

The due dates for all assignments are listed on Canvas.

Course grading policy: The grade you earn for this course will be determined based on the following distribution:

Quizzes (2 lowest scores dropped)	35%
Discussions	25%
Midterm Exam	15%
Final Exam	25%
Total	100%

90-100 % = A; 80-89 % = B; 70-79 % = C; 60-69 % = D; below 60 % is a failing grade.

Criteria for evaluation: Grades in this course will not be curved; each student will receive the grade that they have earned. In general, students who do their work an hour before the work is due do not earn good grades, and more importantly, they do not learn the skills that are necessary for other upper-division history courses. Students who neglect to do their readings will find it impossible to pass this class.

Your two lowest quiz scores will be dropped.

Late work policy: Each student will turn in all their written assignments by the Canvas due date and time. In other words, if an assignment is due on September 28, the assignment should be turned in *before* 11:59 pm on 9/28. Late assignments will not be accepted except in the case of extreme emergencies documented by the university administration. All requests must be submitted by e-mail and must be accompanied by appropriate documentation. Incomplete requests will not be considered.

All written assignments will be screened through a plagiarism detection service.

Academic integrity: I expect that all my students will adhere to Article 30 in the "Code of Student's Rights and Responsibilities" (can be found online on the current student homepage). Anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University. There is an easy way to avoid such a dreadful destiny: do your own work, and please take advantage of my abundant willingness to help you. For more information, see:

<https://studentlife.pittstate.edu/code-of-student-rights-and-responsibilities.html#undefined30>

Equal access: Any student who feels that he or she may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At that time, we can discuss the course format, anticipate your needs, and explore possible accommodations. For more information, see:

<https://www.pittstate.edu/office/center-for-student-accommodations/index.html>

Syllabus supplement: For official PSU policies and information about campus resources, notifications (including the required, aforementioned Academic Integrity Policy and the approved Dead Week Policy), expectations, grades, etc., see:

<https://www.pittstate.edu/registrar/syllabus-supplement.html>

Schedule of Student Assignments/Activities:

Please note: Readings should be completed BEFORE class on the date they are listed, and assignments should be turned in before the Canvas cutoff time and date. See me if you need help with this!

Week #	Readings to be completed	Assignments to be completed
1	Week 1 module	Week 1 discussion: 20 points
2	YELLOW FEVER <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 1 • Canvas pages/links • Charles E. Rosenberg, "What is an Epidemic? AIDS in Historical Perspective," <i>Daedalus</i> 118, no. 2 (Spring 1989): 1-17. 	Week 2 discussion: 20 points Week 2 quiz: 20 points
3	SMALLPOX <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 2 • Canvas pages/links • Charles E. Rosenberg, "Disease in History: Frames and Framers," <i>Milbank Quarterly</i> 67, supplement 1 (1989): 1-15. 	Week 3 discussion: 20 points Week 3 quiz: 20 points
4	VACCINATION <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 3 • Canvas pages/links • Charles E. Rosenberg, "Explaining Epidemics," in <i>Explaining Epidemics and Other Studies in the History of Medicine</i> (Cambridge, UK: University of Cambridge, 1992): 293-304 	Week 4 discussion: 20 points Week 4 quiz: 20 points
5	MALARIA <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 4 • Canvas pages/links • Conevery Bolton Valencius, "Gender and the Economy of Health on the Santa Fe Trail," <i>Ostris</i> 19 (2004): 79-92. 	Week 5 discussion: 20 points Week 5 quiz: 20 points
6	STATISTICS <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 5 • Canvas pages/links • Stephen E. Maizlish, "The Cholera Panic in Washington and the Compromise of 1850," <i>Washington History</i> 29, no. 1 (Spring 2017): 55-64. • John B. Osborne, "The Lancaster County Cholera Epidemic of 1854 and the Challenge to the Miasma Theory of 	Week 6 discussion: 20 points Week 6 quiz: 20 points

	Disease," <i>Pennsylvania Magazine of History and Biography</i> 133, no. 1 (January 2009): 5-28.	
7	CONSUMPTION <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 6 • Canvas pages/links • Jeanne E. Abrams, "'Spitting is Dangerous, Indecent, and Against the Law!': Legislating Health Behavior During the American Tuberculosis Crusade," <i>Journal of the History of Medicine</i> 68, no. 3 (July 2013): 416-50. 	Week 7 discussion: 20 points Week 7 quiz: 20 points
8	MIDTERMS	Midterm Exam: 80 points
9	SPANISH FLU <ul style="list-style-type: none"> • Mark Osborne Humphries, "Paths of Infection: The First World War and the Origins of the 1918 Influenza Pandemic," <i>War in History</i> 21, no. 1 (January 2014): 55-81. • Canvas pages/links • Dicke, Tom, "Waiting for the Flu: Cognitive Inertia and the Spanish Influenza Pandemic of 1918-19," <i>Journal of the History of Medicine</i> 70, no. 2 (April 2015): 195-217. 	Week 9 discussion: 20 points Week 9 quiz: 20 points
10	POLIO <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 7 • Canvas pages/links • Stephen E. Mawdsley, "'Dancing on Eggs'": Charles H. Bynum, Racial Politics, and the National Foundation for Infantile Paralysis, 1938-1954," <i>Bulletin of the History of Medicine</i> 84, no. 2 (Summer 2010): 217-47. 	Week 10 discussion: 20 points Week 10 quiz: 20 points
11	CANCER <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 8 • Canvas pages/links • Gerald Markowitz and David Rosner, "Uncovering a Deadly Cancer: The National Implications of Revelations at the B.F. Goodrich Plant in Louisville," <i>Register of the Kentucky Historical Society</i> 102, no. 2 (Spring 2004): 157-81. 	Week 11 discussion: 20 points Week 11 quiz: 20 points
12	HEART DISEASE <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 9 	Week 12 discussion: 20 points Week 12 quiz: 20 points

	<ul style="list-style-type: none"> • Canvas pages/links • Ann F. LaBerge, "How the Ideology of Low Fat Conquered America," <i>Journal of the History of Medicine</i> 63, no. 2 (April 2008): 139-77. 	
13	HIV <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 10 • Canvas pages/links • David F. Musto, "Quarantine and the Problem of AIDS," <i>Milbank Quarterly</i> 64, supplement 1 (1986): 97-117. • Richard A. McKay, "'Patient Zero': The Absence of a Patient's View of the Early North American AIDS Epidemic," <i>Bulletin of the History of Medicine</i> 88 (2014): 161-94. 	Week 13 discussion: 20 points Week 13 quiz: 20 points
14	MRSA <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 11 • Canvas pages/links • Nancy Tomes and Jeremy Greene, "Is There a Rosenberg School?" <i>Journal of the History of Medicine</i> 63, no. 4 (October 2008): 455-66. 	Week 14 discussion: 20 points Week 14 quiz: 20 points
15	MEASLES <ul style="list-style-type: none"> • <i>American Plagues</i> chapter 12 • Canvas pages/links • Naomi Rogers, "Explaining Everything? The Power and Perils of Reading Rosenberg," <i>Journal of the History of Medicine</i> 63, no. 4 (October 2008): 423-34. 	Week 15 discussion: 20 points Week 15 quiz: 20 points
16		Final Exam: 80 points

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 15 Sept 2023
Department: HPSS College of: Arts & Sciences
Contact Person: Kyle Thompson Faculty

Course: Revision

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

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

- Purpose/Justification for a Revision to Course:**
I propose to shorten the time period covered by this course. Currently, it covers British History from the Victorian period to the present. Shortening the timeframe will allow a more in-depth study. This will give the students a better opportunity to engage with material and assess various aspects of Victorian society. Furthermore, we have a survey course covering British History since 1688, so the twentieth century material will still be covered in a different course. In addition, I propose to remove the course prerequisite.
- Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.**
No, this revision only affects this course and History's majors
- Will this course be required of any education majors? No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
- What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?**
No, there is no additional cost associated with the revision of the course.
- Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? Explain:**
No, this course will utilize existing materials in the Axe collection, including the British Library Newspaper collection.

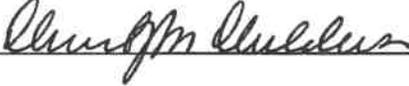
7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
If "yes," complete the Course Fee Form on the Provost's website, it will need to gain approval of the President's Council.
8. Objectives/Student Learning Outcomes for NEW courses only, as it will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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	Modern Britain: Politics & Society	Victorian Britain: Politics & Society
Course Number:	HIST-648	HIST-648
Credits:	3	3
Grading System:	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):	HIST 102 World History from 1500, its equivalent, or permission of instructor.	None.
Course Description	A study of Britain's political and social history from the Victorian era to the present. This course surveys the effects of democracy on the British government and society and Britain's transformation from a global superpower to its current position. Particular focus will be placed on Britain's relationship with Ireland, British international influence, the social impact of two world wars, the Welfare State, the loss of Empire and Britain's relationship with Europe including Brexit.	This course is a study of Victorian Britain and its empire. It surveys the changing society, economy, and political system during the Victorian era, as well as the relationship and interaction between Britain and its empire. Particular focus will be placed on gender and race, industry and economy, politics and democratization, and Empire.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

HIST 648 / 703 – Victorian Britain: Politics & Society
Pittsburg State University, Fall 202*

online

Instructor: Dr. M. Kyle Thompson

Contact: mkthompson@pittstate.edu | (620) 235-4318

Office: 323 Russ Hall | Office Hours: online, by appointment

Course Description

This course is a study of Victorian Britain and its empire. It surveys the changing society, economy, and political system during the Victorian era, as well as the relationship and interaction between Britain and its empire. Particular focus will be placed on gender and race, industry and economy, politics and democratization, and Empire.

Prerequisites

HIST 102 World History from 1500, or HIST 643 British Since 1688, or permission of instructor.

Delivery Method

This course will be delivered entirely online through Canvas. We may have a Zoom meeting, but it will not affect your grade.

Required Texts

The following texts are required for this course:

Porter, Andrew (ed.). *The Oxford History of the British Empire: The Nineteenth Century*. Oxford: Oxford University Press, 2001. [ISBN: 9780199246786]

Cannadine, David. *Victorious Century: The United Kingdom, 1800-1906*. New York: Penguin Books, 2017. [ISBN: 9780525557913]

Cunningham, Hugh. *The Challenge of Democracy: Britain, 1832-1918*. Harlow: Pearson Education Ltd., 2001. [ISBN: 9781317883272]

Gange, David. *The Victorians: A Beginner's Guide*. London, Oneworld Publications, 2016. [ISBN: 9781780748283]

Parry, Jonathan. *Rise and Fall of Liberal Government in Victorian Britain*. New Haven: Yale University Press, 1996. [ISBN: 9780300067187]

Steinbach, Susie L. *Understanding the Victorians: Politics, culture and society in nineteenth-century Britain*. 2nd ed. London: Routledge, 2017. [ISBN: 9781134818181]

If you don't already have it, the following book is highly recommended!

- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2018.
 - [ISBN: 978-0-226-43057-7]

In addition to these books, there will be several articles that will either be provided on Canvas or be available through journals in the library. These articles are assigned as supplements to the readings in the books above.

Objectives

After successfully completing this course, students will possess the ability to:

- Discuss a general overview of Victorian Britain, including, politics, society, and economy.
- Explain attitudes on gender and race and changing culture and society.
- Explain industrialization and the changing effects of the economy.
- Analyze Britain's political system how it coped with democratization.
- Interpret Britain's relationship with Empire and how it has changed over time.
 - These objectives will be met through the assigned readings and supplemental material provided by the instructor and will be assessed with discussions and writing assignments.
- The ability to communicate effectively in academic writing multiple issues relevant to Victorian Britain.
 - This will be obtained through the assigned readings, as well as significant independent research and will be assessed through essay assignments.

Additionally, students who successfully complete this upper-division history course will be able to:

- Demonstrate an adequate ability to identify and characterize objective historical facts pertaining to the topic covered by this course;
- Demonstrate an adequate ability to interpret the "why" and "so what" questions pertaining to the topic covered by this course; and
- Demonstrate an adequate command of written and/or oral exposition pertaining to the topic covered by this course.

Accessibility

If you have any disability that could affect your performance in this class, please notify me as soon as possible so we can make appropriate arrangements. I will make every attempt to provide accessible content. Please don't hesitate to ask if you need any assistance. Please see the Privacy and Accessibility page on Canvas for further information.

Contact with the Instructor

I have listed my contact information above. The best method of contact is email or via Canvas. I will be available to speak on the phone or via Skype or Zoom by scheduled appointment. I will strive to answer all emails received during business days within one business day. I will check my email at other times and get back to you as soon as possible. If you don't receive an answer, please send me a reminder.

Attendance & Timeliness

Since there are no classes to attend, I have no way to track "attendance" other than through your submissions online. Additionally, since there are no lectures to attend, you will be expected to read the assigned material each week. Along with the reading, there will be the weekly discussions and assignment, which must be turned in on time. Always make sure to note the due dates and times (always 11:59pm) because the assignments will close once the date and time passes and they can no longer be accepted. Frequent or prolonged "absences" from discussions or lack of work turned in will result in an automatic drop from the course or an automatic F in the course.

All assignments have a stated due date. These due dates are already posted in Canvas (though I do reserve the right to make date changes if necessary, for which you will be given ample notice). Late work is not acceptable under any circumstances. You will have plenty of time to complete assignments whenever it is convenient for you and extensions are only given in extraordinary circumstances for which you must give ample notice.

Academic Ethics

Anyone caught plagiarizing or otherwise cheating will receive an automatic F for the course and be subject to appropriate administrative actions at the university level. Plagiarism is representing another's work as your own or using another's work in lieu of your own. Plagiarism is not necessarily intentional in every case, but it is never acceptable. Therefore, be careful when researching and writing your assignments and assessment answers. You must always cite your work, whether you are quoting, paraphrasing, or basing an idea on material from a source.

For more information on institutional policies, please visit the online University Catalog, specifically the section on "Academic Regulations," which covers attendance and grading policies.

Notice

The list of required assignments and the class schedule are subject to change if the need arises. These changes, if needed, will be announced in class and posted on Canvas in a timely manner.

Grading Policy

I use the standard ten-point interval grading scale:

- 89.5%-100% = A
- 79.5% -89.4% = B
- 69.5% -79.4% = C
- 59.5% -69.4% = D
- Below 59.4% = F

All grades will be posted on the grades section on Canvas as soon as possible. There will be no tolerance for cheating or plagiarism, which will result in an automatic F.

Coursework

The course grade will be made up of a combination of assignments worth a total of 600 points.

Discussions	15 x 18	270	47%
Essays	3 x 100	300	53%
	TOTAL =	570 points	100%

Discussions (47%) These grades are assigned based upon your weekly contributions in class discussions which makes up a significant portion of your work in the course. Students should prepare for discussions by completing the assigned readings, reflecting on the discussion questions, and writing responses to the questions and the comments of your colleagues. See the discussion grade rubric on Canvas for more information and the course schedule for more information on the quantity and content of these discussions. On one level, discussions provide students with an active learning experience. Most importantly, they allow us to actually engage with readings and ideas from class. You should feel free to ask questions, pursue matters not covered in class, debate with one another, and explore broad issues together.

Essays (53%) In this class, students will complete three essay assignments, discussed in more detail on Canvas. These assignments will allow you to explore a topic from the readings further. I will pose questions or topics you can choose from, or I am perfectly happy for you to devise your own essay addressing a problem or issue that particularly interests you. If you intend to do so, however, you must discuss and confirm the question with me well in advance.

The papers should follow the basic organization of an introduction (including a thesis statement), body (including an argument and support), and conclusion. Also, make sure to follow the formatting instructions detailed in the Writing Resources Module on Canvas and that you use the Turabian citation style. These papers should each be 1500-2000 words in length, which is about 5-7 pages [around 2300-2500 words for graduate students].

You will need to do independent research to find a wide variety of sources to use in your essay, in addition to your textbooks. You should use support and evidence only from appropriate, academic material. You can find options for texts online, in the library, or through inter-library loan. The easiest way to consult additional sources is by accessing academic journals, which can be done online via the Axe Library. You are also welcome to use any article provided in the course.

Each essay should be a formal, academic paper written in a professional voice. You should use support and evidence only from appropriate, academic material and you should consult a wide variety of sources. You should of course place your thesis and argument within the historiography of the subject, but that is not the primary focus of this assignment. All papers will be graded in part on intellectual value, especially considering the quality of the thesis, the originality and justification of the thesis, and the use and analysis of evidence to prove the thesis. They will also be graded for the mechanical construction, including spelling, grammar, sentence construction, care of presentation, correct citations, and correct use of language.

Addendum for Graduate Students Only

The coursework for the graduate level course will consist of the same assignments as the undergraduates (see above), but the workload will be greater, and it will be expected that the work will be more in-depth and of a higher quality:

Discussion – Graduate students are expected to be more active and bring more informed and insightful questions and responses in each discussion. You are welcome to, and even expected to, help move the discussion along by posing questions or debating responses. Keep in mind that you have more experience than the under-graduates and you should maintain a high level of cordial response. Belittling of others will not be tolerated.

Essays – In addition to the requirements listed above, you must use additional sources, engage with historiography, and my expectations will be higher for your assignments. You will also have different length requirements: the essay should be 2300-2500 words in length, which should be 8-10 pages.

You will find full details on the Graduate Requirements page within Canvas.

Course Schedule

Week	Topic	Assignments	Readings
Week 1 01.18-01.24	Introducing Victorian Britain	Discussion 1	<i>Victorians</i> , pp. 1-93
Week 2 01.25-01.31		Discussion 2	<i>Victorians</i> , pp. 94-203
Week 3 02.01-02.07	An Overview of Victorian Britain	Discussion 3	<i>Victorious Century</i> , pp. 150-335
Week 4 02.08-02.14		Discussion 4	<i>Victorious Century</i> , pp. 336-530
Week 5 02.15-02.21	Economy	Discussion 5 Essay 1	<i>Understanding the Victorians</i> , pp. 12-34 and 84-144
Week 6 02.22-02.28	Class	Discussion 6	<i>Understanding the Victorians</i> , pp. 145-210
Week 7 03.01-03.07	Culture and Society	Discussion 7	<i>Understanding the Victorians</i> , pp. 211-304
Week 8 03.08-03.14		Discussion 8	
Week 9 03.15-03.21	Early Victorian Politics	Discussion 9	<i>Understanding the Victorians</i> , pp. 35-64 <i>Rise and Fall of Liberal Government</i> , pp. 1-89 <i>Challenge of Democracy</i> , pp. 1-27
Week 10 03.22-03.28		Discussion 10 Essay 2	<i>Rise and Fall of Liberal Government</i> , pp. 93-154 <i>Challenge of Democracy</i> , pp. 28-54
Week 11 03.29-04.04	Mid-Victorian Politics	Discussion 11	<i>Rise and Fall of Liberal Government</i> , pp. 153-225 <i>Challenge of Democracy</i> , pp. 55-102
Week 12 04.05-04.11	Late Victorian Politics	Discussion 12	<i>Rise and Fall of Liberal Government</i> , pp. 227-311 <i>Challenge of Democracy</i> , pp. 103-152
Week 13 04.12-04.18	Empire	Discussion 13	<i>Challenge of Democracy</i> , pp. 153-203
Week 14 04.19-04.25		Discussion 14	<i>Understanding the Victorians</i> , pp. 65-83 select readings from <i>Oxford History of the British Empire</i>
Week 15 04.26-05.02	Edwardian Politics	Discussion 15 Essay 3	<i>Challenge of Democracy</i> , pp. 204-252
Week 16 05.03-05.09	Nothing to do but wait...		
* initial discussion post due Wednesday each week and at least 2 replies are due Friday			
* all other assignments are due by midnight each Sunday			

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 11/15/23
Department: History, Philosophy, and Social Sciences College of: Arts & Sciences
Contact Person: Kris Lawson Faculty
Course: New

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

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

1. Purpose/Justification for a New to Course:
This course has previously been offered, with success, as a special topics course. It integrates nicely with existing offerings based on the chronology of American History, including HIST 660 Gilded Age, HIST 662 Modern America, 1912-1941, HIST 664 Modern America, 1941-1968, and HIST 665 Modern America 1968-2000.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, this proposed course will not affect other programs at PSU.
3. Will this course be required of any education majors? No
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No



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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		US Social History, 19th Century
Course Number:		HIST 659
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		
Course Description		This is a survey course in the history of 19th century American society. Covered topics include race and gender relations, household and family composition, labor relations, immigration, and the effects of industrialization.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: *Christina Cildus*

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: *Mary Carol Pomatto*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: *[Signature]*

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

History 659: US Social History, 19th Century Pittsburg State University

Dr. Kirstin Lawson

Office: Russ Hall, 308, phone x4319

klawson@pittstate.edu

The best way to contact me is by email.

Office hours: 1-4 on M, 11-12 TTh, and online by appointment

Prerequisites: none

Course description: This is a survey course in the history of 19th century American society. Covered topics include race and gender relations, household and family composition, labor relations, immigration, and the effects of industrialization.

Purpose of the course: History courses at the university level are all designed to help students:

- **think chronologically**
- **expand historical perspectives**
- **analyze and interpret historical facts**
- **develop research skills**
- **think critically about historical events**

Structure of the course: This course is organized in weekly unit modules. In each week, you should expect one or more of the following: readings, a quiz that requires access to weekly online readings, a discussion, and/or an exam.

Course learning objectives: Students who successfully complete this course should be able to:

1. **Describe the basic chronology of the history of the United States from 1800 to 1900;**
2. **Identify changes in American society, economics, and culture that were directly associated with the development of the United States in the 19th century;**
3. **Analyze the relationship between Americans' understanding of their culture and their optimism about the future; and**
4. **Analyze and evaluate key theories in social history in this era's historical context.**

History Program Goals for this course:

Students who successfully complete this upper division History course will be able to:

1. ***Demonstrate an adequate ability to identify and characterize objective historical facts pertaining to the topic covered by this course;***
2. ***Demonstrate an adequate ability to interpret the "why" and "so what" questions pertaining to the topic covered by this course; and***
3. ***Demonstrate an adequate command of written and/or oral exposition pertaining to the topic covered by this course.***

Required materials:

- Christopher Clark, *Social Change in America: From the Revolution Through the Civil War* (2006)
- Charles W. Calhoun, ed., *The Gilded Age: Perspectives on the Origins of Modern America*, 2nd ed. (2007)
- Online readings, as described in the modules
- Journal articles, as assigned – this will require you to access JSTOR and ProQuest via the PSU Axe Library website. The PSU librarians can help you with this, and they are able to chat with you online during much of the workweek. See the website for details.
- Access to Canvas.

Participation and communication guidelines: Like any online course, this course depends on your active participation. During most weeks, we will have discussion boards on which we can discuss the material we are learning and the ways in which we communicate our newly-gained knowledge. You should feel free to communicate with everyone in this class on the discussion boards. It's where we form our educational community.

Because interaction is so important in this class, it is a requirement. I can only assume that students who do not interact do not really want to be here.

Attendance:

- If you do not participate in the class (post on the discussion boards, take quizzes, and turn in assignments) for the first week and a half of the semester, you will be dropped from the class.
- If you do not participate in the class (post on the discussion boards, take quizzes, and turn in assignments) for two consecutive weeks, you will be dropped from the class.
- If you do not participate in the class (post on the discussion boards, take quizzes, and turn in assignments) for three weeks throughout the semester, you will be dropped from the class.

Netiquette: All members of the Pitt State community are expected to treat each other with respect and dignity. Accordingly, I expect you to behave decently towards your classmates and me. *Think* before you post on the discussion board. Is what you are saying worded appropriately? Would your grandmother/mother/aunt/older relative take offense at your language? Would you have hurt feelings if someone said it to you or about you? Be aware that inappropriate language and/or behavior will attract unwanted attention from me.

Minimum technical requirements: This course requires use of Canvas, YouTube (for videos), Turnitin.com, the Microsoft Office suite, and any appropriate Internet and library database resources. You will need a computer with reliable Internet access.

The due dates for all assignments are listed on Canvas.

Course grading policy: The grade you earn for this course will be determined based on the following distribution:

Quizzes (2 lowest scores dropped)	35%
Discussions	25%
Midterm Exam	15%
Final Exam	25%
Total	100%

90-100 % = A; 80-89 % = B; 70-79 % = C; 60-69 % = D; below 60 % is a failing grade.

Criteria for evaluation: Grades in this course will not be curved; each student will receive the grade that they have earned. In general, students who do their work an hour before the work is due do not earn good grades, and more importantly, they do not learn the skills that are necessary for other upper-division history courses. Students who neglect to do their readings will find it impossible to pass this class.

Your two lowest quiz scores will be dropped.

Late work policy: Each student will turn in all their written assignments by the Canvas due date and time. In other words, if an assignment is due on September 28, the assignment should be turned in *before* 11:59 pm on 9/28. Late assignments will not be accepted except in the case of extreme emergencies documented by the university administration. All requests must be submitted by e-mail and must be accompanied by appropriate documentation. Incomplete requests will not be considered.

All written assignments will be screened through a plagiarism detection service.

Academic integrity: I expect that all my students will adhere to Article 30 in the "Code of Student's Rights and Responsibilities" (can be found online on the current student homepage). **Anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.** There is an easy way to avoid such a dreadful destiny: do your own work, and please take advantage of my abundant willingness to help you. For more information, see:

<https://studentlife.pittstate.edu/code-of-student-rights-and-responsibilities.html#undefined30>

Equal access: Any student who feels that he or she may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At that time, we can discuss the course format, anticipate your needs, and explore possible accommodations. For more information, see:

<https://www.pittstate.edu/office/center-for-student-accommodations/index.html>

Syllabus supplement: For official PSU policies and information about campus resources, notifications (including the required, aforementioned Academic Integrity Policy and the approved Dead Week Policy), expectations, grades, etc., see:

<https://www.pittstate.edu/registrar/syllabus-supplement.html>

Schedule of Student Assignments/Activities (Readings will be announced on Canvas)

Week # and topic	Readings to be completed	Assignments to be completed
1: INTRODUCTION TO THE LONG 19TH CENTURY	Clark, Preface and Chapter 1 JSTOR: <ul style="list-style-type: none"> • Zeldin, "Social History and Total History" • Stearns, "Coming of Age" 	Week 1 discussion: 20 points
2: CHANGE AND CONTINUITY IN THE LATE 1700s	Canvas materials Clark, Chapter 2 JSTOR: <ul style="list-style-type: none"> • Morgan, "Slavery and Freedom" • Smith, "Food Rioters and the American Revolution" 	Week 2 discussion: 20 points Week 2 quiz: 20 points
3: SOCIAL CHANGE IN THE AMERICAN REPUBLIC	Canvas materials Clark, Chapter 3 JSTOR: <ul style="list-style-type: none"> • Welter, "The Cult of True Womanhood: 1820-1860" • Grabbe, "Before the Great Tidal Waves" 	Week 3 discussion: 20 points Week 3 quiz: 20 points
4: LABOR	Canvas materials Clark, Chapter 4 JSTOR: <ul style="list-style-type: none"> • Johnson, "The Modernization of Mayo Greenleaf Patch" • McMahan, "Canal Diggers, Church Builders" 	Week 4 discussion: 20 points Week 4 quiz: 20 points
5: EXPANSION	Canvas materials Clark, Chapter 5 JSTOR: <ul style="list-style-type: none"> • Ryan, "Civil Society as Democratic Practice" • Watson, "Flexible Gender Roles during the Market Revolution" 	Week 5 discussion: 20 points Week 5 quiz: 20 points
6: REGIONALISM AND SECTIONALISM	Canvas materials Clark, Chapter 6 JSTOR: <ul style="list-style-type: none"> • Lussana, "'No Band of Brothers Could be More Loving'" • Masten, "Challenge Dancing in Antebellum America" 	Week 6 discussion: 20 points Week 6 quiz: 20 points

<p>7: THE CIVIL WAR</p>	<p>Canvas materials Clark, Chapter 7 JSTOR:</p> <ul style="list-style-type: none"> • Wyatt-Brown, "The Mask of Obedience" • Faust, "Altars of Sacrifice" 	<p>Week 7 discussion: 20 points Week 7 quiz: 20 points</p>
<p>8: MIDTERMS</p>	<p>JSTOR:</p> <ul style="list-style-type: none"> • Cole, "Changes for Mrs. Thornton's Arthur" • Seeman, "Native Spirits, Shaker Visions" 	<p>Midterm: 80 points</p>
<p>9: TECHNOLOGY AND THE CONSUMER</p>	<p>Canvas materials Calhoun, Chapter 2 JSTOR:</p> <ul style="list-style-type: none"> • Horowitz, "Consumption and its Discontents" • Strasser, "Making Consumption Conspicuous" 	<p>Week 9 discussion: 20 points Week 9 quiz: 20 points</p>
<p>10: IMMIGRATION</p>	<p>Canvas materials Calhoun, Chapter 4 JSTOR:</p> <ul style="list-style-type: none"> • Daniels, "Going to America" • Nugent, "Four New-World Migration Targets" 	<p>Week 10 discussion: 20 points Week 10 quiz: 20 points</p>
<p>11: WOMEN IN INDUSTRIAL AMERICA</p>	<p>Canvas materials Calhoun, Chapter 6 JSTOR:</p> <ul style="list-style-type: none"> • Peiss, "Charity Girls and City Pleasures" • Gamber, "'The Notorious Mrs. Clem'" 	<p>Week 11 discussion: 20 points Week 11 quiz: 20 points</p>
<p>12: AFRICAN AMERICANS IN INDUSTRIAL AMERICA</p>	<p>Canvas materials Calhoun, Chapter 7 JSTOR:</p> <ul style="list-style-type: none"> • Blocker, "2010 SHGAPE Presidential Address" • Matkin-Rawn, "'The Great Negro State of the Country'" 	<p>Week 12 discussion: 20 points Week 12 quiz: 20 points</p>
<p>13: NATIVE AMERICANS IN INDUSTRIAL AMERICA</p>	<p>Canvas materials Calhoun, Chapter 8 JSTOR:</p> <ul style="list-style-type: none"> • Hämäläinen and Truett, "On Borderlands" • Franklin, "'If the Government Will Only ... Fulfill its Obligations'" 	<p>Week 13 discussion: 20 points Week 13 quiz: 20 points</p>

14: POPULAR CULTURE	Canvas materials Calhoun, Chapter 9 JSTOR: <ul style="list-style-type: none"> • Zeiler, "Basepaths to Empire" • Bauer, "Gilded Age Gladiators" 	Week 14 discussion: 20 points Week 14 quiz: 20 points
15: INTELLECTUAL MOVEMENTS	Canvas materials Calhoun, Chapter 10	Week 15 discussion: 20 points Week 15 quiz: 20 points
16: FINALS	JSTOR: <ul style="list-style-type: none"> • Walsh, "Drowning the Shamrock" • Remus, "Tippling Ladies and the Making of Consumer Culture" 	Final: 80 points

Faculty Senate Course Form

Effective Date: Fall



2024



Submission Date: 11/15/23

Department: History, Philosophy, and Social Sciences

College of: Arts & Sciences



Contact Person: Kelly Woestman

Faculty



Course: **Revision**



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

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

1. Purpose/Justification for a **Revision** to Course:

HIST 665's title and content have been stretched with the passage of time to cover the years since 2000. That content is now being moved to a new course; the course title and description, therefore, must be adjusted.

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

No, updating the title and does not affect any other program.

3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.

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

5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**

No.



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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	Modern America Since 1968	Modern America 1968-2000
Course Number:	HIST 665	HIST 665
Credits:	3	3
Grading System:	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):	HIST 202 American History from 1865, its equivalent or permission of instructor.	HIST 202 American History from 1865, its equivalent or permission of instructor.
Course Description	Examination and analysis of major developments and controversies (in both domestic and foreign affairs) in American history since 1968.	Examination and analysis of major developments and controversies (in both domestic and foreign affairs) in American history from 1968 to 2000.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/6/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 11/15/23
Department: History, Philosophy, and Social Sciences College of: Arts & Sciences
Contact Person: Kelly Woestman Faculty

Course: **Select One**

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

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

1. Purpose/Justification for a **New** to Course:
Dividing the time covered by an existing course sequence of Modern America. This would divide Modern America since 1968 into this course, Modern America since 2000 and the revision being proposed in separate legislation (Modern America 1968-2000).
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No. It merely adds another option for students to take that emphasizes the most recent developments in US History.
3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
None.
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No.



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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		Modern America Since 2000
Course Number:		HIST 667
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		HIST 202 US Since 1865, its equivalent, or permission of instructor.
Course Description		Examination and analysis of major developments and controversies in both domestic and foreign affairs in American History since 2000.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/6/23 Signature, Chairperson: Cheryl M. Cluldes

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Modern America Since 2000

HIST 667 Online

Dr. Kelly A. Woestman (contact via direct email inside CANVAS)

COURSE DESCRIPTION:

HIST 667 Modern America Since 2000. 3 hours. Examination and analysis of major developments and controversies (in both domestic and foreign affairs) in American history since 2000. Prerequisite: HIST 202 American History from 1865, its equivalent or permission of instructor. This course meets the requirements for the teacher licensure program.

COURSE OBJECTIVES:

For the history of the United States from 2000, students will be able to:

- define important historical terms
- identify important historical figures
- identify important historical events
- comprehend the influence of events on people
- comprehend the influence of people on events
- analyze the effects of past events on subsequent events
- describe the causation of important events
- describe the multicultural forces in society
- evaluate the forces of history and how they affected the past, present, and future

ALIGNMENT WITH PROGRAM GOALS:

Students who successfully complete this upper division History course will be able to:

- Demonstrate an adequate ability to identify and characterize objective historical facts pertaining to the topics of this course
- Demonstrate an adequate ability to interpret the “why” and “so what” questions pertaining to the topics of this course
- Demonstrate an adequate command of written and/or oral exposition pertaining to the topics of this course

LEARNING RESOURCES:

BOOKS:

1. Balz, Dan, and Haynes Johnson. *The Battle for America: The Story of an Extraordinary Election*. New York: Penguin Books, 2011.
2. Smith, Dennis. *Report from Ground Zero*. New York: Penguin Books, 2003.
3. Green, John Robert. *The Presidency of George W. Bush*. Lawrence: University Press of Kansas, 2021.

CANVAS:

Before beginning this course, please take the time to go through the Canvas 101 Tutorial for Students. This tutorial provides you with the Canvas basics needed to complete your Canvas profile and notifications, know when assignments are due, submit assignments online, participate in course activities, receive and send messages to your instructor, and view your grades.

The Gorilla Geeks Help Desk is the PSU Student's Contact for assistance with GUS, GusMail, Canvas, other educational technology, or issues with your computer. The Gorilla Geeks are located in 109 Whitesitt Hall. Their contact information is 620-235-4600, geeks@pittstate.edu, and webpage is www.pittstate.edu/geeks

EVALUATION:

Students earn their grades based on the following criteria: participation, preparation, completion of class assignments, presentations (multimedia), writings, papers, and exams. Specifics will be discussed on the CANVAS course website.

Grading Scale: A=90%; B=80%; C=70%, D=60%

Divide your total score by the total possible at any given time in the course. Do NOT rely on the CANVAS gradebook since future assignments may be listed in the points possible.

Keep in mind that a "C" means that you met the requirements and completed the work. An "A" means that you have done exemplary work above and beyond what was expected.

ASSIGNMENT Due Dates and LATE ASSIGNMENTS:

Assignments are due at 11:50pm of the date indicated. CANVAS time stamps will determine the submission time. Late assignments will not be eligible for an A. See each assignment submission box in CANVAS for more details.

WHAT STUDENTS NEED TO KNOW ABOUT ONLINE COURSES:

Students enrolled in online courses should have ready access to appropriate computer resources. It is your responsibility to save all of your assignments throughout the semester on your hard drive (whether in or outside your computer) in addition to submitting them in CANVAS. Computer glitches do happen so it's best to be prepared for them with multiple back-ups and continual saving of in-progress documents. It's also even more critical in an online class to not wait until the last minute to ask questions about assignments.

EMAIL communication will take place through the CANVAS course site and all messages should contain a relevant subject line in order to receive an answer. Students are required to check Canvas at least once every 24 hours and the instructor will respond to questions in Canvas at least once every 24-hour period during normal school days. Please note that this does not necessarily guarantee a response within 24 hours but, instead, a response before the end of the next class day. (The only emails sent to the instructor outside of the CANVAS system should be if the student has a question about advisement or another non-course-related issue.)

If you are new and/or relatively new to the CANVAS system, be sure to consult the online PSU CANVAS Student Guide for help. By signing up for an online course, you are agreeing to be flexible and learn new technology skills if necessary to successfully complete the course. These traits will also enable you to better adapt to your work environment upon graduation.

In an online course, it is ESPECIALLY IMPORTANT to follow instructions exactly. For example, be sure that you type a short heading INCLUDING YOUR NAME for each assignment as explained in the first example you'll have once you start the course. Materials are graded both online and by being printed out so it is your responsibility to make sure they are clearly marked. Furthermore, do NOT use headers and footers. Put a heading on the front page at the top of the page WITHOUT using the header feature in your word processing program and then insert page number if the assignment is more than two pages. To repeat: Do NOT use the headers and footers feature as this may result in a point deduction.

Depending on the individual, students should plan to spend 9 to 12 hours each week reading, preparing and completing the work for this course in order to do well. It's your choice how much time you actually spend.

ETHICAL LEARNING:

Students are expected to turn in work that they themselves have done and appropriately cite materials they have utilized for their sources as appropriate to the assignment. Any student misrepresenting their work will be subject to the departmental and university ethics guidelines which may include a zero on an assignment or being removed from the course or from your degree program depending on the seriousness of the offense. Violating these guidelines may also mean removal from the BSEd program if you are a teacher education major. Refer to the university catalog for more details.

Note that a common situation where students do not earn points on an assignment is when it is obvious that they have not done the assigned reading and are trying to "wing" it without learning anything new. All assignment grades will be based on how the completed assignment reflects the required readings (including print and online materials) and are not grades based on how well you can search online ;-).

- For additional information, consult PSU's Code of Student Rights and Responsibilities
- The PSU Syllabi Supplement can be found at <https://www.pittstate.edu/registrar/syllabus-supplement.html>

COURSE OUTLINE:

Module 1: Laying the Foundations (1 week) Assignment Due: Self-Introductions	5 pts
Module 2: How 9/11 Changed Everything (2 weeks) Assignment Due: Impact of 9/11 Essay	20 pts
Module 3: US Society in the Early 2000s (1 week) (material incorporated into next module assignment)	
Module 4: Republican Renewal and Democratic Promise (2 weeks) Assignment Due: Graphic Organizer - Republicans and Democrats	10 pts
Module 5: Social Media - Early Lives (1 week)	
Module 6: American Woman Breaking Out of Their Boundaries (1 week) Assignment: Discussion	10 pts
Module 7: US in the World After 9/11 (2 weeks) Assignment: World Map	10 pts
Module 8: Putting the Environment Center Stage (1 week)	
Module 9: True Crime Investigations Explode (1 week) Assignment: Discussion	10 pts
Module 10: Drugs, Inc. (1 week)	
Module 11: The Pandemic and Other Tragedies (1 week) Assignment: Discussion	10 pts
Module 12: Where Are We Now? Assignment: Essay	25 pts

Faculty Senate Notification Form

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

Effective Date: Submission Date:

Department: College:

Contact Person: Faculty

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

1. Purpose/Justification for this notification:

HIST 523: Early China

Removing prerequisites to allow more students to take substantial history courses. Previous upper division courses with prerequisites removed do not seem to have suffered a significant loss in engagement or achievement, but do have a more diverse enrollment.

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

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

	Existing Select One	New/Proposed Select One
Modality of:		
Admission Requirements:		
Pre/Co-Requisite(s):	HIST 101 World History to 1500 or permission of instructor.	none
Other: (ex. Gen Ed ONLY)		

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: *Chris M. Chulelis*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Notification Form

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

Effective Date: Submission Date:

Department: College:

Contact Person: Faculty

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

1. Purpose/Justification for this notification:
HIST 527: China Since 1700

Removing prerequisites to allow more students to take substantial history courses. Previous upper division courses with prerequisites removed do not seem to have suffered a significant loss in engagement or achievement, but do have a more diverse enrollment.

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

	Existing Select One	New/Proposed Select One
Modality of:		
Admission Requirements:		
Pre/Co-Requisite(s):	HIST 102 World History from 1500, its equivalent or permission of instructor.	none
Other: (ex. Gen Ed ONLY)		

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: *Christina Chelmer*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Notification Form

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

Effective Date: Fall 2024 Submission Date: 11/15/2023

Department: History, Philosophy, and Social Sciences College: Arts & Science

Contact Person: Kris Lawson Chair/Coordinator

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

1. Purpose/Justification for this notification:
 Changing prerequisites for:
 HIST 644: The Tudor Age

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

3. Is this notification related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? **No** *Whether a "yes" or "no" response, please provide an explanation.*
 Updating prerequisites does not affect any other Regent universities.

	Existing Select One	New/Proposed Select One
Modality of:		
Admission Requirements:		
Pre/Co-Requisite(s):	HIST 540 English History to 1660 or HIST 545 English History since 1660, either of their equivalents or permission of instructor	none
Other: (ex. Gen Ed ONLY)		

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: *Christina Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Notification Form

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

Effective Date: Fall 2024 Submission Date: 11/15/2023

Department: History, Philosophy, and Social Sciences College: Arts & Science

Contact Person: Kris Lawson Chair/Coordinator

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

1. Purpose/Justification for this notification:

Updating prerequisite language for:
 HIST 656: Sectional Crisis and Civil War

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

Updating prerequisites only affects program majors.

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

Updating prerequisites does not affect any other Regent universities.

	Existing	New/Proposed
Modality of:	Select One	Select One
Admission Requirements:		
Pre/Co-Requisite(s):	HIST 201 American History to 1865 or permission of instructor	HIST 201 American History to 1865, its equivalent, or permission of instructor
Other: (ex. Gen Ed ONLY)		

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: *Christina Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Notification Form

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

Effective Date: Fall 2024 Submission Date: 11/15/2023

Department: History, Philosophy, and Social Sciences College: Arts & Science

Contact Person: Kris Lawson Chair/Coordinator

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

1. Purpose/Justification for this notification:

Updating prerequisite language for:
 HIST 657: Reconstruction and New South

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

3. Is this notification related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? **No** *Whether a "yes" or "no" response, please provide an explanation.*
 Updating prerequisites does not affect any other Regent universities.

	Existing Select One	New/Proposed Select One
Modality of:		
Admission Requirements:		
Pre/Co-Requisite(s):	HIST 202 American History from 1865 or permission of instructor	HIST 202 American History from 1865, its equivalent, or permission of instructor
Other: (ex. Gen Ed ONLY)		

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: *Christina Cullen*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 11/13/23
Department: HPSS College of: Arts & Sciences
Contact Person: Gary Wilson Faculty

Course: New

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

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

1. Purpose/Justification for a **New** to Course:
This new course addresses areas of expertise among our faculty that are not currently included in our curriculum.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No. This new course will not affect any other department/college/unit curricula or programs at PSU.
3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
This new course will not require any additional costs.
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No. This new new course will not require additional resources.

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		Human Trafficking
Course Number:		JUST 382
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		None
Course Description		This course is designed to provide students with a broad-based understanding of both the effects of human trafficking, domestic and international, and the challenges law enforcement and other criminal justice elements face in responding, preventing, or disrupting human trafficking operations in our contemporary society.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: *Christina Childers*

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: *Mary Carol Pomatto*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: *[Signature]*

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

PITTSBURG STATE UNIVERSITY
Department of History, Philosophy, and Social Sciences
CRIMINAL JUSTICE

JUST 382 – HUMAN TRAFFICKING

Monday/Wednesday/Friday from 8:00 a.m. – 8:50 a.m. in Russ Hall Room #310

SYLLABUS

Instructor Information

Chris Bakke, MSCJ, CFE.

Office Location: Russ Hall, Room 303

Office Hours: Monday/Wednesday: 10:30 – 12:00

Telephone: 620-235-4325

email: cbakke@pittstate.edu

Required Textbook

Human Trafficking: A Comprehensive Exploration of Modern-Day Slavery (1st ed.). Wendy Stickle, Christine White, and Shelby Hickman (2020); ISBN-13 978-1506375038

Introduction

This course is designed to provide students with a broad-based understanding of both the effects of human trafficking, domestic and international, and the challenges law enforcement and other criminal justice elements face in responding, preventing, or disrupting human trafficking operations in our contemporary society. The Human Trafficking course uses a multi-disciplinary approach to focus on the fundamental elements and typologies of human trafficking and the personal impact through actual case studies from survivors of different forms of human trafficking. Furthermore, this course evaluates the challenges of combatting human trafficking as well as resources to prevent or disrupt human trafficking operations. Finally, this course considers resources available for survivors of human trafficking as well as identifying potential victims and perpetrators.

Teaching Methods, Tools, and Learning Activities

This class will be taught using a combination of lecture and class participation. Students are expected to have read the assigned material prior to each class period and prepared to discuss the topics presented openly and respectfully. This course covers a sensitive topic and any student who feels uncomfortable at any time should notify the instructor. As available, practical exercises and in-class discussions shall be used in addition to films, videos, overhead notes, and guest lectures.

Course Policies/Conduct

Class attendance is expected but not required. Students are responsible for notifying the instructor of any absence and covering any course material during their absence. Make-up assignments, including case studies and presentations, will be given only in cases of an emergency and are subject to the instructor's discretion. If you have an emergency that affects your ability to progress in the course, please notify the instructor as soon as possible. Failure to make up an assignment, case study, or presentation will result in a "zero" for that assignment.

The use of laptop computers and cellular telephones is *not* required for this course. Therefore, their use will be limited to permission from the instructor and turned off or silenced during class. If students use their device(s) during class in a disruptive manner, they *will* be asked to leave.

Academic Integrity

Plagiarism is not tolerated at Pittsburg State University, and any act of such will result in disciplinary procedures outlined in the University Catalog (Pittsburg State University, 2019b). Plagiarism can be defined as using the writing or content from another, then claiming or insinuating such content as one's own. The copying of any content, material, or information from a source without acknowledging the source of said material is plagiarism. Plagiarism is paraphrasing another's content, material, or other information without acknowledging their work or intellectual contribution (Pittsburg State University, 2019a).

Learning Outcomes

Upon completing this course, students will have increased knowledge and understanding of what constitutes domestic or international human trafficking. Students will also understand the possible signs or indicators of human trafficking. Moreover, students will have an understanding of different types of human trafficking (sex trafficking, labor trafficking, and others) (Stickle et al., 2020). Finally, students will be familiar with the victims' attitudes and perceptions of human trafficking through case study reviews from survivors of human trafficking.

Course Outline

Listed below is a tentative schedule of the reading assignments required for this course, listed by chapter and separated by topic (Part 1-4). Furthermore, written assignments, case studies, and case study presentations are required for this course. Evaluation criteria for required assignments and presentations are broken down by point value and a grading scale below. As stated above, this is a tentative schedule, meaning the course assignments, reading assignments, presentations, and overall course outline is subject to change at the instructor's discretion. Changes to the schedule may be the result of accommodations to related material or events such as guest speakers, severe weather, or any other unanticipated scheduling conflicts. The instructor will notify students of any changes to the course schedule, outline, or syllabus made via Canvas, email, or in person during class. The assigned readings, chapters, and case studies listed below come from the required textbook listed on the syllabus (Stickle et al., 2020).

Part 1

Fundamentals

Chapter 1	Human Trafficking in Context
Chapter 2	Challenges, Resources, and Recommendations
Chapter 3	Do Traditional Theories Help Us Understand Human Trafficking?
Chapter 4	The Victims of Human Trafficking
Chapter 5	The Traffickers

Part 2

Sex Trafficking

Chapter 6	The Colliding Worlds of Prostitution and Human Trafficking
Chapter 7	Moving Past the Prostitution Debate: An Examination of Sex Trafficking
Chapter 8	Sex Trafficking: Demand and Prevention

Part 3

Labor Trafficking

Chapter 9	More Than Unfair Labor Practices
Chapter 10	Responses to Labor Trafficking

Part 4	<i>Other forms of Human Trafficking</i>
Chapter 11	Child Soldiers
Chapter 12	Organ Trafficking
Chapter 13	Forced and Child Marriage

Written assignments

There will be three written assignments in this course. Each assignment must have a minimum of 300 words (excluding the title page and references) and a minimum of 3 academic or peer-reviewed literature (Wikipedia is not an acceptable source). An abstract is optional and is not required for written assignments in this course. Each written assignment must adhere to all other APA formatting. Written assignments are worth 100 points each and 40% of the student's grade. Students must adhere to Pittsburg State University's academic integrity policy—plagiarism is unacceptable (Pittsburg State University, 2019a; Pittsburg State University, 2019b). Written assignments are due on their assigned due dates. If the student cannot complete the assignment on or before the due date, it is the student's responsibility to contact the instructor.

Case Studies

Students will be assigned 4 case studies throughout the course. Each case study must contain a minimum of 300 words (excluding the title page and references) with a minimum of 3 references (Wikipedia is not an acceptable source). An abstract is optional and not required for these case studies. Each written assignment must adhere to APA format. Case studies are worth 100 points each and 40% of the student's grade overall. Students must adhere to Pittsburg State University's academic integrity policy—plagiarism is unacceptable (Pittsburg State University, 2019a; Pittsburg State University, 2019b). Case studies are due on their assigned due dates. If the student cannot complete the case study on or before the due date, it is the student's responsibility to contact the instructor.

Case Study Presentation

Students will have the opportunity to select 1 of the 4 assigned case studies for presentation. Case study presentation must not be any longer than 15 minutes, with a minimum of 5 minutes per student. The use of PowerPoint presentations, Prezi, or other graphics are acceptable visual aids. Presentations are mandatory and worth 200 points and 20% of the student's overall grade. If a student is unable to present, the student must contact the instructor prior to the class presentation's start date.

Evaluation Criteria

<i>Written Assignments</i>	<i>100 points each</i>	
Written assignment 1	100 points	
Written assignment 2	100 points	
Written assignment 3	100 points	
Written assignment 4	100 points	
<i>Case Studies</i>	<i>100 points each</i>	
Case Study 1	100 points	
Case study 2	100 points	
Case Study 3	100 points	
Case Study 4	<u>100 points</u>	<i>Grading scale</i>

Presentation

Case study presentation

Total points possible

200 points

1000 Points

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=60% and below

Americans with Disabilities Act (ADA): If any student requires accommodation for this course, please notify the instructor and the Coordinator, Disability Services B. B. Stotts. 113F Axe Library, Phone: (620) 235-4181 email: bstotts@pittstate.edu (Pittsburg State University, 2023).

Checking your grades

As we progress through the academic term, I want to remind you of the importance of regularly checking your grades on Canvas. Canvas is our primary platform for sharing grades and feedback on your assignments. It allows you to stay informed about your academic progress and offers valuable insights into your performance in each course. The feedback provided for each graded assignment is an essential aspect of your learning journey, as it helps you understand where you excelled and identifies areas for improvement. To make the most of your education and to stay on top of your performance, I urge you to log in to Canvas frequently and review your grades and feedback promptly. By doing so, you will have a clear understanding of your academic standing, enabling you to take proactive steps to enhance your learning outcomes. If you have any questions or concerns regarding your grades or the feedback provided on Canvas, please don't hesitate to reach out to me. I am here to support you and provide additional guidance to help you succeed in your studies.

COURSE SCHEDULE

Human Trafficking – Spring 2024

The chapters and case studies listed below originate from Stickle et al. (2020).

<i>Week 1:</i>	<u>Activity</u>	<u>Readings prior to class</u>
1/15	No Class / MLK Day	
1/17	Human Trafficking in Context	Chapter 1
1/19	Case study review 1	Chapter 1
<i>Week 2</i>		
1/22	Challenges, Resources, and Recommendations	Chapter 2
1/24	Challenges, Resources, and Recommendations	Chapter 2
1/26	Case Study review 2	Chapter 2
<i>Week 3:</i>		
1/29	Theories...Understand Human Trafficking	Chapter 3
1/31	Theories...Understand Human Trafficking	Chapter 3
2/2	Case study review 3	Chapter 3
<i>Week 4:</i>		
2/5	The Victims of Human Trafficking	Chapter 4
2/7	The Victims of Human Trafficking	Chapter 4
2/9	Case study review 4	Chapter 4
<i>Week 5:</i>		
2/12	The Traffickers	Chapter 5
2/14	The Traffickers	Chapter 5
2/16	Case study review 5	Chapter 5
<i>Week 6:</i>		
2/19	Prostitution and Human Trafficking	Chapter 6
2/21	Prostitution and Human Trafficking	Chapter 6
2/23	Case study review 6	Chapter 6
<i>Week 7:</i>		
2/26	Examination of Sex Trafficking	Chapter 7
2/28	Examination of Sex Trafficking	Chapter 7
3/1	Case study review 7	Chapter 7
<i>Week 8:</i>		
3/4	Sex Trafficking: Demand and Prevention	Chapter 8
3/6	Sex Trafficking: Demand and Prevention	Chapter 8
3/8	Case study review 8	Chapter 8
3/11	No Class / Spring Break	
3/13	No Class / Spring Break	
3/15	No Class / Spring Break	
<i>Week 9:</i>		
3/18	More Than Unfair Labor Practices	Chapter 9
3/20	More Than Unfair Labor Practices	Chapter 9
3/22	Case study review 9	Chapter 9

<i>Week 10:</i>		
3/25	Responses to Labor Trafficking	Chapter 10
3/27	Responses to Labor Trafficking	Chapter 10
3/29	Case study review 10	Chapter 10
<i>Week 11:</i>		
4/1	Child Soldiers	Chapter 11
4/3	Guest Speaker: Jim Dick	Chapter 11
4/5	Case study review 11	Chapter 11
<i>Week 12:</i>		
4/8	Organ Trafficking	Chapter 12
4/10	Organ Trafficking	Chapter 12
4/12	Case study review 12	Chapter 12
<i>Week 13:</i>		
4/15	Forced and Child Marriage	Chapter 13
4/17	Forced and Child Marriage	Chapter 13
4/19	Case study review 13	Chapter 13
<i>Week 14:</i>		
4/22	Conclusion	Chapter 14
4/24	Conclusion	Chapter 14
4/26	Case study review 14	Chapter 14
<i>Week 15:</i>		
4/29	Case Study Presentation 1	
5/1	Case Study Presentation 2	
5/3	Case Study Presentation 3	
<i>Week 16</i>		
5/6	Case Study Presentation 4	
5/8	Case Study Presentation 5	
5/10	Case Study Presentation 6	

Final Exam: Student case study presentations cover the student's final exam and are a requirement for this course. Final grades from the instructor are due by 5/17

Pittsburg State University syllabus supplement link: <https://www.pittstate.edu/faculty-staff/files/documents/faculty-senate/documents/syllabus-supplement-spring-2023.pdf>

Faculty Senate Course Form

Effective Date: Fall

2024

Submission Date: 11/13/²³~~24~~

Department: HPSS

College of: Arts & Sciences

Contact Person: Gary Wilson

Faculty

Course: **New**

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

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

1. Purpose/Justification for a New to Course:
This new course addresses areas of expertise among our faculty that are not currently included in our curriculum.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No. This new course will not affect any other department/college/unit curricula or programs at PSU.
3. Will this course be required of any education majors? No
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
This new course will not require any additional costs.
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No. This new new course will not require additional resources.

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		Hate & Biased Crimes
Course Number:		JUST 431
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		None
Course Description		The course provides an overview of the sociopolitical contexts of hate crimes, typologies of motivations, protected groups, and victim experiences. Students also gain an understanding of hate crime legislation and explore theories of hate as a sociological and criminological concept.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: *Christina Childers*

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: *Mary Carol Pomatto*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: *[Signature]*

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

PITTSBURG STATE UNIVERSITY
Department of History, Philosophy, and Social Sciences
CRIMINAL JUSTICE
JUST 431 – HATE and BIASED CRIMES
Tuesday and Thursday from 11:00 a.m. – 12:15 a.m. in Russ Hall Room #310
SYLLABUS

Instructor Information

Chris Bakke, MSCJ, CFE.

Office Location: Russ Hall, Room 324

Office Hours: Monday-Friday: 1:00 PM – 2:00 PM

Telephone: 620-235-4362

email: cbakke@pittstate.edu

Required Textbook

Valeri, R. & Borgeson, K. (2018). Hate crimes. Carolina Academic Press ISBN-13: 978-1611639247

Introduction

The course provides an overview of the sociopolitical contexts of hate crimes, typologies of motivations, protected groups, and victim experiences. Students also gain an understanding of hate crime legislation and explore theories of hate as a sociological and criminological concept.

Teaching Methods, Tools, and Learning Activities

This class will be taught using a combination of lecture and class participation. Students are expected to have read the assigned material prior to each class period and prepared to discuss the topics presented openly and respectfully. This course covers a sensitive topic, and any student who feels uncomfortable at any time should notify the instructor. As available, practical exercises and in-class discussions shall be used in addition to films, videos, overhead notes, and guest lectures.

Course Policies/Conduct

Class attendance is expected but not required. Students are responsible for notifying the instructor of any absence and covering any course material during their absence. Make-up assignments, including case studies and presentations, will be given only in cases of an emergency and are subject to the instructor's discretion. If you have an emergency that affects your ability to progress in the course, please notify the instructor as soon as possible. Failure to make up an assignment, case study, or presentation will result in a "zero" for that assignment.

The use of laptop computers and cellular telephones is *not* required for this course. Therefore, their use will be limited to permission from the instructor and turned off or silenced during class. If students use their device(s) during class in a disruptive manner, they *will* be asked to put the device away or leave.

Academic Integrity

Plagiarism is not tolerated at Pittsburg State University, and any act of such will result in disciplinary procedures outlined in the University Catalog (Pittsburg State University, 2019b).

Plagiarism can be defined as using the writing or content from another, then claiming or insinuating such content as one's own. The copying of any content, material, or information from a source without acknowledging the source of said material is plagiarism. Plagiarism is

paraphrasing another's content, material, or other information without acknowledging their work or intellectual contribution (Pittsburg State University, 2019a).

Course Outline

This course will involve written assignments, case studies, and case study presentations—all of which are required for this course. Evaluation criteria for required assignments and presentations are broken down by point value and a grading scale below. As stated above, this is a tentative schedule, meaning the course assignments, reading assignments, presentations, and overall course outline are subject to change at the instructor's discretion. Changes to the schedule may be the result of accommodations to related material or events such as guest speakers, severe weather, or any other unanticipated scheduling conflicts. The instructor will notify students of any changes to the course schedule, outline, or syllabus made via Canvas, email, or in person during class.

Course Objectives

After completion of this course, students should be able to:

- Legally define hate crimes.
- Give a theoretically informed definition of hate as emotion and action.
- Explain typologies of the motivations that accompany hate crimes.
- Describe the legislatively protected categories of hate crime victims.
- Argue effectively in support of or against designating specific incidents as a hate crime.
- Describe the characteristics of hate groups.
- Describe the characteristics and motivations of those who join hate groups.
- Discuss attempts to curb hate crime incidents and argue for solutions that will work to eradicate hate.

Course Outline

<i>Module 1</i>	<i>Intro to hate and typology</i>
Chapter 1	Why do we hate?
Chapter 2	Hate Crimes: An Updated Offender Typology
<i>Module 2</i>	Hate Crime Laws and Race
Chapter 3	Hate Crime Laws
Chapter 4	Hate and Race
<i>Module 3</i>	<i>Hate toward groups: Part 1</i>
Chapter 5	Hate and Religion
Chapter 6	Hate against the LGBT community
<i>Module 4</i>	<i>Hate toward groups: Part 2</i>
Chapter 7	Hate and Gender
Chapter 8	Hate Groups
<i>Module 5</i>	<i>The development of hate</i>
Chapter 9	From bullying to brutality: Hate incidents and hate crimes at schools and universities
Chapter 10	Crossing the divide: From virtual hate to actual hate

Module 6	<i>Communal impacts of hate and policy development</i>
Chapter 11 and status	The experience of hate crime victims and their communities: Reactions, definitions,
Chapter 12	Turning the tide of hate.

Written assignments

There will be seven (6) written assignments in this course, each relating to the textbook readings and materials within Canvas. Written assignments in Modules 1, 3, and 6 relate to a single hypothesis that the student will develop and research. In this way, the student will develop a responsive, thoughtful, and constructive paper directly dealing with the topic and each of its points. Modules 2, 4, and 5 relate to separate practical investigative and legal problems that the student must solve. Module 5 relates to an essay (you will have your choice to complete one of three scenarios) on Diversity, Equity, and Inclusion (DEI).

Each written assignment must have a minimum of 300 words (excluding the title page and references) and a minimum of 3 academic or peer-reviewed literature (Wikipedia is not an acceptable source). An abstract is optional and is not required for written assignments in this course. Each written assignment must adhere to all other APA formatting. Written assignments are worth 25 points each and 40% of the student's grade. Students must adhere to Pittsburg State University's academic integrity policy—plagiarism is unacceptable (Pittsburg State University, 2019a; Pittsburg State University, 2019b). Written assignments are due on their assigned due dates. If the student cannot complete the assignment on or before the due date, it is the student's responsibility to contact the instructor.

Writing assignments for each module will be written in APA format (double-spaced; Times New Roman style font; 12 pt. font size). All page counts in the directions **exclude the Title Page, Abstract, and References page.**

Case Study Presentation

Students must present their assigned case studies for presentation. Case study presentation must not be any longer than 15 minutes, with a minimum of 5 minutes per student. The use of PowerPoint presentations, Prezi, or other graphics are acceptable visual aids. Presentations are mandatory and worth 100 points. If a student is unable to present, the student must contact the instructor prior to the class presentation's start date.

Quizzes

Students are expected to take three (3) Quizzes (called "Module Quizzes" in the gradebook) at their scheduled time in Canvas. These quizzes will encompass textbook chapters during the class. These module quizzes will not be cumulative. You will have two (2) hours to complete four (4) essay questions. Total possible points in Quizzes: 150 points.

Evaluation Criteria

The scale to be used in calculating a final grade is:

Letter Grade	Numeric Range
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	00 - 59

Americans with Disabilities Act (ADA): If any student requires accommodation for this course, please notify the instructor and the Coordinator, Disability Services B. B. Stotts. 113F Axe Library, Phone: (620) 235-4181 email: bstotts@pittstate.edu (Pittsburg State University, 2023).

The instructor will make every effort to follow the syllabus and course calendar as printed. However, reasons beyond the instructor's control may occur and cause some deviation from the printed syllabus. The syllabus may be subject to change without prior notice. Students will be notified immediately of any changes to the schedule and/or syllabus.

Please remember that I am available for discussion throughout this course. Any issues or concerns that may arise should be brought to my attention promptly. It is your responsibility to make me aware of any issues you are having through email or through a visit during my designated office hours.

Final Exam: Student case study presentations cover the student's final exam and are a requirement for this course. Final grades from the instructor are due by 5/17

Pittsburg State University syllabus supplement link: https://www.pittstate.edu/faculty-staff_files/documents/faculty-senate/documents/syllabus-supplement-spring-2023.pdf

Checking your grades

As we progress through the academic term, I want to remind you of the importance of regularly checking your grades on Canvas. Canvas is our primary platform for sharing grades and feedback on your assignments. It allows you to stay informed about your academic progress and offers valuable insights into your performance in each course. The feedback provided for each graded assignment is an essential aspect of your learning journey, as it helps you understand where you excelled and identifies areas for improvement. To make the most of your education and to stay on top of your performance, I urge you to log in to Canvas frequently and review your grades and feedback promptly. By doing so, you will have a clear understanding of your academic standing, enabling you to take proactive steps to enhance your learning outcomes. If you have any questions or concerns regarding your grades or the feedback provided on Canvas, please don't hesitate to reach out to me. I am here to support you and provide additional guidance to help you succeed in your studies.

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 11/15/23
Department: HPSS College of: Arts & Sciences
Contact Person: Gary Wilson Faculty

Course: **New**

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

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

1. Purpose/Justification for a **New** to Course:
This new course addresses areas of expertise among our faculty that are not currently included in our curriculum.
2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No. This new course will not affect any other department/college/unit curricula or programs at PSU.
3. Will this course be required of any education majors? **No**
If "yes," this requirement will need to have the approval of the Council for Teacher Education before upload to "Approved College Curriculum Legislation" in SharePoint.
4. What additional costs will be required for revising this course (e.g. staffing, equipment, etc.)?
This new course will not require any additional costs.
5. Are additional resources required (e.g. library or multimedia resources, technology, space, major expense etc.)? **Explain:**
No. This new new course will not require additional resources.

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		Crime Mapping & Geospatial Analysis
Course Number:		JUST 462
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		None
Course Description		This course examines the concepts and applications of Geographic Information Systems (GIS) in contemporary Criminal Justice and Law Enforcement fields. This class includes an integrated lab component.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/16/2023 Signature, Chairperson: Christina Childers

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Syllabus
CJUS 462 Crime Mapping and Geospatial Analysis
Pittsburg State University
Fall 2024

Instructors: Dr. Wendy Baumeister
wbaumeister@pittstate.edu
620-235-6050
Monday and Wednesday: 11:00a-2:00p
Tuesday: 11a-3p

Professor Michele Barnaby
contact: mbarnaby@pittstate.edu
office hours: Monday and Wednesday: 11:00a-2:00p
Tuesday: 11a-3p

Course Days and Time: Tuesday (in class)
Thursday (in lab)
Lecture: Russ Hall 309
Lab: Russ Hall 306J

Course delivery method: In person.

Required Texts: *Protecting the People: GIS for Law Enforcement (Applying GIS, 9)*, Beck and Artz, 2022 ESRI Press, ISBN 9781589487291.

Modern Policing, Using ArcGIS Pro, Piza and Baughman, 2021, ESRI Press, ISBN 9781589485976.

COURSE DESCRIPTION:

This course examines the concepts and applications of Geographic Information Systems (GIS) in contemporary Criminal Justice and Law Enforcement fields. This class includes an integrated lab component.

CRIME ANALYSIS DESCRIPTION:

This comprehensive course on Crime Analysis and Crime Mapping is designed to provide students with a deep understanding of the principles, methodologies, and legal frameworks associated with crime analysis. The course explores the intersection of criminal justice, data analysis, and legal considerations to equip students with the knowledge and skills necessary for effective crime analysis and interpretation.

CRIME MAPPING DESCRIPTION:

This course uses ArcGIS Pro "ArcPro" software, a professional grade GIS. ArcPro allows a hands-on approach to learning cartographic theory and data analysis using real-world examples from crime analysts to demonstrate the spatial analysis techniques necessary to support evidence-based policing.

COURSE OBJECTIVES:

- Provide an understanding of basic skills necessary to work with GIS, using ArcGIS Pro software.
- Teach spatial data visualization techniques along with introductory knowledge of effective cartography in policing.

- Teach skills necessary to develop and execute a project requiring crime data collection in the field and GIS management.
- Understand the need for projections in portraying spatial information so that the location of targets can be accurately represented.
- Demonstrate the use of cartographic- and thematic-mapping principles to effectively display geospatial information.
- Perform queries based on attributes and location information to obtain accurate information regarding the location of businesses, persons of interest, or any data containing spatial information.
- Describe the concept of geotagging the location of residences or common names within a specific proximity to a crime scene or identifying the proximity of persons of interest to vulnerable institutions.
- Understand the methods of utilizing police crime records to isolate specific crimes in a database (attribute queries) to produce custom datasets, density maps, and hot-spot analysis.
- Describe the web-mapping of crime and identify the difference between private and public-facing databases.
- Understand limitations based upon the 4th Amendment, Federal Law 28cfr, and case law.
- Demonstrate competency in securing and collecting evidence.
- Prepare reports based upon investigation and analysis.

COURSE REQUIREMENTS

Written Assignments	15%
Quizzes	10%
Discussions	5%
Lab Projects	30%
Testifying	10%
Final Scenario	30%

ASSESSMENT

To facilitate learning there are discussions, written and lab assignments, polls, quizzes, and a final project which is a cumulation of knowledge obtained in the classroom and lab. The week starts on Monday with written assignments, quizzes, or exams due on the following Monday by 11:59 pm. Initial Discussion posts are due by Thursday by 11:59 pm and one peer response is due by the following Monday by 11:59 pm.

For example, Week 2 starts on August 26th. The quiz, written assignment, or poll are due on September 2nd. If Week 2 had a discussion instead of a written assignment, the initial post is due by August 29th and one peer response is due by September 2nd.

Class lectures focus on understanding and navigating the legal landscape associated with the practical applications conducted in the lab. If data is not obtained legally, it will not matter how impressive your analysis is if the information is obtained illegally or not documented properly.

DISCUSSION BOARD

Discussion Boards will either be completed via Harmonize (video) or Canvas (narrative). The initial post is due by Thursday at 11:59 pm. One peer response is due by the following Monday at 11:59 pm. Unless otherwise specified in the instructions, the initial post needs to be a minimum of 90 seconds (Harmonize) or 200 words

(Canvas) and your peer response needs to be 60 seconds (Harmonize) or 100 words (Canvas) for consideration for full credit

Late posts will receive a zero. If you miss the initial post-deadline, you can still respond to a peer to get peer response points but first, you need to make an initial post. Please avoid short responses to your classmates like, "Good post!" or "Your post really moved me," or whatever. It helps your peers learn if you give them honest feedback on their posts. Be respectful, open, and professional! Demeaning comments, personal attacks, and bullying will not be tolerated.

WRITTEN ASSIGNMENTS

Regardless of the area of criminal justice, you are interested in, there is an ongoing balance between privacy and security which is a crucial aspect that impacts how you will do your job. Policies and regulations often play a significant role in defining this balance. This balance is influenced by The Constitution, Federal and State laws and case law. Assignments address topics covered in the classroom portion of the class.

Written Assignments are due on the following Monday by 11:59 pm.

LAB EXERCISES

Part of the course requirements include learning about crime mapping in a series of exercises using software in our GIS lab (306J Russ Hall). The lab exercises equal 30 % of the final grade.

FINAL PROJECT

You will be dispatched to a crime scene. When you arrive on scene, you will need to collect and analyze data from the scene, prepare a report within the parameters established by state and federal laws and The Constitution of the United States of America. You will be called to testify based upon your investigation and report.

LATE SUBMISSIONS

CLASSROOM:

All quizzes, exams, assignments, projects, and discussions (online students) are due by the due date. There is a 3-day window after the due date to submit your assignment/quizzes/projects/tests **(NOT discussion posts)** with a 10% penalty each day before being graded for content. For example, if you submit the quiz/exam/project 2 days after the due date, there is a 20% penalty assessed before being graded for content. Discussion posts are not eligible for late consideration.

LAB

Lab assignments are due on the due date. No late work will be accepted.

LEARNING ENVIRONMENT

An important part of your college experience besides the memories you make with the people and faculty you meet, is the opportunity to converse with others whose life journey was different than yours. To expand your horizons so to speak. It takes courage to speak in a room of your peers. Our opinions may differ and that is ok. Honor the courage it takes for someone to speak a different idea or opinion. Ask yourself what I can take away from this interaction that will help me as a (friend, partner, law enforcement officer, attorney, probation officer, corrections officer, mayor, or freelancer photographer).

GRADES

Students can access their course grades and progress through Canvas. Your professor makes every effort to have submissions graded within one week of the submission. Any submission graded is automatically posted. A mid-term grade report will be submitted to the registrar midway through the semester.

Grading Scale

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=60% and below

ATTENDANCE POLICY

You bring something important to the class through your life experiences. By not attending class, you are missing the opportunity to present a view others do not have. Critical information is disseminated in class and lab. The hands-on experience created in the lab can not be replicated. Attendance is mandatory.

CONCEALED CARRY WEAPONS POLICY

Students are encouraged to read the online weapons policy to ensure they understand the requirements related to concealed carry.

ACADEMIC INTEGRITY

The instructor strictly follows Pittsburg State University's Academic Integrity policy. Please see the syllabus supplement for the full policy.

ACCOMMODATIONS

Any student who requires a learning accommodation should consult with the instructor and the Center for Student Accommodations at the beginning of the semester. Please see the syllabus supplement for more information.

SYLLABUS SUPPLEMENT

Please consult the university's [Syllabus Supplement](#) for additional information on standard university policies that apply to this course.

Week	Dates	Class Topic	Lab Assignments
1		Introduction	
2		History of Policing	Chapter 1 – Exploring the software
3		Uses of GIS in Criminal Justice (Crime Mapping, Hot Spot, Predictive	
4		4 th Amendment	Chapter 2 – Geoprocessing
5		Federal Law 28cfr	
6		Rules of Evidence	Chapter 3 – Creating and editing layers
7		Documentation	
8		Crime Mapping-Drones	Chapter 4 – Attribute tables
9		Social Media-Crime Pattern	
10		Drones Hot Spot	Chapter 5 – Crime hot spots
11		Testifying (How To)	
12		Scenario	Chapter 6 – Incorporating time analysis
13		Scenario	
14			Thanksgiving break
15		Testifying in class	Fieldwork project
16		Testifying in class	Fieldwork project
17			Wrapping things up

Re: JUST 462

Christopher Childers <rchilders@pittstate.edu>

Thu 11/16/2023 2:25 PM

To: Gary Wilson <gwilson@pittstate.edu>

Cc: Wendy Baumeister <wbaumeister@pittstate.edu>; Michele Barnaby <mbarnaby@pittstate.edu>; Chris Bakke <cbakke@pittstate.edu>

Thanks everyone for your work on this course legislation. This idea is something we have worked toward for many years and now we have the interdisciplinary expertise to make it happen. It will be a benefit to both the criminal justice program and our GIS program.

Chris

Dr. Christopher Childers

Director, 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: Wednesday, November 15, 2023 6:00 PM

To: Christopher Childers <rchilders@pittstate.edu>

Cc: Wendy Baumeister <wbaumeister@pittstate.edu>; Michele Barnaby <mbarnaby@pittstate.edu>; Chris Bakke <cbakke@pittstate.edu>

Subject: JUST 462

Chris,

Please find attached the New Course form and Syllabus for JUST 462.

Let me know if you have any concerns.

Thanks,

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

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 11/15/23
Department: HPSS College of: Arts & Sciences
Contact Person: Gary Wilson Faculty

Course: New

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

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No. This new course will not affect any other department/college/unit curricula or programs at PSU.
3. Will this course be required of any education majors? **No**
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This new course will not require any additional costs.
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No. This new new course will not require additional resources.

7. Will any additional student fees be required (e.g. equipment, clothing, travel, licensing, etc.)? **No**
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8. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.
9. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:		Victimology
Course Number:		JUST 535
Credits:		3
Grading System:	A-F, IN <input type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):		None
Course Description		This course includes a comprehensive study of victimization, including the relationship between the victims and offenders, and their interaction with the criminal justice system.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: Christy M. Ouellet

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

PITTSBURG STATE UNIVERSITY
Department of History, Philosophy, and Social Sciences
CRIMINAL JUSTICE

JUST 535 – VICTIMOLOGY

Tuesday and Thursday from 11:00 a.m. – 12:15 a.m. in Russ Hall Room #310

SYLLABUS

Instructor Information

Chris Bakke, MSCJ, CFE.

Office Location: Russ Hall, Room 324

Office Hours: Monday-Friday: 1:00 PM – 2:00 PM

Telephone: 620-235-4362

email: cbakke@pittstate.edu

Required Textbook

Turvey, B. E. (2023b). *Forensic victimology: Examining violent crime victims in investigative and legal contexts* (3rd ed.). Elsevier Academic Press. ISBN: 978-0-12-821768-9

Introduction

This course includes a comprehensive study of victimization, including the relationship between the victims and offenders, and their interaction with the criminal justice system. Students will provide a literature review on a topic of interest.

Teaching Methods, Tools, and Learning Activities

This class will be taught using a combination of lecture and class participation. Students are expected to have read the assigned material prior to each class period and prepared to discuss the topics presented openly and respectfully. This course covers a sensitive topic, and any student who feels uncomfortable at any time should notify the instructor. As available, practical exercises and in-class discussions shall be used in addition to films, videos, overhead notes, and guest lectures.

Course Policies/Conduct

Class attendance is expected but not required. Students are responsible for notifying the instructor of any absence and covering any course material during their absence. Make-up assignments, including case studies and presentations, will be given only in cases of an emergency and are subject to the instructor's discretion. If you have an emergency that affects your ability to progress in the course, please notify the instructor as soon as possible. Failure to make up an assignment, case study, or presentation will result in a "zero" for that assignment.

The use of laptop computers and cellular telephones is *not* required for this course. Therefore, their use will be limited to permission from the instructor and turned off or silenced during class. If students use their device(s) during class in a disruptive manner, they *will* be asked to put the device away or leave.

Academic Integrity

Plagiarism is not tolerated at Pittsburg State University, and any act of such will result in disciplinary procedures outlined in the University Catalog (Pittsburg State University, 2019b). Plagiarism can be defined as using the writing or content from another, then claiming or insinuating such content as one's own. The copying of any content, material, or information from a source without acknowledging the source of said material is plagiarism. Plagiarism is

paraphrasing another's content, material, or other information without acknowledging their work or intellectual contribution (Pittsburg State University, 2019a).

Course Objectives

After completion of this course, students should be able to:

- Students will demonstrate a knowledge of the history of victimology as a field of study.
- Students will be able to elaborate on theories of victimology and how they differ from theories of criminology.
- Students will express the major consequences of victimization.
- Students will be able to identify the major types of victimization in the criminal justice system.
- Students will report on websites pertaining to victimology.
- Students will meaningfully participate in class discussions over required reading material.
- Students will submit acceptable essays for mid-term and final exams. To be accepted, the student shall discuss all aspects of an essay question using standard English prose and grammatical construction.

Course Outline

This course will involve written assignments, case studies, and case study presentations—all of which are required for this course. Evaluation criteria for required assignments and presentations are broken down by point value and a grading scale below. As stated above, this is a tentative schedule, meaning the course assignments, reading assignments, presentations, and overall course outline are subject to change at the instructor's discretion. Changes to the schedule may be the result of accommodations to related material or events such as guest speakers, severe weather, or any other unanticipated scheduling conflicts. The instructor will notify students of any changes to the course schedule, outline, or syllabus made via Canvas, email, or in person during class.

Module 1	<i>Introduction to the Digital 4th Amendment</i>
Chapter 1	Victimology: A brief history with an introduction to forensic victimology
Chapter 2	Victimology: Entering the criminal justice system
Chapter 3	The victim profile: Collecting evidence and establishing context
Chapter 4	Forensic Nursing: Objective victim examination
Module 2	<i>Nature of searches for digital evidence</i>
Chapter 5	The ecological model: Inmate violence and femicide
Chapter 6	Intersectionality: Understanding violence and vulnerability
Chapter 7	Context analysis: Psychosocial evidence, exposure, and vulnerability
Module 3	<i>Digital Evidence: Data at Rest</i>
Chapter 8	Psychological aspects of victimology
Chapter 9	False allegations: An introduction with red flags
Chapter 10	Workplace Victimization
Module 4	<i>Digital Evidence: Data in Motion</i>
Chapter 11	Mass Shootings: A Psychological Perspective
Chapter 12	Stranger violence: Targets and motives

Module 5	<i>Child Exploitation</i>
Chapter 13	Premises liability
Chapter 14	Human trafficking: Forced labor and sexual slavery
Module 6	<i>Computer Fraud, Intrusion & Misuse</i>
Chapter 15	Sexual offenders and their victims
Chapter 16	Forensic victimology on trial
Chapter 17	Miscarriages of Justice: Victims of the criminal justice system

Written assignments

There will be seven (7) written assignments in this course, each relating to the textbook readings and materials within Canvas. Written assignments in Modules 1, 3, and 7 relate to a single hypothesis that the student will develop and research. In this way, the student will develop a responsive, thoughtful, and constructive paper directly dealing with the topic and each of its points. Modules 2, 4, and 6 relate to separate practical investigative and legal problems that the student must solve. Module 5 relates to an essay (you will have your choice to complete one of three scenarios) on Diversity, Equity, and Inclusion (DEI).

Each written assignment must have a minimum of 300 words (excluding the title page and references) and a minimum of 3 academic or peer-reviewed literature (Wikipedia is not an acceptable source). An abstract is optional and is not required for written assignments in this course. Each written assignment must adhere to all other APA formatting. Written assignments are worth 25 points each and 40% of the student's grade. Students must adhere to Pittsburg State University's academic integrity policy—plagiarism is unacceptable (Pittsburg State University, 2019a; Pittsburg State University, 2019b). Written assignments are due on their assigned due dates. If the student cannot complete the assignment on or before the due date, it is the student's responsibility to contact the instructor.

Writing assignments for each module will be written in APA format (double-spaced; Times New Roman style font; 12 pt. font size). All page counts in the directions **exclude the Title Page, Abstract, and References page.**

Case Study Presentation

Students must present their assigned case studies for presentation. Case study presentation must not be any longer than 15 minutes, with a minimum of 5 minutes per student. The use of PowerPoint presentations, Prezi, or other graphics are acceptable visual aids. Presentations are mandatory and worth 100 points. If a student is unable to present, the student must contact the instructor prior to the class presentation's start date.

Quizzes

Students are expected to take three (3) Quizzes (called "Module Quizzes" in the gradebook) at their scheduled time in Canvas. These quizzes will encompass textbook chapters during the class. These module quizzes will not be cumulative. You will have two (2) hours to complete four (4) essay questions. Total possible points in Quizzes: 150 points.

Evaluation Criteria

The scale to be used in calculating a final grade is:

Letter Grade	Numeric Range
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	00 - 59

Americans with Disabilities Act (ADA): If any student requires accommodation for this course, please notify the instructor and the Coordinator, Disability Services B. B. Stotts. 113F Axe Library, Phone: (620) 235-4181 email: bstotts@pittstate.edu (Pittsburg State University, 2023).

The instructor will make every effort to follow the syllabus and course calendar as printed. However, reasons beyond the instructor's control may occur and cause some deviation from the printed syllabus. The syllabus may be subject to change without prior notice. Students will be notified immediately of any changes to the schedule and/or syllabus.

Please remember that I am available for discussion throughout this course. Any issues or concerns that may arise should be brought to my attention promptly. It is your responsibility to make me aware of any issues you are having through email or through a visit during my designated office hours.

Final Exam: Student case study presentations cover the student's final exam and are a requirement for this course. Final grades from the instructor are due by 5/17

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Checking your grades

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Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Christina Phillips*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: Christy Childers

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Notification Form

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

Effective Date: Fall 2024 Submission Date: 11/13/2023

Department: HPASS College: Arts & Science

Contact Person: Darren Botello-Samson Chair/Coordinator

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

1. Purpose/Justification for this notification:

Removal of prerequisite for POLS 514: Criminal Justice Reform

Prerequisites are being removed to make course offerings more consistent with new General Education system and curricular requirements

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

Political science is the sole domain of the course

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

This will not affect any degree program or minor/emphasis/certificate at any other Regent university

	Existing Select One	New/Proposed Select One
Modality of:		
Admission Requirements:		
Pre/Co-Requisite(s):	POLS 101 or POLS 102 or POLS 201 or JUST 104 or permission of instructor	none
Other:		

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Christina Phillips*

-Approved: Dean of College

Date: 11/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: Christy Childers

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Christina Mulder*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Christina Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Christy A. Cullers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: Christy M. Oildus

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Christina Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Christina Williams*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Notification Form

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

Effective Date: Fall 2024 Submission Date: 11/13/2023

Department: HPASS College: Arts & Science

Contact Person: Darren Botello-Samson Chair/Coordinator

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

1. Purpose/Justification for this notification:

Removal of prerequisite for POLS 580: Public Opinion and Polling

Prerequisites are being removed to make course offerings more consistent with new General Education system and curricular requirements

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

Political science is the sole domain of the course

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

This will not affect any degree program or minor/emphasis/certificate at any other Regent university

	Existing Select One	New/Proposed Select One
Modality of:		
Admission Requirements:		
Pre/Co-Requisite(s):	POLS 101 or POLS 103	none
Other:		

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Matthew Mulder*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: Christy M Childers

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Christy M. Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Christina Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Notification Form

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

Effective Date: Fall 2024 Submission Date: 11/13/2023

Department: HPASS College: Arts & Science

Contact Person: Darren Botello-Samson Chair/Coordinator

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

1. Purpose/Justification for this notification:

Removal of prerequisite for POLS 630: International Political Economy

Prerequisites are being removed to make course offerings more consistent with new General Education system and curricular requirements

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

Political science is the sole domain of the course

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

This will not affect any degree program or minor/emphasis/certificate at any other Regent university

	Existing Select One	New/Proposed Select One
Modality of:		
Admission Requirements:		
Pre/Co-Requisite(s):	ECON 201 or Permission of Instructor	none
Other:		

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Austin Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: Christy M. Childers

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Christina Cludus*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/15/23 Signature, Chairperson: *Anthony Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/20/23
Department: Math and Physics College of: Arts & Sciences
Contact Person: Tim Flood Chair

Course: Revision

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

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

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

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	Introduction to Mathematical Thought	Introduction to Mathematical Structures
Course Number:	MATH 413	Same
Credits:	3	Same
Grading System:	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):	None	Same
Course Description	A course designed to introduce students to the branches of mathematics, as well as formal mathematical notation. The topics include Logic, Proof, Number Theory, Sets, Functions, Relations, and Cardinality.	An introduction to formal mathematical notation and structures. The topics include Logic, Concepts of Proof, Number Theory, Sets, Boolean Algebra, Functions, Relations, and Cardinality.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 10/13/23 Signature, Chairperson: Tim Flood Digitally signed by Tim Flood
Date: 2023.10.24 13:25:42 -05'00'

-Approved: College Curriculum Committee

Date: 11/27/23 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 11/27/23 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

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

-Approved: University Undergraduate Curriculum Committee

Date: 01-19-2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Faculty Senate Course Form

Effective Date: Fall 2024 Submission Date: 10/20/23
Department: Math and Physics College of: Arts & Sciences
Contact Person: Tim Flood Chair

Course: **Revision**

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

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

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

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	Discrete Structures	Same
Course Number:	MATH 513	Same
Credits:	3	Same
Grading System:	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>	A-F, IN <input checked="" type="checkbox"/> IP <input type="checkbox"/> P/F <input type="checkbox"/>
Pre/Co-Requisite(s):	MATH 413 Introduction to Mathematical Thought	Same
Course Description	Elements of propositional logic, sets, algorithms, number theory, proofs, counting, mappings, relations, trees, graphs, digraphs, and Boolean algebra.	Elements of propositional logic, algorithms, number theory, various proof techniques, counting, mappings, relations, trees, graphs, digraphs.

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 10/13/23 Signature, Chairperson: Tim Flood Digitally signed by Tim Flood
Date: 2023.10.24 13:24:52 -05'00'

-Approved: College Curriculum Committee

Date: 11/27/23 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 11/27/23 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

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

-Approved: University Undergraduate Curriculum Committee

Date: 01-19-2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024

Submission Date: 8/18/23

Department: HPSS

College: Arts & Sciences

Contact Person: Christopher Childers

Chair

Revision **Major**

If Emphasis, enter name of the Major: Accelerated Master's Degree--History

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

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

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

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

1. Description of Change:

Adding a course--HIST 707: Historiography--to the Accelerated Master's Degree program for History.

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

The historiography course was recently re-legislated from a 800-level course to a 700-level course, which now makes it an option for undergraduates to take within the accelerated program.

3. Will this change affect any education majors? Yes

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

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

No, there is no impact on other programs.

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

No, there is not an impact on other degree programs.

PSU Faculty Senate 23-24

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

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

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

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

CURRICULUM REVISIONS

	Existing	Proposed
Title:	Accelerated Master's Degree--History	Accelerated Master's Degree--History
Curriculum: (Do not include GenEd)	<p>The Accelerated Master's Degree allows undergraduate students to begin taking graduate coursework in their senior year and thus combine components of the undergraduate and graduate curricula. To be in an accelerated master's program students must apply and be admitted to the program by their Department and the Graduate School before enrolling in any courses which will apply to the graduate degree.</p> <p>The following limitations apply on all accelerated master's degree programs at Pittsburg State University:</p> <p>Students must have a minimum 3.25 overall grade point average to apply for the program.</p> <p>Students may take up to twelve (12) hours of graduate credit at the 700 level during the two semesters of their senior year.</p> <p>Students may count up to nine (9) hours of graduate level coursework at the 700 level on both their bachelor's and master's degrees.</p> <p>Students must obtain a minimum of a "B" for coursework counted under items 2 and 3 above.</p> <p>HIST-701 American History Selected Subjects () (1-3 hours) Can be repeated.</p> <p>HIST-703 World History Selected Subjects () (1-3 hours) Can be repeated.</p>	<p>The Accelerated Master's Degree allows undergraduate students to begin taking graduate coursework in their senior year and thus combine components of the undergraduate and graduate curricula. To be in an accelerated master's program students must apply and be admitted to the program by their Department and the Graduate School before enrolling in any courses which will apply to the graduate degree.</p> <p>The following limitations apply on all accelerated master's degree programs at Pittsburg State University:</p> <p>Students must have a minimum 3.25 overall grade point average to apply for the program. Students may take up to twelve (12) hours of graduate credit at the 700 level during the two semesters of their senior year.</p> <p>Students may count up to nine (9) hours of graduate level coursework at the 700 level on both their bachelor's and master's degrees. Students must obtain a minimum of a "B" for coursework counted under items 2 and 3 above.</p> <p>HIST-701 American History Selected Subjects () (1-3 hours) Can be repeated.</p> <p>HIST-703 World History Selected Subjects () (1-3 hours) Can be repeated.</p> <p>HIST-707 Historiography</p>

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 8/18/23 Signature, Chairperson: Christopher Childers Digitally signed by Christopher Childers
Date: 2023.08.18 08:08:10 -05'00'

-Approved: College Curriculum Committee

Date: 10/2/23 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 10/2/23 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

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

-Approved: University Undergraduate Curriculum Committee

Date: 01-19-2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Notification Form

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

Effective Date: Submission Date:

Department: College:

Contact Person: Chair/Coordinator

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

1. Purpose/Justification for this notification:
 Removal of Pathway, replacement with new Gen Ed package as per KBOR direction

 Bachelor of Science, History, No Emphasis

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? **No** *Whether "Yes" or "No" response, please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
No, does not affect any other PSU department/college/program

3. Is this notification related to, and/or affect, any degree program or minor/emphasis/certificate at any other Regent university? **No** *Whether a "yes" or "no" response, please provide an explanation.*
No, does not affect any other Regent university

	Existing	New/Proposed
Modality of:	Select One	Select One
Admission Requirements:		
Pre/Co-Requisite(s):		
Other: (ex. Gen Ed ONLY)	Remove Pathway	Adopt new KBOR-approved Gen Ed program

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: *Clara M Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Notification Form

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

Effective Date: Fall 2024 Submission Date: 11/28/2023

Department: HPSS College: Arts & Science

Contact Person: Gary Wilson Chair/Coordinator

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

1. Purpose/Justification for this notification:

To remove the Pitt State Pathway and incorporate the new general education curriculum into the Criminal Justice degree. This applies to all emphases.

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

Does not pertain to other curricula.

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

Does not impact other Regent programs.

	Existing Select One	New/Proposed Select One
Modality of:		
Admission Requirements:		
Pre/Co-Requisite(s):		
Other: (ex. Gen Ed ONLY)	Remove Pathway	Adopt new KBOR-approved General Education program

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/05/2023 Signature, Chairperson: *Christy Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Notification Form

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

Effective Date: Fall 2024 Submission Date: 11/28/2023

Department: HPSS College: Arts & Science

Contact Person: Tim Bailey Chair/Coordinator

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

1. Purpose/Justification for this notification:

To remove the Pitt State Pathway and incorporate the new general education curriculum into the Geographical and Political Sciences degree with an emphasis in Geography.

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

Does not pertain to other curricula.

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

Does not impact other Regent programs.

	Existing	New/Proposed
Modality of:	Select One	Select One
Admission Requirements:		
Pre/Co-Requisite(s):		
Other: (ex. Gen Ed ONLY)	Remove Pathway	Adopt new KBOR-approved General Education program

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/28/2023 Signature, Chairperson: *Christina Childers*

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: *Mary Carol Pomatto*

-Recognized by: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024

Submission Date: 11/15/23

Department: HPASS

College: Arts & Sciences

Contact Person: Darren Botello-Samson

Faculty

Revision Emphasis

If Emphasis, enter name of the Major: Geographical and Political Sciences

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

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

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

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

1. Description of Change:

Inclusion of language to reflect the requirement that students complete 120 credit hours

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

Other than the inclusion of this language, which was already a requirement in practice for the emphasis but is now required in writing in the curriculum, no curricular changes are occurring.

3. Will this change affect any education majors? No

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

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

No. The change only applies to this particular program.

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

No. The change only applies to this particular program at this particular university.

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

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

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

CURRICULUM REVISIONS

	Existing	Proposed
Title:	Emphasis in International Studies	Emphasis in International Studies
Curriculum: (Do not include GenEd)	See Attached	See Attached

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: Christoph Childers

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: [Signature]

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

CURRENT CURRICULUM

International Studies Emphasis

The Bachelor of Science degree in Geographical and Political Sciences with an emphasis in International Studies requires (1) completion of the university's Pitt State Pathways requirements; (2) selection of a minor, second major, or an emphasis in Geography or Political Science; and (3) completion of 12 hours of modern languages or documented proficiency in a non-English language.

Core (13 hours)

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

International Politics (3 hours) Select from:

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

Regional Politics (3 hours) Select from:

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

Environmental Issues (3 hours) Select from:

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

Economic Issues (3 hours) Select from:

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

Cultural Issues (3 hours) Select from:

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

Capstone (0-3 hours) Select from:

- GEOG 601: Senior Seminar in Political Science (3 hours)
 - For students also in Geography emphasis
- POLS 686: Senior Seminar in Political Science (3 hours)
- Completion of approved study abroad

Modern Languages (12 hours)

- MLL 124: French Language and Culture I (3 hours)

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

OR

- MLL 154: Spanish Language and Culture I (3 hours)
- MLL 158: Spanish Language and Culture II (3 hours)
- MLL 251: Spanish Language and Culture III (3 hours)
- MLL 255: Spanish Comp. & Conversation I (3 hours)

Electives (9 hours) Select from:

- Art
 - ART 178: Introduction to the Visual Arts (3 hours)
 - ART 288: Introduction to Art History I (3 hours)
 - ART 289: Introduction to Art History II (3 hours)
 - ART 688: History of Modern Art (3 hours)
 - ART 689: Contemporary Issues in Art (3 hours)
- Biology
 - BIOL 330: Principles of Ecology (3 hours)
 - BIOL 525: Urban Ecology (3 hours)
 - BIOL 617: Environmental Health (3 hours)
- Communication
 - COMM 405: Drama Studies (____) (3 hours)
 - International topic required
 - COMM 601: Intercultural Communication (3 hours)
- Economics
 - ECON 440: International Economics (3 hours)
- English
 - ENGL 220: World Masterpieces (3 hours)
 - ENGL 555: Topics in Literature (____) (3 hours)
 - International topic required
 - ENGL 556: Topics in Writing (____) (3 hours)
OR ENGL 756: Topics in Writing (____) (3 hours)
 - ENGL 560: British Genre (____) (3 hours)
 - ENGL 561: British Theme (____) (3 hours)
 - ENGL 570: International Literatures Genre (____) (3 hours)
 - ENGL 571: International Literatures Theme (____) (3 hours)
- Finance
 - FIN 625: International Finance (3 hours)
- Geography
 - GEOG 106: World Regional Geography (3 hours)
 - GEOG 302: Introduction to Environmental Geography (3 hours)
 - GEOG 304: Human Geography (3 hours)
 - GEOG 502: Global Environmental Change (3 hours)
 - GEOG 507: Geography of the Global Economy (3 hours)
- General Technology

- GT 350: Technology and Civilization (3 hours)
- History
 - HIST 501: Special Topics in World History (____) (3 hours)
 - Contemporary topic required
 - HIST 505: African Civilizations (3 hours)
 - HIST 507: Modern Africa (3 hours)
 - HIST 510: Modern Middle East (3 hours)
 - HIST 522: Korean and Vietnam Wars (3 hours)
 - HIST 523: Early China (3 hours)
 - HIST 524: Early Japan (3 hours)
 - HIST 526: Japan Since 1700 (3 hours)
 - HIST 527: China Since 1700 (3 hours)
 - HIST 529: History of South Asia (3 hours)
 - HIST 531: Samurai: History, Literature, Myth (3 hours)
 - HIST 532: History of Japanese Women (3 hours)
 - HIST 533: US-East Asia Relations (3 hours)
 - HIST 534: Korea Since 1700 (3 hours)
 - HIST 546: Age of Empire (3 hours)
 - HIST 547: Radical Islam (3 hours)
 - HIST 626: U.S. Iraq and Afghanistan (3 hours)
 - HIST 646: Modern Scotland (3 hours)
 - HIST 648: Modern Britain (3 hours)
 - HIST 668: U.S. as a Superpower (3 hours)
 - HIST 700: History: Selected Subjects (____) (3 hours)
 - Contemporary, international topic required
- Interior Design
 - IND 312: History of Design I (3 hours)
 - IND 313: History of Design II (3 hours)
- Management and Marketing
 - IB 330: International Business (3 hours)
 - IB 340: International Marketing (3 hours)
- Modern Languages
 - MLL 420: Readings in French Lit/Civ II (3 hours)
 - MLL 425: Directed Studies in French (3 hours)
 - MLL 427: French Culture/Civilization (3 hours)
 - MLL 450: Readings in Hispanic Lit/Civ II (3 hours)
 - MLL 457: Hispanic Culture/Civilization (3 hours)
 - MLL 475: Directed Studies-Spanish (3 hours)
 - MLL 526: Business French (3 hours)
 - MLL 556: Spanish for International Business (3 hours)
 - MLL 625: Topics in French (3 hours)
- Music
 - MUSIC 120: Music Appreciation (World Music) (3 hours)
- Philosophy
 - PHIL 231: World Religions (3 hours)
- Political Science
 - POLS 493: Directed Readings in International Studies (1-3 hours)

- POLS 512: Environmental Politics (3 hours)
- POLS 520: Regional Politics (____) (3 hours)
- POLS 528: Political Propaganda (3 hours)
- POLS 529: Political Violence (3 hours)
- POLS 530: International Relations (3 hours)
- POLS 572: International Studies – Selected Topics (3 hours)
- POLS 587: U.S. Foreign Policy (3 hours)
- POLS 630: International Political Economy (3 hours)
- POLS 574: China and Geopolitics (3 hours)
- POLS 659: International Studies Internship (3 hours)
- POLS 680: International Security (3 hours)
- POLS 690: Study Abroad (3-6 hours)
- Sociology
 - SOC 512: Social Stratification (3 hours)
 - SOC 534: Political Sociology (3 hours)
 - SOC 676: Global Sociology (3 hours)
- Women and Gender Studies
 - WGS 399: Global Women's Issues (3 hours)

PROPOSED CURRICULUM

International Studies Emphasis

The Bachelor of Science degree in Geographical and Political Sciences with an emphasis in International Studies requires (1) completion of the university's general education requirements; (2) selection of a minor, second major, or an emphasis in Geography or Political Science; (3) completion of 12 hours of modern languages or documented proficiency in a non-English language; and (4) completion of at least 120 total credit hours.

Core (13 hours)

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

International Politics (3 hours) Select from:

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

Regional Politics (3 hours) Select from:

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

Environmental Issues (3 hours) Select from:

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

Economic Issues (3 hours) Select from:

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

Cultural Issues (3 hours) Select from:

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

Capstone (0-3 hours) Select from:

- GEOG 601: Senior Seminar in Political Science (3 hours)
 - For students also in Geography emphasis
- POLS 686: Senior Seminar in Political Science (3 hours)
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OR

- MLL 154: Spanish Language and Culture I (3 hours)
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 - GEOG 502: Global Environmental Change (3 hours)
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- GT 350: Technology and Civilization (3 hours)
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 - HIST 526: Japan Since 1700 (3 hours)
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 - IND 312: History of Design I (3 hours)
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 - MUSIC 120: Music Appreciation (World Music) (3 hours)
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 - PHIL 231: World Religions (3 hours)
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 - POLS 493: Directed Readings in International Studies (1-3 hours)

- POLS 512: Environmental Politics (3 hours)
- POLS 520: Regional Politics (____) (3 hours)
- POLS 528: Political Propaganda (3 hours)
- POLS 529: Political Violence (3 hours)
- POLS 530: International Relations (3 hours)
- POLS 572: International Studies – Selected Topics (3 hours)
- POLS 587: U.S. Foreign Policy (3 hours)
- POLS 630: International Political Economy (3 hours)
- POLS 574: China and Geopolitics (3 hours)
- POLS 659: International Studies Internship (3 hours)
- POLS 680: International Security (3 hours)
- POLS 690: Study Abroad (3-6 hours)
- Sociology
 - SOC 512: Social Stratification (3 hours)
 - SOC 534: Political Sociology (3 hours)
 - SOC 676: Global Sociology (3 hours)
- Women and Gender Studies
 - WGS 399: Global Women's Issues (3 hours)

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024

Submission Date: 11/15/23

Department: HPASS

College: Arts & Sciences

Contact Person: Darren Botello-Samson

Faculty

Revision Emphasis

If Emphasis, enter name of the Major: Geographical and Political Sciences

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

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

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

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

1. Description of Change:

Inclusion of language to reflect the requirement that students complete 120 credit hours

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

Other than the inclusion of this language, which was already a requirement in practice for the emphasis but is now required in writing in the curriculum, no curricular changes are occurring.

3. Will this change affect any education majors? No

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

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

No. The change only applies to this particular program.

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

No. The change only applies to this particular program at this particular university.

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

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

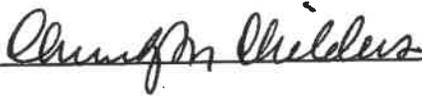
1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **Select One**
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? **Select One**

CURRICULUM REVISIONS

	Existing	Proposed
Title:	Emphasis in Political Science	Emphasis in Political Science
Curriculum: (Do not include GenEd)	See Attached	See Attached

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

CURRENT CURRICULUM

The Bachelor of Science Degree in Geographical and Political Sciences with an emphasis in Political Science requires (1) completion of the university's Pitt State Pathways requirements and (2) election of a minor.

BACHELOR OF SCIENCE DEGREE IN GEOGRAPHICAL AND POLITICAL SCIENCES WITH AN EMPHASIS IN POLITICAL SCIENCE (43 hours)

- **Core (19 hours)**
 - POLS 101: U.S. Politics (3 hours)
 - POLS 103: Comparative Politics (3 hours)
 - ONE OF THE FOLLOWING
 - POLS 102: State and Local Government and Politics (3 hours)
 - POLS 201: Introduction to Public Policy (3 hours)
 - SOSCI 388: Social Research Analysis (4 hours)
 - POLS 450: Political Philosophy (3 hours)
 - POLS 686: Research Methods in Political Science (3 hours)
- **American Government (3 hours)**
 - POLS 516: Political Parties and Elections (3 hours)
 - POLS 517: U.S. Congress (3 hours)
 - POLS 580: Polling and Public Opinion
 - POLS 604: The American Presidency (3 hours)
 - POLS 616: Interest Groups and Social Movements (3 hours)
- **International Relations (3 hours)**
 - POLS 530: International Relations (3 hours)
 - POLS 587: U.S. Foreign Policy (3 hours)
 - POLS 630: International Political Economy (3 hours)
 - POLS 654: Will China Rule the World? (3 hours)
 - POLS 680: International Security (3 hours)
- **Comparative Politics (3 hours)**
 - POLS 520: Regional Politics () (3 hours)
 - POLS 528: Political Propaganda (3 hours)
 - POLS 529: Political Violence (3 hours)
- **Law & Policy (3 hours)**
 - POLS 512: Environmental Politics () (3 hours)
 - POLS 514: Health Care Policy (3 hours)
 - POLS 562: Law and Politics (3 hours)
 - POLS 609: Administrative Law (3 hours)
 - POLS 661: Constitutional Law I (3 hours)
 - POLS 662: Constitutional Law II (3 hours)

- **Political Science Electives (12 hours)**
 - **POLS 492: Directed Readings in Political Science (1-3 hours)**
 - **POLS 512: Environmental Politics (____) (3 hours)**
 - **POLS 514: Health Care Policy (3 hours)**
 - **POLS 516: Political Parties and Elections (3 hours)**
 - **POLS 517: U.S. Congress (3 hours)**
 - **POLS 520: Regional Politics (____) (3 hours)**
 - **POLS 528: Political Propaganda (3 hours)**
 - **POLS 529: Political Violence (3 hours)**
 - **POLS 530: International Relations (3 hours)**
 - **POLS 562: Law and Politics (3 hours)**
 - **POLS 571: Political Studies-Selected Topics (____) (1-3 hours)**
 - **POLS 572: Topics in International Studies (____) (1-3 hours)**
 - **POLS 580: Polling and Public Opinion (3 hours)**
 - **POLS 587: U.S. Foreign Policy (3 hours)**
 - **POLS 603: Senior Honors Project 1 (3 hours)**
 - **POLS 604: The American Presidency (3 hours)**
 - **POLS 605: Senior Honors Project 2 (3 hours)**
 - **POLS 609: Administrative Law (3 hours)**
 - **POLS 616: Interest Groups and Social Movements (3 hours)**
 - **POLS 630: International Political Economy (3 hours)**
 - **POLS 654: China and Geopolitics (3 hours)**
 - **POLS 660: Political Science Internship (____) (1-3 hours)**
 - **POLS 661: Constitutional Law I (3 hours)**
 - **POLS 662: Constitutional Law II (3 hours)**
 - **POLS 680: International Security (3 hours)**

PROPOSED CURRICULUM

The Bachelor of Science Degree in Geographical and Political Sciences with an emphasis in Political Science requires (1) completion of the university's general education requirements, (2) election of a minor, and (3) completion of at least 120 total credit hours.

BACHELOR OF SCIENCE DEGREE IN GEOGRAPHICAL AND POLITICAL SCIENCES WITH AN EMPHASIS IN POLITICAL SCIENCE (43 hours)

- **Core (19 hours)**
 - POLS 101: U.S. Politics (3 hours)
 - POLS 103: Comparative Politics (3 hours)
 - ONE OF THE FOLLOWING
 - POLS 102: State and Local Government and Politics (3 hours)
 - POLS 201: Introduction to Public Policy (3 hours)
 - SOSCI 388: Social Research Analysis (4 hours)
 - POLS 450: Political Philosophy (3 hours)
 - POLS 686: Research Methods in Political Science (3 hours)
- **American Government (3 hours)**
 - POLS 516: Political Parties and Elections (3 hours)
 - POLS 517: U.S. Congress (3 hours)
 - POLS 580: Polling and Public Opinion
 - POLS 604: The American Presidency (3 hours)
 - POLS 616: Interest Groups and Social Movements (3 hours)
- **International Relations (3 hours)**
 - POLS 530: International Relations (3 hours)
 - POLS 587: U.S. Foreign Policy (3 hours)
 - POLS 630: International Political Economy (3 hours)
 - POLS 654: Will China Rule the World? (3 hours)
 - POLS 680: International Security (3 hours)
- **Comparative Politics (3 hours)**
 - POLS 520: Regional Politics (___) (3 hours)
 - POLS 528: Political Propaganda (3 hours)
 - POLS 529: Political Violence (3 hours)
- **Law & Policy (3 hours)**
 - POLS 512: Environmental Politics (___) (3 hours)
 - POLS 514: Health Care Policy (3 hours)
 - POLS 562: Law and Politics (3 hours)
 - POLS 609: Administrative Law (3 hours)
 - POLS 661: Constitutional Law I (3 hours)
 - POLS 662: Constitutional Law II (3 hours)

- **Political Science Electives (12 hours)**
 - POLS 492: Directed Readings in Political Science (1-3 hours)
 - POLS 512: Environmental Politics (____) (3 hours)
 - POLS 514: Health Care Policy (3 hours)
 - POLS 516: Political Parties and Elections (3 hours)
 - POLS 517: U.S. Congress (3 hours)
 - POLS 520: Regional Politics (____) (3 hours)
 - POLS 528: Political Propaganda (3 hours)
 - POLS 529: Political Violence (3 hours)
 - POLS 530: International Relations (3 hours)
 - POLS 562: Law and Politics (3 hours)
 - POLS 571: Political Studies-Selected Topics (____) (1-3 hours)
 - POLS 572: Topics in International Studies (____) (1-3 hours)
 - POLS 580: Polling and Public Opinion (3 hours)
 - POLS 587: U.S. Foreign Policy (3 hours)
 - POLS 603: Senior Honors Project 1 (3 hours)
 - POLS 604: The American Presidency (3 hours)
 - POLS 605: Senior Honors Project 2 (3 hours)
 - POLS 609: Administrative Law (3 hours)
 - POLS 616: Interest Groups and Social Movements (3 hours)
 - POLS 630: International Political Economy (3 hours)
 - POLS 654: China and Geopolitics (3 hours)
 - POLS 660: Political Science Internship (____) (1-3 hours)
 - POLS 661: Constitutional Law I (3 hours)
 - POLS 662: Constitutional Law II (3 hours)
 - POLS 680: International Security (3 hours)

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024

Submission Date: 11/15/23

Department: HPASS

College: Arts & Sciences

Contact Person: Darren Botello-Samson

Faculty

Revision Emphasis

If Emphasis, enter name of the Major: Geographical and Political Sciences

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

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

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

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

1. Description of Change:

Inclusion of language to reflect the requirement that students complete 120 credit hours

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

Other than the inclusion of this language, which was already a requirement in practice for the emphasis but is now required in writing in the curriculum, no curricular changes are occurring.

3. Will this change affect any education majors? No

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

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

No. The change only applies to this particular program.

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

No. The change only applies to this particular program at this particular university.

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

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

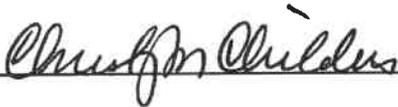
1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **Select One**
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? **Select One**

CURRICULUM REVISIONS

	Existing	Proposed
Title:	Emphasis in Political Science - Pre-Law	Emphasis in Political Science - Pre-Law
Curriculum: (Do not include GenEd)	See Attached	See Attached

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 11/17/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: 

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: 

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

CURRENT CURRICULUM

The Bachelors of Science Degree in Geographical and Political Sciences with an emphasis in Political Science – Pre-Law requires (1) completion of the university's Pitt State Pathways requirements and (2) election of a minor.

BACHELOR OF SCIENCE DEGREE IN GEOGRAPHICAL AND POLITICAL SCIENCES WITH AN EMPHASIS IN POLITICAL SCIENCE – PRE-LAW (43 hours)

- **Core (25 hours)**
 - POLS 101: U.S. Politics (3 hours)
 - POLS 103: Comparative Politics (3 hours)
 - ONE OF THE FOLLOWING
 - POLS 102: State and Local Government and Politics (3 hours)
 - POLS 201: Introduction to Public Policy (3 hours)
 - SOSCI 388: Social Research Analysis (4 hours)
 - POLS 450: Political Philosophy (3 hours)
 - POLS 661: Constitutional Law I (3 hours)
 - POLS 662: Constitutional Law II (3 hours)
 - POLS 686: Research Methods in Political Science (3 hours)
- **American Government (3 hours)**
 - POLS 516: Political Parties and Elections (3 hours)
 - POLS 517: U.S. Congress (3 hours)
 - POLS 580: Polling and Public Opinion
 - POLS 604: The American Presidency (3 hours)
 - POLS 616: Interest Groups and Social Movements (3 hours)
- **International Relations (3 hours)**
 - POLS 530: International Relations (3 hours)
 - POLS 587: U.S. Foreign Policy (3 hours)
 - POLS 630: International Political Economy (3 hours)
 - POLS 654: Will China Rule the World? (3 hours)
 - POLS 680: International Security (3 hours)
- **Comparative Politics (3 hours)**
 - POLS 520: Regional Politics () (3 hours)
 - POLS 528: Political Propaganda (3 hours)
 - POLS 529: Political Violence (3 hours)
- **Law & Policy (3 hours)**
 - POLS 512: Environmental Politics () (3 hours)
 - POLS 514: Health Care Policy (3 hours)
 - POLS 562: Law and Politics (3 hours)
 - POLS 609: Administrative Law (3 hours)

- **Political Science Electives (6 hours)**
 - **POLS 492: Directed Readings in Political Science (1-3 hours)**
 - **POLS 512: Environmental Politics (____) (3 hours)**
 - **POLS 514: Health Care Policy (3 hours)**
 - **POLS 516: Political Parties and Elections (3 hours)**
 - **POLS 517: U.S. Congress (3 hours)**
 - **POLS 520: Regional Politics (____) (3 hours)**
 - **POLS 528: Political Propaganda (3 hours)**
 - **POLS 529: Political Violence (3 hours)**
 - **POLS 530: International Relations (3 hours)**
 - **POLS 562: Law and Politics (3 hours)**
 - **POLS 571: Political Studies-Selected Topics (____) (1-3 hours)**
 - **POLS 572: Topics in International Studies (____) (1-3 hours)**
 - **POLS 580: Polling and Public Opinion (3 hours)**
 - **POLS 587: U.S. Foreign Policy (3 hours)**
 - **POLS 603: Senior Honors Project 1 (3 hours)**
 - **POLS 604: The American Presidency (3 hours)**
 - **POLS 605: Senior Honors Project 2 (3 hours)**
 - **POLS 609: Administrative Law (3 hours)**
 - **POLS 616: Interest Groups and Social Movements (3 hours)**
 - **POLS 630: International Political Economy (3 hours)**
 - **POLS 654: China and Geopolitics (3 hours)**
 - **POLS 660: Political Science Internship (____) (1-3 hours)**
 - **POLS 661: Constitutional Law I (3 hours)**
 - **POLS 662: Constitutional Law II (3 hours)**
 - **POLS 680: International Security (3 hours)**

PROPOSED CURRICULUM

The Bachelor of Science Degree in Geographical and Political Sciences with an emphasis in Political Science – Pre-Law requires (1) completion of the university's general education requirements, (2) election of a minor, and (3) completion of at least 120 total credit hours.

BACHELOR OF SCIENCE DEGREE IN GEOGRAPHICAL AND POLITICAL SCIENCES WITH AN EMPHASIS IN POLITICAL SCIENCE – PRE-LAW (43 hours)

- **Core (25 hours)**
 - POLS 101: U.S. Politics (3 hours)
 - POLS 103: Comparative Politics (3 hours)
 - ONE OF THE FOLLOWING
 - POLS 102: State and Local Government and Politics (3 hours)
 - POLS 201: Introduction to Public Policy (3 hours)
 - SOSCI 388: Social Research Analysis (4 hours)
 - POLS 450: Political Philosophy (3 hours)
 - POLS 661: Constitutional Law I (3 hours)
 - POLS 662: Constitutional Law II (3 hours)
 - POLS 686: Research Methods in Political Science (3 hours)
- **American Government (3 hours)**
 - POLS 516: Political Parties and Elections (3 hours)
 - POLS 517: U.S. Congress (3 hours)
 - POLS 580: Polling and Public Opinion
 - POLS 604: The American Presidency (3 hours)
 - POLS 616: Interest Groups and Social Movements (3 hours)
- **International Relations (3 hours)**
 - POLS 530: International Relations (3 hours)
 - POLS 587: U.S. Foreign Policy (3 hours)
 - POLS 630: International Political Economy (3 hours)
 - POLS 654: Will China Rule the World? (3 hours)
 - POLS 680: International Security (3 hours)
- **Comparative Politics (3 hours)**
 - POLS 520: Regional Politics (___) (3 hours)
 - POLS 528: Political Propaganda (3 hours)
 - POLS 529: Political Violence (3 hours)
- **Law & Policy (3 hours)**
 - POLS 512: Environmental Politics (___) (3 hours)
 - POLS 514: Health Care Policy (3 hours)
 - POLS 562: Law and Politics (3 hours)
 - POLS 609: Administrative Law (3 hours)

- **Political Science Electives (6 hours)**
 - POLS 492: Directed Readings in Political Science (1-3 hours)
 - POLS 512: Environmental Politics (____) (3 hours)
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 - POLS 516: Political Parties and Elections (3 hours)
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 - POLS 661: Constitutional Law I (3 hours)
 - POLS 662: Constitutional Law II (3 hours)
 - POLS 680: International Security (3 hours)

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024



Submission Date: 11/30/23

Department: HPASS

College: Arts & Sciences



Contact Person: Kristen Humphrey

Faculty



Revision



Major



If Emphasis, enter name of the Major:

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

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

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

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

1. Description of Change:

Change name of degree from Bachelor of Science with a major in Social Work to Bachelor of Social Work

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

It is standard for bachelor's degrees in social work to be called a Bachelor of Social Work (BSW). The social work program recently legislated a Master of Social Work (MSW), which is going through the KBOR process. Changing the degree name to Bachelor of Social Work will provide uniformity and consistency between the two programs. It will also be consistent with other professional degree programs at the university.

3. Will this change affect any education majors? No



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

4. Is this Revision

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

This change does not affect any other departments, colleges, units, or programs at PSU.

5. Is this Revision

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

No. This does not affect programs at any other university.

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

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

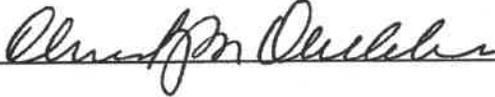
1. Are students pursuing only this certificate eligible for federal financial assistance based on federal guidelines? **Select One**
2. Does the course content contained within this certificate provide relevance to employment opportunities or meet professional objectives for the student? **Select One**

CURRICULUM REVISIONS

	Existing	Proposed
Title:	Bachelor of Science with a Major in Social Work	Bachelor of Social Work
<p>Curriculum: (Do not include GenEd)</p>	<p>Major Requirements (62-65 hours) The social work major consists of not less than 61 hours distributed as follows: Pre-Admission Courses (7 hours) SWK-201 Introduction to Social Work (3 hours) SWK-221 Basic Helping Skills (3 hours) SWK-222 Basic Helping Skills Experience (1 hour) Post-Admission Courses SWK-344 Mental Health Theory and Practice (3 hours) SWK-365 Policy I: Social Process and Social Policy (3 hours) SWK-375 Multiculturalism and Diversity in Social Work Practice (3 hours) or SOC-443 Race and Ethnic Relations (3 hours) or PSYCH-720 Multicultural Issues in Psychology and Counseling (3 hours) SWK-383 Fundamentals of Research in Social Work (3 hours) or SOSCI-387 Social Research Design (3 hours) or PSYCH-389 Research Methods in Psychology I (3 hours) and PSYCH-392 Research Methods in Psychology II (3 hours) SWK-385 Human Behavior in the Social Environment I: Individual and Family Functioning (3 hours) SWK-465 Policy II: Social Welfare Policy Analysis (3 hours) SWK-485 Human Behavior in the Social Environment II: Groups and Communities (3 hours) SWK-501 Advanced Social Work Practice I: Micro Practice (3 hours) SWK-502 Advanced Social Work Practice II: Mezzo Practice (3 hours) SWK-503 Advanced Social Work Practice III: Macro Practice (3 hours) SWK-598 Introduction to Addiction (3 hours) SWK-599 Social Work and the Law (3 hours) SWK-619 Pre-Practicum Seminar (1 hour) SWK-621 Practicum in Social Work (10 hours) This course is part of the Professional Semester. SWK-622 Integrative Seminar in Social Work (2 hours) This course is part of the Professional Semester. Select 6 hours of Social Work electives from: SWK-341 Social Work and Older Adults (3 hours) SWK-342 Health Care and Social Work (3 hours) SWK-343 Social Work with Families Affected by Disability (3 hours) SWK-345 Topics in Social Work (____) (1-3 hours) SOSCI-388 Social Research Analysis (4 hours) SWK-399 Social Work and the Court Process (3 hours) SWK-400 Social Work Case Management (3 hours) GEOG-401 Urban and Regional Planning (3 hours) SOC-443 Race and Ethnic Relations (3 hours) JUST-500 Criminal Law and Society (3 hours) JUST-501 Criminal Procedure (3 hours) SOC-527 Correctional Systems (3 hours) SOC-548 Juvenile Delinquency (3 hours) PSYCH-571 Abnormal Psychology (3 hours)</p>	<p>Major Requirements (62-65 hours) The social work major consists of not less than 61 hours distributed as follows: Pre-Admission Courses (7 hours) SWK-201 Introduction to Social Work (3 hours) SWK-221 Basic Helping Skills (3 hours) SWK-222 Basic Helping Skills Experience (1 hour) Post-Admission Courses SWK-344 Mental Health Theory and Practice (3 hours) SWK-365 Policy I: Social Process and Social Policy (3 hours) SWK-375 Multiculturalism and Diversity in Social Work Practice (3 hours) or SOC-443 Race and Ethnic Relations (3 hours) or PSYCH-720 Multicultural Issues in Psychology and Counseling (3 hours) SWK-383 Fundamentals of Research in Social Work (3 hours) or SOSCI-387 Social Research Design (3 hours) or PSYCH-389 Research Methods in Psychology I (3 hours) and PSYCH-392 Research Methods in Psychology II (3 hours) SWK-385 Human Behavior in the Social Environment I: Individual and Family Functioning (3 hours) SWK-465 Policy II: Social Welfare Policy Analysis (3 hours) SWK-485 Human Behavior in the Social Environment II: Groups and Communities (3 hours) SWK-501 Advanced Social Work Practice I: Micro Practice (3 hours) SWK-502 Advanced Social Work Practice II: Mezzo Practice (3 hours) SWK-503 Advanced Social Work Practice III: Macro Practice (3 hours) SWK-598 Introduction to Addiction (3 hours) SWK-599 Social Work and the Law (3 hours) SWK-619 Pre-Practicum Seminar (1 hour) SWK-621 Practicum in Social Work (10 hours) This course is part of the Professional Semester. SWK-622 Integrative Seminar in Social Work (2 hours) This course is part of the Professional Semester. Select 6 hours of Social Work electives from: SWK-341 Social Work and Older Adults (3 hours) SWK-342 Health Care and Social Work (3 hours) SWK-343 Social Work with Families Affected by Disability (3 hours) SWK-345 Topics in Social Work (____) (1-3 hours) SOSCI-388 Social Research Analysis (4 hours) SWK-399 Social Work and the Court Process (3 hours) SWK-400 Social Work Case Management (3 hours) GEOG-401 Urban and Regional Planning (3 hours) SOC-443 Race and Ethnic Relations (3 hours) JUST-500 Criminal Law and Society (3 hours) JUST-501 Criminal Procedure (3 hours) SOC-527 Correctional Systems (3 hours) SOC-548 Juvenile Delinquency (3 hours) PSYCH-571 Abnormal Psychology (3 hours)</p>

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/1/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: Mary Carol Pomatto

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: Mary Carol Pomatto

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024



Submission Date: 11/30/23

Department: HPASS

College: Arts & Sciences



Contact Person: Kristen Humphrey

Faculty



Revision



Major



If Emphasis, enter name of the Major: Social Work

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

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

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

1. Description of Change:

Add these three courses to the options for electives for the social work program:

FCS-690 Parent/Professional Relationships (3 hours)

PSYCH-362 Death and Dying (3 hours)

PSYCH 430 Positive Psychology (3 hours)

And remove this course from the option for electives for the social work program:

PSYCH 571 Abnormal Psychology (3 hours)

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

We routinely accept these 3 courses as electives by requesting a course substitution through Degree Checking. PSYCH 571 has considerable overlap with one of our required courses and students do not generally seek this one out as an elective (but will frequently still take it if they have a psychology minor or double-major).

3. Will this change affect any education majors? No



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

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

Our students already routinely take these courses, and formalizing them as electives in our curriculum will maintain the current level of enrollment in those courses.

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

No

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

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

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

CURRICULUM REVISIONS

	Existing	Proposed
Title:	Bachelor of Science with a Major in Social Work	Bachelor of Social Work
<p>Curriculum: (Do not include GenEd)</p>	<p>Major Requirements (62-65 hours) The social work major consists of not less than 61 hours distributed as follows: Pre-Admission Courses (7 hours) SWK-201 Introduction to Social Work (3 hours) SWK-221 Basic Helping Skills (3 hours) SWK-222 Basic Helping Skills Experience (1 hour) Post-Admission Courses SWK-344 Mental Health Theory and Practice (3 hours) SWK-365 Policy I: Social Process and Social Policy (3 hours) SWK-375 Multiculturalism and Diversity in Social Work Practice (3 hours) or SOC-443 Race and Ethnic Relations (3 hours) or PSYCH-720 Multicultural Issues in Psychology and Counseling (3 hours) SWK-383 Fundamentals of Research in Social Work (3 hours) or SOSCI-387 Social Research Design (3 hours) or PSYCH-389 Research Methods in Psychology I (3 hours) and PSYCH-392 Research Methods in Psychology II (3 hours) SWK-385 Human Behavior in the Social Environment I: Individual and Family Functioning (3 hours) SWK-465 Policy II: Social Welfare Policy Analysis (3 hours) SWK-485 Human Behavior in the Social Environment II: Groups and Communities (3 hours) SWK-501 Advanced Social Work Practice I: Micro Practice (3 hours) SWK-502 Advanced Social Work Practice II: Mezzo Practice (3 hours) SWK-503 Advanced Social Work Practice III: Macro Practice (3 hours) SWK-598 Introduction to Addiction (3 hours) SWK-599 Social Work and the Law (3 hours) SWK-619 Pre-Practicum Seminar (1 hour) SWK-621 Practicum in Social Work (10 hours) This course is part of the Professional Semester. SWK-622 Integrative Seminar in Social Work (2 hours) This course is part of the Professional Semester. Select 6 hours of Social Work electives from: SWK-341 Social Work and Older Adults (3 hours) SWK-342 Health Care and Social Work (3 hours) SWK-343 Social Work with Families Affected by Disability (3 hours) SWK-345 Topics in Social Work (____) (1-3 hours) SOSCI-388 Social Research Analysis (4 hours) SWK-399 Social Work and the Court Process (3 hours) SWK-400 Social Work Case Management (3 hours) GEOG-401 Urban and Regional Planning (3 hours) SOC-443 Race and Ethnic Relations (3 hours) JUST-500 Criminal Law and Society (3 hours) JUST-501 Criminal Procedure (3 hours) SOC-527 Correctional Systems (3 hours) SOC-548 Juvenile Delinquency (3 hours) PSYCH-571 Abnormal Psychology (3 hours)</p>	<p>Major Requirements (71-74 hours) The social work major consists of not less than 71 hours distributed as follows: Pre-Admission Courses (16 hours) SOC 100 Introduction to Sociology (3 hours) POLS 101 US Politics (3 hours) PSYCH 155 General Psychology (3 hours) SWK-201 Introduction to Social Work (3 hours) SWK-221 Basic Helping Skills (3 hours) SWK-222 Basic Helping Skills Experience (1 hour) Post-Admission Courses SWK-344 Mental Health Theory and Practice (3 hours) SWK-365 Policy I: Social Process and Social Policy (3 hours) SWK-375 Multiculturalism and Diversity in Social Work Practice (3 hours) or SOC-443 Race and Ethnic Relations (3 hours) or PSYCH-720 Multicultural Issues in Psychology and Counseling (3 hours) SWK-383 Fundamentals of Research in Social Work (3 hours) or SOSCI-387 Social Research Design (3 hours) or PSYCH-389 Research Methods in Psychology I (3 hours) and PSYCH-392 Research Methods in Psychology II (3 hours) SWK-385 Human Behavior in the Social Environment I: Individual and Family Functioning (3 hours) SWK-465 Policy II: Social Welfare Policy Analysis (3 hours) SWK-485 Human Behavior in the Social Environment II: Groups and Communities (3 hours) SWK-501 Advanced Social Work Practice I: Micro Practice (3 hours) SWK-502 Advanced Social Work Practice II: Mezzo Practice (3 hours) SWK-503 Advanced Social Work Practice III: Macro Practice (3 hours) SWK-598 Introduction to Addiction (3 hours) SWK-599 Social Work and the Law (3 hours) SWK-619 Pre-Practicum Seminar (1 hour) SWK-621 Practicum in Social Work (10 hours) This course is part of the Professional Semester. SWK-622 Integrative Seminar in Social Work (2 hours) This course is part of the Professional Semester. Select 6 hours of Social Work electives from: SWK-341 Social Work and Older Adults (3 hours) SWK-342 Health Care and Social Work (3 hours) SWK-343 Social Work with Families Affected by Disability (3 hours) SWK-345 Topics in Social Work (____) (1-3 hours) SOSCI-388 Social Research Analysis (4 hours) SWK-399 Social Work and the Court Process (3 hours) SWK-400 Social Work Case Management (3 hours) FCS-690 Parent/Professional Relationships (3 hours) GEOG-401 Urban and Regional Planning (3 hours) SOC-443 Race and Ethnic Relations (3 hours) JUST-500 Criminal Law and Society (3 hours) JUST-501 Criminal Procedure (3 hours) SOC-527 Correctional Systems (3 hours) SOC-548 Juvenile Delinquency (3 hours) PSYCH-362 Death and Dying (3 hours) PSYCH 430 Positive Psychology (3 hours)</p>

Authorization/Notification Sign-Off Sheet

-Approved: Department Chairperson

Date: 12/1/23 Signature, Chairperson: 

-Approved: College Curriculum Committee

Date: 1/12/24 Signature, Committee Chair: 

-Approved: Dean of College

Date: 1/12/24 Signature, Dean: 

-Approved: Council for Teacher Education (if applicable)

Date: _____ Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 02-16-2024 Signature, Committee Chair: 

-Approved: Faculty Senate

Date: _____ Signature, Recorder Faculty Senate: _____

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

Faculty Senate Curriculum Change Form

Effective Date: FALL 2024

Submission Date: 11/30/23

Department: HPASS

College: Arts & Sciences



Contact Person: Kristen Humphrey

Faculty



Revision



Major



If Emphasis, enter name of the Major: Social Work

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

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

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

1. Description of Change:

Add these three courses to the requirements for the social work program:
SOC 100 Introduction to Sociology
POLS 101 US Politics
PSYCH 155 General Psychology

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

These courses are foundational to our social work program, and our curriculum assumes a level of knowledge from the courses. Under former catalogs, students routinely took these courses to meet general education courses, but the pending changes to the general education package necessitates adding these courses as requirements to our curriculum.

3. Will this change affect any education majors? No



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

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

Our students already routinely take these courses, and making them a required part of our curriculum will maintain the current level of enrollment in those courses. If we were to not pursue this change, it is possible that those courses would see a reduction in enrollment.

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

No

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

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

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

CURRICULUM REVISIONS

	Existing	Proposed
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