Pittsburg State University
Faculty Senate

Date: Monday, March 24, 2025
Time: 3:00 p.m.
Location: Sunflower Room, Overman Student Center

Agenda

I. **Call to Order**

II. **Campus Update(s):**
   a. **Budget** – Doug Ball
   b. **Freedom of Expression Policy** – Jamie Brooksher

III. **Approval of Feb 24, 2025 minutes**

IV. **Announcements**
   a. **Provost and Vice President of Academic Affairs**
   b. **PSU/KNEA Remarks**
   c. **Student Senate Remarks**
   d. **Unclassified Professional Senate Remarks**
   e. **University Support Staff Remarks**
   f. **Graduate College Remarks**
   g. **Faculty Senate President's Report**

V. **Committee Reports**
   a. **Academic Affairs Committee**
   - Undergraduate Curriculum Subcommittee
   - Library Services/Learning Resources Subcommittee
   - Online and Distance Learning Committee
   - Academic Honors Subcommittee
   - Honors College Subcommittee
   - Writing Across the Curriculum Subcommittee
   - Diversity and Multicultural Affairs Subcommittee

b. **Student-Faculty Committee**

c. **All-University Committee**

d. **Faculty Affairs Committee**

e. **Constitution Committee**

f. **General Education Committee**

g. **Budget Committee**

h. **Academic Honesty Committee**

i. **AI Committee**

VI. **Unfinished Business:**

a. **Resolution in Defense of Tenure and Opposition to KS House Bill HB 2348**

b. **KBOR Updated Faculty of the Year Award Criteria**

c. **Apple Day**

- Wednesday, April 2, 2025 (11:00 AM to 1:00 PM)
- Finalize volunteers
  1. (5-6) Hand out apples in the morning (8 AM – 10 AM)
  2. (10) Assist with games (11 AM – 1 PM)

VII. **New Business:**

a. **SB76 (Given Name Act)**

- Applicable to minors (under 18 yrs old)
- Impacts less than 1% of PSU on-campus students (3% including dual-credit students in high schools)

VIII. **Open Forum:**

a. **Faculty/Staff Achievement Celebration** – Date TBD

IX. **Adjournment**

- Next Faculty Senate Meeting: **April 28, 2025**, in the Sunflower Room, OSC
- Guest Speaker: March – Doug Ball on University Budget

Faculty Senate President's Report – March 2025

- **First 15**
  - December 2024 – Identifying the courses that comprise the "First 15"
  - January 2025 – Developing a funding model and standardized dual/concurrent enrollment framework
  - February 2025 – Reviewing student enrollment requirements and ensuring access for all high schools
  - March 2025 – Revising dual/concurrent enrollment policies
  - April 2025 – Assessing the costs and benefits of requiring accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP)
- **HLC 90**
  - KBOR is developing guidelines and criteria for these types of reduced credit-hour baccalaureate degrees
- **KBOR Faculty Awards**
  - Updated policy was approved by the Board and online documents updated
  - Revised award criteria have been submitted and approved by Pres. Flanders
    - Last part of the criteria document was revised to reference the KBOR policy instead of restating it.
- **KBOR Unified Tuition Assistance Program (UTAP)**
  - Presented data from the KBOR institutions and university employee survey to COCAO (Academic Officers)
    - 1940 responses to the survey
    - Final COCAO discussion and yea/nay at the April KBOR meeting
  - Scheduling conflict prevented meeting with COBO (Business Officers) in March
    - Data report to be submitted to COBO and presented at the April COCBO meeting prior to the April KBOR meeting
  - Data and report uploaded to FS CANVAS page
  - COCAO and COBO approval is beneficial, but not required to present the proposal to COPS (Presidents)
  - Potential Phase 1 rollout in Fall 2025 – Spring 2026
- **Kansas House Bill No. 2348 (Tenure Bill)**
  - As of 03/17/2025, the bill seems to be set aside for this legislative session but can be brought back next year. It is not dead, just hibernating at the moment.

- Expect that this bill will reappear next year with new wording to define what tenure is and isn't in the state of Kansas (i.e., more than just the property right).
- **Kansas House Bill No. 2402 (Blue Ribbon Commission on Higher Education)**
  - Introduced in early March 2025, proposes the establishment of a 17-member Blue Ribbon Commission on Higher Education.
  - This commission is tasked with conducting a comprehensive two-year study to explore potential efficiencies within the state's public higher education system, including the possibility of consolidating state universities with community and technical colleges.
  - Introduction to the House on 03/17/2025
  - <u>**Key Objectives of the Commission:**</u>
    - *Assess Governing Structures and Financing*: Evaluate the current governance models and financial frameworks of Kansas's higher education institutions to identify areas for improvement.
    - *Explore Consolidation Opportunities*: Investigate the feasibility and potential benefits or drawbacks of merging state universities with community and technical colleges to streamline operations and reduce redundancies.
    - *Enhance Accessibility and Affordability*: Develop strategies to make higher education more accessible and affordable for Kansas residents.
    - *Improve Enrollment and Degree Completion*: Formulate approaches to boost student enrollment numbers and increase the rate of degree completion across institutions.
    - *Right-Size and Streamline Education*: Recommend methods to optimize the higher education system's size and efficiency, ensuring it meets current and future student needs effectively.
  - <u>**Potential Impact on Higher Education in Kansas:**</u>
    - *Structural Reorganization*: The commission's findings could lead to significant restructuring within the state's higher education system, potentially resulting in mergers or affiliations among institutions to enhance efficiency.

- - **Policy Revisions**: Recommendations may prompt changes in policies related to governance, funding allocations, and institutional missions to better align with statewide educational goals.
    - **Resource Optimization**: Identifying and eliminating redundancies could free up resources, allowing for reinvestment in critical areas such as academic programs, student support services, and infrastructure improvements.
    - **Student-Centric Improvements**: By focusing on accessibility, affordability, and streamlined pathways to degree completion, the commission's work aims to create a more student-centered higher education environment in Kansas.
  - The commission is expected to submit a preliminary report to the legislature by **January 1, 2026**, followed by a final report by **January 1, 2027**. These reports will provide detailed findings and recommendations that could shape the future landscape of higher education in Kansas.
  - KBOR has expressed support for the establishment of the Blue Ribbon Commission on Higher Education
    - KBOR chairperson will appointment one member to serve on the commission
    - **Student-Centric Improvements**: By focusing on accessibility, affordability, and streamlined pathways to degree completion, the commission's work aims to create a more student-centered higher education environment in Kansas.
- **ESU Faculty Senate Vote of No-Confidence in ESU General Counsel Steven Lovett**
-

Academic Affairs Committee

Chair: Mark Diacopoulos

Recorder: Christine Brodsky

No Report

Undergraduate Curriculum Subcommittee

Chair: Byron McKay

Recorder: Anuradha Ghosh

UGCC voting March 2025	Voting Members Approval of Proposed Changes						
	Pursley	Carper	Ghosh	McKay	Weaver	Hess*	
In attendance on March 13	X		X	X	X		
Dept: Teaching and Leadership							
FCS 290_rev_corrected form	X		X	X	X		Accepting without comment
FCS 455_reactivate	X		X	X	X		Accepting without comment
FCS 530_new course (not revision)	X		X	X	X		Accepting without comment
FCS Educ Emph_rev**	X		X	X	X		Accepting without comment
Dept: Technology and Workforce Learning							
TWL BAS Technology_rev	X		X	X	X		Accepted upon Kelce's approval
Dept: First Year Programs							
UGS 150_rev - objectives revised	X		X	X	X		Accepting without comment
Dept: Psychology and Counseling							
PSYCH 357_rev (pre-req change) - notification							No voting
Psych HRD_Rev	X		X	X	X		Accepting without comment
Dept: HPSS							
HPSS_Crim Just_rev	X		X	X	X		Accepting without comment
JUST 695_rev	X		X	X	X		Accepting without comment
SOC 676_rev	X		X	X	X		Accepting without comment
SOSCI 387_rev	X		X	X	X		Accepting without comment
Dept: English and Modern Languages							
EML_CreativeWrtngEmph_V2_rev	X		X	X	X		Accepting without comment
ENGL Educ Emph_BA to BS_rev	X		X	X	X		Accepting without comment
English Major_BA to BS_rev	X		X	X	X		Accepting without comment

*non-voting member

**27 hours of emphasis exceeds defined emphasis hours

Library Services/Learning Resources Subcommittee

Chair: Lora Winters

Recorder: Beth Hendrickson

No Report

Online and Distance Learning Committee

Chair: Kelly Woestmann

Recorder: Paige Boydston

No Report

Academic Honors Subcommittee

Chair: Rion Huffman

Recorder:

No Report

Honors College Subcommittee

Chair: Randy Winzer

Recorder: Emily George

No Report

Writing Across the Curriculum Subcommittee

Chair: Ashley Shaw

Recorder: Janet Zepernick

No Report

Diversity and Multicultural Affairs Subcommittee

Chair: Joanne Britz

Recorder: Kristen Maceli

No Report

Student-Faculty Committee

    Chair: Serif Uran

    Recorder: Joanne Britz

    No Report

All-University Committee

    Chair: Kristen Maceli

    Recorder: Anna Beth Gilmore

    No Report

Faculty Affairs Committee

    Chair: David Sikolia

    Recorder: Kevin Elliott

    No report

Constitution Committee

    Chair: Mark Johnson

    Recorder: Beth Hendrickson

    MARCH 13, 2025 Meeting Minutes

1. Distribution of Faculty Senate Department Reps

    1. Current language: "Departments containing at least twenty members...shall elect a second representative..." (Article III. Elections, Section A.)

    2. Proposed amending: For every ten or major fraction thereof, receive an additional representative

        1. Based on current numbers this would add two more senators to the overall total

    3. Proposed adding: Verify the number of eligible faculty members via the Provost office. In odd number of years, the Election Committee will be responsible for reaching out to the Provost Office no later than February to request this data. The committee will then be responsible notifying the department of these numbers via email no later than end of February.

        1. Similar to what the Graduate Council does (Article I, Section C, Number 1)

2. Writing Across the Curriculum

   1. Propose dissolving the Writing Across the Curriculum subcommittee (Bylaw IV. Standing Committees, Section A, Number 9)

3. Office of Graduate and Continuing Studies

   1. Only Office of Graduate Studies – no longer continuing studies

   2. Proposed removal: Online and Distance Learning Subcommittee (Bylaw IV, Section A, Number 9) **Subsection a.**

   3. Proposed amending by substituting the words: Online and Distance Learning Subcommittee (Bylaw IV, Section A, Number 9) subsection d. from "Identify areas/methods by which the *Office of Graduate and Continuing Studies*..." with "Identify areas/methods by which **Pittsburg State University**..."

4. Verification of title changes

   1. Provost – Officially "Provost and Executive Vice President of Academic Affairs"

      1. Proposed amending: First instance of Provost, give full title and then follow with "hereafter **Provost**"

   2. Budget Committee (Bylaw IV, Section G)

      1. Proposed amending: Instead of seventh committee member being the University Vice President of Administration and Campus Life, have it be the **Vice President of Business, Finance, & Facilities**.

5. Verification of Pitt State Pathways to General Education (Bylaw IV, Section F)

   1. Confirmed from May 2023 Faculty Senate meeting minutes that there was a proposal to change Pitt Pathways back to General Education Pathways

   2. This was to be voted on during the general faculty meeting on August 16, 2023 (Agenda confirmed via email sent by Rebeca Book, August 15th 2023)

   3. Recca confirmed a vote was taken and the motion to amend was adopted.

6. Universal name for academic units (CONSTITUTION)

   1. Proposed amending: Article I. Preamble, Section D, Number 3: define unit – includes schools, departments, and academic unite – and will be used hereafter

   2. Unit head – includes director and chair

General Education Committee

Chair: Mark Johnson

Recorder: Michele Barnaby

Report Pending

Budget Committee

Chair: Kent Runyan

Recorder: Karen Johnson

No Report

Academic Honesty Committee

Chair: David Weaver

Recorder:

No Report

Faculty Senate Course Form

Effective Date: **Fall 2025**   Submission Date: 12/05/2024

Department: First Year Programs   College of: **Arts & Sciences**

Contact Person: Ashley Wadell   Prefix: **UGS**

Create New, Revise, Inactivate, or Reactivate: **Revision**   Course #: **150**

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

1. Purpose/Justification for the Changes:

To reflect the current Statewide General Education Requirements

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

◯ Yes   ⦿ No

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

◯ Yes   ⦿ No

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

◯ Yes   ⦿ No

5. Will additional resources or costs be required?

⦿ Yes   ◯ No   **UGCC Note: No per Ashley Waddell**

If so, what will be needed?

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

◯ Yes   ◉ No

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

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

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:	Gorilla Gateway	Gorilla Gateway
Course Number:	**UGS*150**	**UGS*150**
Credits:	2	2
Grading System:	**A-F, IN**	**A-F, IN**
Pre/Co-Requisite(s):	N/A	N/A
Course Description:	Foundational course for student transition into the intellectual life of the university and relating academic knowledge to broader life and career pursuits. Must be taken in the first fall or spring semester of enrollment at PSU.	Essential course for student transition into the intellectual life of the university and relating student experience to broader life and career pursuits. Must be taken in the first full-time semester of enrollment at PSU.

Authorization Sign-Off

Checklist

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

-Approved: Department Chair/Director
   Date: _____   Signature, Chair/Director: *Karl Stumo (see * below)

-Approved: College Curriculum Committee
   Date: 2/3/25   Signature, Committee Chair: *Christopher Childers*

-Approved: Dean of College
   Date: 2/3/25   Signature, Dean: *Christopher Childers*

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

-Approved: University Undergraduate Curriculum Committee
   Date: 3/17/25   Signature, Committee Chair:

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

* 12/10/24   *Karl Stumo*

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

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

Gorilla Gateway Assessments

- Identify key campus resources, organizations, and support services that contribute to academic, career, and personal success.
    - Canvas Overview Quiz (Canvas)
    - Gorilla Expedition Assignment (On Paper)
    - TruTalent Assignment (External Tool)

- Explain the importance of responsible academic and personal planning, including strategies for maintaining academic progress, developing a 4-year graduation plan, and managing personal finances.
    - Road Map/Academic Planning Assignment (upload PDF to Canvas)
    - Resume Assignment (upload document Canvas)
    - Financial Literacy Quiz (Canvas)
    - Advising and Academic Policy Quiz (Canvas)

- Recognize strategies for fostering a healthy lifestyle and positive relationships to support a successful college experience.
    - Pitt State Technology Quiz (Canvas)
    - Library Pre- and Post- Test (Canvas)
    - Emailing an Instructor Assignment (Canvas)
    - Student Health Services Quiz (Canvas)
    - Intercultural Communication Quiz (Canvas)

Faculty Senate Course Form

Effective Date: **Fall 2025**   Submission Date: 1-06-2025

Department: HPSS   College of: **Arts & Sciences**

Contact Person: Gary Wilson   Prefix: **JUST**

Create New, Revise, Inactivate, or Reactivate: **Revision**   Course #: **695**

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

1. Purpose/Justification for the Changes:

Name change will combine Senior Seminars in JUST and SOC into one course. This simplifies academic plans for advisors and students.

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

3. Is this course to be considered for General Education?
If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.
◯ Yes   ◉ No

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

5. Will additional resources or costs be required?
◯ Yes   ◉ No

If so, what will be needed?

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

◯ Yes   ◉ No

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

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

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:		Senior Seminar in Sociological & Justice Issues
Course Number:	695	695
Credits:	3	3
Grading System:	**A-F, IN**	**A-F, IN**
Pre/Co-Requisite(s):		
Course Description:	JUST 695 Senior Seminar in Justice Issues. 3 hours. Comprehensive analysis of selected justice concepts and issues with an emphasis on a capstone research project and portfolio.	JUST 695 Senior Seminar in Sociological & Justice Issues. 3 hours. Comprehensive analysis of selected sociological and criminal justice concepts and issues. Design and execution of a capstone research project. Preparation of a senior portfolio.

Authorization Sign-Off

Checklist: Check once verifiied.

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

-Approved: Department Chair/Director
    Date: 8 Jan 25 _____   Signature, Chair/Director: _____

-Approved: College Curriculum Committee
    Date: 2/3/25 _____   Signature, Committee Chair: *Christopher Childers*

-Approved: Dean of College
    Date: 2/3/25 _____   Signature, Dean: *Christopher Childers*

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

-Approved: University Undergraduate Curriculum Committee
    Date: 3/17/25 _____   Signature, Committee Chair: _____

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

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

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

Faculty Senate Course Form

Effective Date: **Fall 2025**   Submission Date: 1/6/2025

Department: HPSS   College of: **Arts & Sciences**

Contact Person: Gary Wilson   Prefix: **SOC**

Create New, Revise, Inactivate, or Reactivate: **Revision**   Course #: **676**

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

1. Purpose/Justification for the Changes:

Current literature on global events warrants the changing of the name of the course.

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

3. Is this course to be considered for General Education?
If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.
◯ Yes   ⦿ No

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

5. Will additional resources or costs be required?
◯ Yes   ⦿ No

If so, what will be needed?

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

◯ Yes   ⦿ No

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

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

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:	Global Sociology	Social Movements
Course Number:	**SOC 676**	**SOC 676**
Credits:	3	3
Grading System:	**A-F, IN**	**Add IP to A-F, IN**
Pre/Co-Requisite(s):		SOC 100
Course Description:	Comparative analysis of the Global political Economy and the effects of globalization. Includes economic, political, and cultural analysis of ethnicity and social and economic development. Prerequisite: SOC 100 Introduction to Sociology or permission of instructor.	Comparative analysis of the global economy and the effects of social movements. Includes economic, political, and cultural analysis of ethnicity and social and economic development. Prerequisite: SOC 100 Introduction to Sociology or permission of instructor.

Authorization Sign-Off

Checklist: Check once verifiied.

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

-Approved: Department Chair/Director
    Date: 8 Jan 25   Signature, Chair/Director: *Kyle Thysse*

-Approved: College Curriculum Committee
    Date: 2/3/25   Signature, Committee Chair: *Christopher Childers*

-Approved: Dean of College
    Date: 2/3/25   Signature, Dean: *Christopher Childers*

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

-Approved: University Undergraduate Curriculum Committee
    Date: 3/17/25   Signature, Committee Chair:

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

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

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

Faculty Senate Course Form

Effective Date: **Fall 2025**   Submission Date: 1-06-2025

Department: HPSS   College of: **Arts & Sciences**

Contact Person: Gary Wilson   Prefix: **SOC**

Create New, Revise, Inactivate, or Reactivate: **Revision**   Course #: **SOSCI 387**

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

1. Purpose/Justification for the Changes:
Change pre-requisites for SOSCI 387.

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

3. Is this course to be considered for General Education?
If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.
◯ Yes   ⦿ No

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

5. Will additional resources or costs be required?
◯ Yes   ⦿ No

If so, what will be needed?

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

◯ Yes　　◉ No

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

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

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:	Social Research Design	Social Research Design
Course Number:	**SOSCI 387**	**SOSCI 387**
Credits:	3	3
Grading System:	**Select One**	**Select One**
Pre/Co-Requisite(s):	SOC 100 Introduction to Sociology and MATH 143	SOC 100 Introduction to Sociology and General Education MATH requirement or consent of instructo
Course Description:	Designing and implementing social sciences research, including translation of theory into hypotheses, operationalization of definitions, questionnaire construction, and testing, analysis, and presentation of findings. Prerequisite: SOC 100 Introduction to Sociology and MATH 143 Elementary Statistics or consent of instructor.	Designing and implementing social sciences research, including translation of theory into hypotheses, operationalization of definitions, questionnaire construction, and testing, analysis, and presentation of findings. Prerequisite: SOC 100 Introduction to Sociology and General Education MATH requirement or consent of instructor.

Authorization Sign-Off

Checklist: Check once verifiied.

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

-Approved: Department Chair/Director
    Date: 8 Jan 25   Signature, Chair/Director: _Kyle Thynn_

-Approved: College Curriculum Committee
    Date: 2/3/25   Signature, Committee Chair: *Christopher Childers*

-Approved: Dean of College
    Date: 2/3/25   Signature, Dean: *Christopher Childers*

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

-Approved: University Undergraduate Curriculum Committee
    Date: 3/17/25   Signature, Committee Chair: _____

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

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

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

Curriculum Revision Form

Effective Date: FALL   Submission Date: 2025

Department: HPSS   College of: Arts & Sciences

Contact Person: Gary Wilson   Minor Required? **Select One**

Revision   Major/Minor/Emphasis/Certification Name:

Criminal Justice

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

Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.
Used to change program name and/or curriculum, effective the upcoming academic catalog.
Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

1. Describe your Changes:
Revision requires students choose an emphasis: Criminology or Sociology.
Revision informs students that they may elect to double emphasis but must complete 15 unique hours for each emphasis.
Revision removes the requirement for a minor but a minor is strongly recommended.
Revision removes SOC 691 and SOSCI 388 from the core
Revision results in 24 or 25 hours in the Core and 21 hours in each of the emphases.
Revision adds several newly legislated courses to the program (JUST 295, JUST 382, SOSCI 389, JUST 431, JUST 435, JUST 535)

2. Rationale for change, including changes to curriculum objectives:
Revision streamlines Core and allows more options for students in each of the emphases.

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

   ◯ Yes   ◉ No

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

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

◉ Yes ◯ No

6. Will additional resources or costs will be required?

◯ Yes ◉ No

If so, what will be needed?

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

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

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

Authorization Sign-Off Sheet

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

-Approved: Department Chair/Director
Date: 13 Jan 25   Signature: _Kyle Thyme_

-Approved: College Curriculum Committee
Date: 2/3/25   Signature: *Christopher Childers*

-Approved: Dean of College
Date: 2/3/25   Signature: *Christopher Childers*

-Approved: Council for Teacher Education (if applicable
Date: _____   Signature: _____

-Approved: University Undergraduate Curriculum Committee
Date: 3/17/25   Signature: _____

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

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

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

Bachelor of Science Degree with a Major in Criminal Justice

Degree: Bachelor of Science

Major: Criminal Justice

Emphasis available: Criminology, Sociology

Required Core (15-16 hours)
__ SOC-100 Introduction to Sociology (3 hours)
__ JUST-104 Introduction to the Justice System (3 hours)
__ SOSCI-387 Social Research Design (3 hours)
__ SOSCI-388 Social Research Analysis (4 hours)
or __ SOSCI-389 Qualitative Methods (3 hours)
__ JUST-695 Senior Seminar in Justice Issues (3 hours)
or __ SOC-691 Senior Seminar in Sociology (3 hours)

Criminology Emphasis

Select 6 hours of Society and Justice Issues from:
__ POLS-201 Introduction to Public Policy (3 hours)
__ SOC-360 Community Sociology (3 hours)
__ SOC-443 Race and Ethnic Relations (3 hours)
__ JUST-480 Women, Crime, and Justice (3 hours)
__ JUST-485 Crime and Public Policy (3 hours)
__ JUST-521 Special Topics in Justice Studies (____) (1-3 hours)
__ SOC-534 Political Sociology (3 hours)
__ SOC-549 Social Deviance (3 hours)
__ SOC-569 Society and Sexuality (3 hours)
__ SOC-577 Public Affairs (3 hours)
__ SOC-663 Gender and Society (3 hours)

Select 6 hours of Criminological Theory and Philosophy of Justice from:
__ JUST-295 Criminological Theory (3 hours)
__ JUST-500 Criminal Law and Society (3 hours)
__ SOC-512 Social Inequalities (3 hours)
__ JUST-521 Special Topics in Justice Studies (____) (1-3 hours)
__ JUST-538 Philosophy of Law (3 hours)
__ SOC-547 Criminology (3 hours)
__ POLS-578 Democratic Theory (3 hours)

Select 9 hours of Criminal Justice Systems and Applied Criminal Justice from:
__ JUST-223 Investigative Interviewing (3 hours)
__ JUST-300 Criminal Forensics (3 hours)
__ GEOG-303 Geographic Information Systems I (4 hours)
__ GEOG-305 Computer Mapping (3 hours)
__ JUST-328 Police Administration (3 hours)
__ SWK-401 Social Work in the Criminal Justice System (3 hours)
__ GEOG-403 Geographic Information Systems II (4 hours)
__ JUST-435 Crime Prevention (3 hours)
__ JUST-475 Community Policing (3 hours)
__ JUST-501 Criminal Procedure (3 hours)
__ JUST-502 Criminal Profiling (3 hours)
__ JUST-518 Serial Killers (3 hours)
__ JUST-521 Special Topics in Justice Studies (____) (1-3 hours)
__ JUST-522 Crime Scenes and the Law of Evidence (3 hours)
__ SOC-527 Correctional Systems (3 hours)
__ JUST-528 White Collar Crime (3 hours)
__ SOC-548 Juvenile Delinquency (3 hours)
__ PSYCH-571 Abnormal Psychology (3 hours)
__ SWK-599 Forensic Social Work (3 hours)
__ JUST-671 Internship (3 hours)

Sociology Emphasis

Select 21 hours from the following:
__ ANTH-101 Introduction to Cultural Anthropology (3 hours)
__ POLS-201 Introduction to Public Policy (3 hours)
__ SOC-220 Social Problems (3 hours)
__ SOC-360 Community Sociology (3 hours)
__ WGS-399 Global Women's Issues (3 hours)
__ SOC-410 Sociology of Sport (3 hours)
__ SOC-440 Personality and Social Structure (3 hours)
__ SOC-443 Race and Ethnic Relations (3 hours)
__ JUST-480 Women, Crime, and Justice (3 hours)
__ JUST-485 Crime and Public Policy (3 hours)
__ SOC-495 Individual Study in Sociology (____) (1-3 hours)
__ JUST-500 Criminal Law and Society (3 hours)
__ JUST-503 Mental Illness and Crime (3 hours)
__ SOC-504 Special Studies in Sociology (____) (3 hours)
__ SOC-512 Social Inequalities (3 hours)
__ SOC-527 Correctional Systems (3 hours)
__ SOC-534 Political Sociology (3 hours)
__ SOC-536 The Family and Society (3 hours)
__ JUST-538 Philosophy of Law (3 hours)
__ SOC-548 Juvenile Delinquency (3 hours)
__ SOC-549 Social Deviance (3 hours)
__ SOC-569 Society and Sexuality (3 hours)
__ SOC-577 Public Affairs (3 hours)
__ SOC-584 Medical Sociology (3 hours)
__ SOC-663 Gender and Society (3 hours)
__ SOC-676 Global Sociology (3 hours)

Revised: 08/13/2024

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

https://www.pittstate.edu/registrar/catalog

Academic Planning Document for 2025-2026

Major/Emphasis/Minor/Certificate -

Course Prefix	Course Num.	Course Name	Cr. Hr.
		Please add the following to the Program Guide --	
		Students must choose an emphasis:	
		Criminology or Sociology.	
		Students may elect to double emphasis but must complete	
		15 unique hours for each emphasis.	
		A minor is recommended.	
		CRIMINOLOGY or SOCIOLOGY EMPHASIS (24 hours core,	
		21 hours electives) (45 total hours for emphasis)	
		Core Courses -	**24**
SOC	100	Introduction to Sociology	3
JUST	104	Introduction to the Justice System	3
JUST	295	Criminological Theory (new addition to Core)	3
SOC	360	Community Sociology (new addition to Core)	3
SOSCI	387	Social Research Design	3
SOSCI	389	Qualitative Methods	3
SOC	547	Criminology	3
JUST	695	Senior Seminar in Sociological and Justice Issues (name change)	3

		Emphasis Courses - Criminology Emphasis	**21**
		Select 6 hours of Society & Justice Issues from:	
ANTH	101	Introduction to Cultural Anthropology	3
POLS	201	Introduction to Public Policy	3
JUST	309	Principles of Justice Studies	3
JUST	322	Ethics and Justice Policy	3
WGS	399	Global Women's Issues	3
SOC	410	Sociology of Sport	3
SOC	440	Personality & Social Structure	3
SOC	443	Race and Ethnic Relations	3
JUST	480	Women, Crime, and Justice	3
JUST	485	Crime and Public Policy`	3
POLS	513	Immigration Politics & Policy	3
JUST	521	Special Topics in Justice Studies (____)	1 to 3
SOC	534	Political Sociology	3

SOC`	536	The Family and Society	3
SOC	549	Social Deviance	3
POLS	562	Law and Politics	3
SOC	569	Society and Sexuality	3
SOC	577	Public Affairs	3
SOC	584	Medical Sociology	3
SOC	663	Gender and Society	3
		Select 6 hours of Criminological Theory &	
		Philosophy of Justice from:	
SOC	220	Social Problems	3
JUST	322	Ethics and Justice Policy	3
SOSCI	396	Special Topics in Social Sciences	3
JUST	500	Criminal Law and Society	3
SOC	512	Social Inequalities	3
POLS	514	Criminal Justice Reform	3
JUST	521	Special Topics in Justice Studies (___)	1 to 3
JUST	535	Victimology	3
JUST	538	Philosophy of Law	3
POLS	578	Democratic Theory and Public Opinion	3
JUST	591	Native American Sovereignty and the Law	3
POLS	662	Constitutional Law II	3
SOC	675	Sociological Theory	3
		Select 9 hours of Criminal Justice Systems &	
		Applied Criminal Justice from:	
JUST	223	Investigative Interviewing	3
JUST	300	Criminal Forensics	3
GEOG	303	Geographic Information Systems I	4
GEOG	305	Computer Mapping	3
JUST	328	Police Administration	3
JUST	382	Human Trafficking	3
SOSCI	388	Social Research Analysis	4
SWK	401	Social Work in the Criminal Justice System	3
GEOG	403	Geographic Information Systems II	4
JUST	431	Hate & Biased Crimes	3
JUST	435	Crime Prevention	3
JUST	462	Crime Mapping & Geospatial Analysis	3
JUST	475	Community Policing	3
JUST	501	Criminal Procedure	3
JUST	502	Criminal Profiling	3
JUST	518	Serial Killers	3
JUST	521	Special Topics in Justice Studies (___)	1 to 3
JUST	522	Crime Scenes and the Law of Evidence	3
JUST	527	Correctional Systems	3

JUST	528	White Collar Crime	3
SOC	548	Juvenile Delinquency	3
PSYCH	571	Abnormal Psychology	3
SWK	599	Forensic Social Work	3
POLS	609	Administrative Law	3
JUST	671	Internship	3
SOC	676	Social Movements	3
PSYCH	773	Criminal Psychopathology	3

		Emphasis Courses - Sociology Emphasis	**21**
		Select 21 hours of Sociology from:	
ANTH	101	Introduction to Cultural Anthropology	3
POLS	201	Introduction to Public Policy	3
SOC	220	Social Problems	3
SOSCI	388	Social Research Analysis	4
SOSCI	396	Special Topics in Social Sciences	3
WGS	399	Global Women's Issues	3
SOC	410	Sociology of Sport	3
SOC	440	Personality & Social Structure	3
SOC	443	Race and Ethnic Relations	3
JUST	480	Women, Crime, and Justice	3
JUST	485	Crime and Public Policy`	3
SOC	495	Individual Study in Sociology (____)	1 to 3
JUST	500	Criminal Law and Society	3
JUST	503	Mental Illness and Crime	3
SOC	504	Special Studies in Sociology (____)	3
SOC	512	Social Inequalities	3
SOC	527	Correctional Systems	3
SOC	534	Political Sociology	3
SOC`	536	The Family and Society	3
JUST	538	Philosophy of Law	3
SOC	548	Juvenile Delinquency	3
SOC	549	Social Deviance	3
SOC	569	Society and Sexuality	3
SOC	577	Public Affairs	3
SOC	584	Medical Sociology	3
SOC	663	Gender and Society	3
SOC	675	Sociological Theory	3
SOC	676	Social Movements (name change)	3
SOC	681	Practicum in Sociology	1 to 6

		Elective Courses -	**40-41**

					45
l Credit Hours -					45
				Minor -	0
				General Educaton, 34-35 hours -	34-35
				Total Credit Hours:	**120**

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

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

Your legislation will be returned if either is found.

Curriculum Revision Form

Effective Date: FALL   Submission Date: 12/9/24

Department: English and Modern Languages   College of: Arts & Sciences

Contact Person: Troy O. Comeau   Minor Required? **Yes**

Revision   Major/Minor/Emphasis/Certification Name:

English Education Emphasis - English Major

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

Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.
Used to change program name and/or curriculum, effective the upcoming academic catalog.
Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

1. Describe your Changes:

1. Move from B.A to B.S which will delete 9 hours of Foreign Language Requirements
2. Delete "or" between ENGL 603 and ENGL 308 so that both are required.
3. Add EDUC 366 Science of Reading I and EDUC 367 Science of Reading II to the Education support courses.
4. Reduce the number of elective courses from 9 hours to 6 hours.

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

These changes will increase the breadth and depth of knowledge for students in the emphasis. It will lead to a broader and more comprehensive understanding of language arts and cleans up the catalog guide making it easier for students to understand the course requirements.

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

   ◉ Yes   ○ No

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

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

◉ Yes   ○ No

6. Will additional resources or costs will be required?

○ Yes   ◉ No

If so, what will be needed?

Definition of an Emphasis

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

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Definition of Certificate Program

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

Authorization Sign-Off Sheet

Checklist: Check once verified.

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

-Approved: Department Chair/Director
    Date: 12/9/24   Signature: _Troy O. Comcull_

-Approved: College Curriculum Committee
    Date: 1/13/25   Signature: _Christopher Childers_

-Approved: Dean of College
    Date: 1/13/25   Signature: _Christopher Childers_

-Approved: Council for Teacher Education (if applicable)
    Date: 2/5/25   Signature: _____

-Approved: University Undergraduate Curriculum Committee
    Date: 3/17/25   Signature: _____

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

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

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

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

https://www.pittstate.edu/registrar/catalog

Academic Planning Document for 2025-2026

Major/Emphasis/Minor/Certificate - B.S., English, English Education

Course Prefix	Course Num.	Course Name	Cr. Hr.
		Core Courses -	**14**
ENGL	199	Introduction to English Studies	1
ENGL	220	World Masterpieces	3
ENGL	699	Senior Seminar in English	1
		Select 9 hours from the following:	9
ENGL	231	American Literature I	
ENGL	232	American Literature II	
ENGL	241	British Literature I	
ENGL	242	British Literature II	
		Support Courses - Education	**44**
		Courses below must be completed for teacher certification and will substitute for a m
		Courses below must be completed before admission to teacher education, 9 hours.	
PSYCH	155	General Psychology	3
PSYCH	263	Developmental Psychology	3
EDUC	261	Explorations in Education	3
		Courses below must be completed before admission to professional semester, 13 hour
EDUC	307	Clinical Experience	1
PSYCH	357	Educational Psychology	3
		Must be admitted to teacher education to enroll.	
EDUC	366	Science of Reading I	4
EDUC	367	Science of Reading II	3
ENGL	479	Techniques for Teaching English in Middle and Secondary Schools	3
		Must be admitted to teacher education to enroll.	
SPED	510	Overview of Inclusive Education	3
EDUC	520	Methods and Materials for Academic Literacy	3
		Must be admitted to teacher education to enroll.	
		Professional Semester, 15 hours	
EDUC	458	Methods and Curriculum	3
EDUC	464	Measurement and Evaluation	2
EDUC	475	Supervised Clinical Experience	9
EDUC	579	Supervised Student Teaching and Follow-Up of Teachers	1
		Emphasis Courses - English Education	**22**
ENGL	202	English Grammar and Usage	3
ENGL	302	Advanced Composition	3
ENGL	304	Introduction to Writing About Literature	3

ENGL	308	English Linguistics	3
ENGL	478	Literature for Middle and Secondary Schools	3
		Prerequisite 304	
ENGL	480	Internship in Teaching English	1
		Must be taken concurrently with ENGL 478 or ENGL 479.	
ENGL	603	History of the English Language	3
ENGL	619	Shakespeare	3
		Elective Courses -	**6**
		Electives, 6 hours	6
		Six credit hours must be selected from literature courses numbered above 500; at leas
`			
		Department preferred General Education courses:	
EDUC	261	Explorations in Education	
PSYCH	155	General Psychology	
		3 hours of Foreign Language	
		Total Credit Hours -	**86**

Minor -	
General Educaton, 34-35 hours -	34
Total Credit Hours:	**120**

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

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

Your legislation will be returned if either is found.

Bachelor of Arts Degree with a Major in English

Degree: Bachelor of Arts

Major: English

Emphasis available: Creative Writing, English Education, Language and Teaching, Literature and Culture, Technical and Professional Writing

Core Requirements

All candidates for this degree must complete a minor, except Education and Language and Teaching emphases.

English Core Requirements, 14 hours

__ ENGL-199 Introduction to English Studies (1 hour)
__ ENGL-220 World Masterpieces (3 hours)
__ ENGL-699 Senior Seminar in English (1 hour)

Select 9 hours from the following:

__ ENGL-231 American Literature I (3 hours)
__ ENGL-232 American Literature II (3 hours)
__ ENGL-241 British Literature I (3 hours)
__ ENGL-242 British Literature II (3 hours)

Creative Writing

Select 3 hours from:

__ ENGL-304 Introduction to Writing About Literature (3 hours)
__ ENGL-311 Anti-Racist Literature (3 hours)
__ ENGL-312 Literature Topics ( ) (3 hours)
__ ENGL-313 Multicultural Literature (3 hours)
__ ENGL-316 Women's Literature (3 hours)

Required Creative Writing Courses, 21 hours

__ ENGL-351 Fiction Writing and Editing I (3 hours)
__ ENGL-352 Poetry Writing and Editing I (3 hours)
__ ENGL-451 Fiction Writing and Editing II (3 hours)
and __ ENGL-452 Poetry Writing and Editing II (3 hours)
__ ENGL-556 Topics in Writing (___) (3 hours)
__ ENGL-651 Writing and Publishing Fiction (3 hours)
or __ ENGL-652 Writing and Publishing Poetry (3 hours)
__ ENGL-653 Writing Experimental Literatures (3 hours)

Select 3 hours of Writing Electives from:

__ ENGL-451 Fiction Writing and Editing II (3 hours)
Note: If not taken as part of required courses.
__ ENGL-452 Poetry Writing and Editing II (3 hours)
Note: If not taken as part of required courses.
__ ENGL-528 Writing for Publication I (___) (3 hours)
Note: Must be taken as Literary Magazine.
__ ENGL-556 Topics in Writing (___) (3 hours)
Note: Must be taken as Creative Writing.

Select 3 hours of Genre from:

__ ENGL-347 The Craft of Fiction (3 hours)
__ ENGL-546 Poetry: Evolution of Forms (3 hours)
__ ENGL-560 British Genre (___) (3 hours)
Note: Must be taken as Short Story.
__ ENGL-565 American Genre (___) (3 hours)
Note: Must be taken as Short Story.
__ ENGL-570 International Literatures Genre (___) (3 hours)
Note: Must be taken as Short Story.

Foreign Language Requirements, 9 hours

Select 3 hours of Literature electives from:

__ ENGL-555 Topics in Literature (___) (1-3 hours)
__ ENGL-565 American Genre (___) (3 hours)
__ ENGL-566 American Theme (___) (3 hours)
__ ENGL-568 Topics in American Literature ( ) (3 hours)
__ ENGL-569 Topics in International Literature ( ) (3 hours)
__ ENGL-570 International Literatures Genre (___) (3 hours)
__ ENGL-571 International Literatures Theme (___) (3 hours)

Select 6 hours of upper-level electives:

See notes *1

*Notes *1: Student select 6 hours of ENGL courses numbered 300 or higher.*

English Education

English Education Requirements, 19 hours

__ ENGL-202 English Grammar and Usage (3 hours)
__ ENGL-302 Advanced Composition (3 hours)
__ ENGL-304 Introduction to Writing About Literature (3 hours)
__ ENGL-478 Literature for Middle and Secondary Schools (3 hours)
__ ENGL-480 Internship in Teaching English (1 hour)
Note: Must be taken concurrently with ENGL 478 or ENGL 479.
__ ENGL-603 History of the English Language (3 hours)
or __ ENGL-308 English Linguistics (3 hours)
__ ENGL-619 Shakespeare (3 hours)

Foreign Language Requirements, 9 hours

Electives, 9 hours

See notes *2

*Notes *2: Six credit hours must be selected from literature courses numbered above 500; at least three hours must be American.*

Courses below must be completed for teacher certification and will substitute for a minor.

Courses below must be completed before admission to teacher education, 9 hours.

*See notes *3*

__ PSYCH-155 General Psychology (3 hours)
__ PSYCH-263 Developmental Psychology (3 hours)
__ EDUC-261 Explorations in Education (3 hours)

*Notes *3: See Admission to Professional Semester for professional education grade point requirements.*

Courses below must be completed before admission to professional semester, 13 hours

__ EDUC-307 Clinical Experience (1 hour)
__ PSYCH-357 Educational Psychology (3 hours)

Note: Must be admitted to teacher education to enroll.

__ ENGL-479 Techniques for Teaching English in Middle and Secondary Schools (3 hours)

Note: Must be admitted to teacher education to enroll.

__ SPED-510 Overview of Inclusive Education (3 hours)
__ EDUC-520 Methods and Materials for Academic Literacy (3 hours)

Note: Must be admitted to teacher education to enroll.

Professional Semester, 15 hours

__ EDUC-458 Methods and Curriculum (3 hours)
__ EDUC-464 Measurement and Evaluation (2 hours)
__ EDUC-475 Supervised Clinical Experience (9 hours)
__ ENGL-579 Supervised Student Teaching and Follow-Up of Teachers (1 hour)

Department preferred Pitt State Pathway courses: EDUC 261 Explorations in Education (3 hours) PSYCH 155 General Psychology (3 hours) 3 hours of Foreign Language under Human Systems/ Diverse Perspectives (E1)

Language and Teaching

Students seeking licensure for teaching English in the US should enroll in the BA in English, Education Emphasis.

English Language and Teaching Emphasis, 24 hours

__ ENGL-120 Literature and Film (3 hours)
or __ ENGL-320 Literature and Film (3 hours)
__ ENGL-202 English Grammar and Usage (3 hours)
__ ENGL-301 Technical/Professional Writing (3 hours)
__ ENGL-302 Advanced Composition (3 hours)
__ ENGL-304 Introduction to Writing About Literature (3 hours)
or __ ENGL-311 Anti-Racist Literature (3 hours)
or __ ENGL-312 Literature Topics ( ) (3 hours)
or __ ENGL-313 Multicultural Literature (3 hours)
or __ ENGL-316 Women's Literature (3 hours)
__ ENGL-308 English Linguistics (3 hours)
__ ENGL-506 General English Internship (1-3 hours)
__ MLL-479 The Teaching of Languages (3 hours)

Foreign Language Requirements, 9 hours

*See notes *4*

*Notes *4: The BA requires 9 hours of the same foreign language. Students whose first language is English should enroll in courses with the MLL prefix.*

Required Psychology courses, 9 hours

__ PSYCH-155 General Psychology (3 hours)
__ PSYCH-263 Developmental Psychology (3 hours)
__ PSYCH-357 Educational Psychology (3 hours)

Education Courses, 25 hours, replaces minor requirements.

__ EDUC-261 Explorations in Education (3 hours)
__ EDUC-308 Specialized Clinical Experience (1-3 hours)
__ EDUC-320 Developing Curriculum for Elementary Education (3 hours)
__ EDUC-321 Methods in Creative Experiences (3 hours)
__ EDUC-322 Early Literacy and Language Development (2 hours)
__ EDTH-330 Technology for Teaching and Learning (3 hours)
__ EDUC-370 Organization and Management of the Middle and Secondary Classroom (2 hours)
__ EDUC-464 Measurement and Evaluation (2 hours)
__ EDUC-479 Effective Teaching Strategies for Middle and Secondary (3 hours)
__ SPED-511 Overview of Inclusive Education (Birth - 6th Grade) (3 hours)

Literature and Culture

Required Emphasis courses

__ ENGL-304 Introduction to Writing About Literature (3 hours)

Select 3 hours from:

__ ENGL-311 Anti-Racist Literature (3 hours)
__ ENGL-312 Literature Topics ( ) (3 hours)
__ ENGL-313 Multicultural Literature (3 hours)
__ ENGL-316 Women's Literature (3 hours)

Select 12 hours of Literature electives from:

__ ENGL-546 Poetry: Evolution of Forms (3 hours)
__ ENGL-555 Topics in Literature (____) (1-3 hours)
__ ENGL-565 American Genre (____) (3 hours)
__ ENGL-567 Topics in British Literature ( ) (3 hours)
__ ENGL-568 Topics in American Literature ( ) (3 hours)
__ ENGL-569 Topics in International Literature ( ) (3 hours)
__ ENGL-580 Environmental Literature (3 hours)
__ ENGL-582 African American Literature (3 hours)
__ ENGL-619 Shakespeare (3 hours)
__ ENGL-755 Topics in Literature (____) (1-3 hours)
__ ENGL-771 Major Author(s) (____) (3 hours)
__ ENGL-772 Periods in Literature (____) (3 hours)

Select 3 hours of Writing elective from:

__ ENGL-250 Introduction to Creative Writing (3 hours)
__ ENGL-302 Advanced Composition (3 hours)
__ ENGL-306 Theories and Technologies of Writing (3 hours)

__ ENGL-351 Fiction Writing and Editing I (3 hours)
__ ENGL-352 Poetry Writing and Editing I (3 hours)
__ ENGL-556 Topics in Writing (____) (3 hours)
__ ENGL-756 Topics in Writing (____) (1-3 hours)

Select 3 hours of Language electives from:
__ ENGL-308 English Linguistics (3 hours)
__ ENGL-603 History of the English Language (3 hours)

Foreign Language Requirements, 9 hours

English Electives, 15 hours
*See notes *5*

Select 15 hours of English electives from any English courses except; ENGL 113, 114, 116, 120, or 250.
*Notes *5: English majors and minors counting ENGL 250 Introduction to Creative Writing for General Education credit must take an additional writing elective.*

Technical and Professional Writing

Emphasis Requirements, 12 hours
__ ENGL-302 Advanced Composition (3 hours)
__ ENGL-306 Theories and Technologies of Writing (3 hours)
__ ENGL-308 English Linguistics (3 hours)
or __ ENGL-603 History of the English Language (3 hours)
__ ENGL-695 Professional Writing Internship (1-3 hours)
Note: Should be taken for 3 hours.

Select 12 hours of Writing electives from:
*See notes *6*
__ ENGL-526 Writing in Electronic Environments I (____) (3 hours)
__ ENGL-527 Writing for the Public I (____) (3 hours)
__ ENGL-528 Writing for Publication I (____) (3 hours)
__ ENGL-529 The Art of Discourse I (____) (3 hours)
__ ENGL-626 Writing in Electronic Environments II (____) (3 hours)
__ ENGL-627 Writing for the Public II (____) (3 hours)
__ ENGL-628 Writing for Publication II (____) (3 hours)
__ ENGL-695 Professional Writing Internship (1-3 hours)
__ ENGL-729 The Art of Discourse II (____) (3 hours)
*Notes *6: Other support courses approved by the Director of Professional Writing.*

Foreign Language Requirements, 9 hours

English Electives, 6 hours
Must be at the 300-level or above.

Literature Electives, 3 hours
Must be at 500-level or above.

General Education Requirements

English Discipline Requirements - 6 Total Hours
__ ENGL-101 English Composition (3 hours)
__ ENGL-299 Introduction to Research Writing (3 hours)

Communications Discipline Requirements - 3 Total Hours
__ COMM-207 Speech Communication (3 hours)

Mathematics & Statistics Discipline Requirements - 3 Total Hours
__ MATH-110 College Algebra with Review (5 hours)
__ MATH-113 College Algebra (3 hours)
__ MATH-126 Pre-Calculus (4 hours)
__ MATH-133 Quantitative Reasoning (3 hours)
__ MATH-143 Elementary Statistics (3 hours)
__ MATH-150 Calculus I (5 hours)
__ MATH-204 Mathematics for Education I (3 hours)

Natural & Physical Sciences Discipline Requirements - 4/5 Total Hours
__ BIOL-111 General Biology (3 hours)
__ BIOL-112 General Biology Laboratory (2 hours)
__ BIOL-113 Environmental Life Science (4 hours)
__ BIOL-211 Principles of Biology I (4 hours)
__ CHEM-105 Introductory Chemistry (3 hours)
__ CHEM-106 Introductory Chemistry Laboratory (1 hour)
__ CHEM-215 General Chemistry I (3 hours)
__ CHEM-216 General Chemistry I Laboratory (2 hours)
__ PHYS-100 College Physics I (4 hours)
__ PHYS-104 Engineering Physics I (4 hours)
__ PHYS-130 Elementary Physics Laboratory I (1 hour)
__ PHYS-160 Physical Geology (3 hours)
__ PHYS-165 Physical Geology Laboratory (1 hour)
__ PHYS-166 Meteorology (3 hours)
__ PHYS-167 Meteorology Laboratory (1 hour)
__ PHYS-171 Physical Science (3 hours)
__ PHYS-172 Physical Science Laboratory (1 hour)
__ PHYS-175 Descriptive Astronomy (3 hours)
__ PHYS-176 Astronomy Laboratory (1 hour)
__ PHYS-375 Solar System Astronomy (3 hours)

Social & Behavioral Sciences Discipline Requirements - 6 Total Hours
__ ANTH-101 Introduction to Cultural Anthropology (3 hours)

__ ECON-191 Issues in Today's Economy (3 hours)
__ ECON-200 Principles of Microeconomics (3 hours)
__ ECON-201 Principles of Macroeconomics (3 hours)
__ ETECH-502 Engineering Economy (3 hours)
__ GEOG-106 World Regional Geography (3 hours)
__ GEOG-300 Elements of Geography (3 hours)
__ GEOG-304 Human Geography (3 hours)
__ POLS-101 U.S. Politics (3 hours)
__ POLS-103 Comparative Politics (3 hours)
__ POLS-201 Introduction to Public Policy (3 hours)
__ PSYCH-155 General Psychology (3 hours)
__ SOC-100 Introduction to Sociology (3 hours)
__ SWK-250 Relationship Skills (3 hours)
__ WGS-200 Introduction to Women's Studies (3 hours)
__ WGS-399 Global Women's Issues (3 hours)

Arts & Humanities Discipline Requirements - 6 Total Hours

__ ART-178 Introduction to the Visual Arts (3 hours)
__ ART-188 The Designed World (3 hours)
__ ART-217 Crafts I (3 hours)
__ ART-222 Jewelry/Metals I (3 hours)
__ ART-233 Drawing I (3 hours)
__ ART-244 Ceramics I (3 hours)
__ ART-266 Sculpture I (3 hours)
__ ART-277 Painting I (3 hours)
__ ART-288 Introduction to Art History I (3 hours)
__ ART-289 Introduction to Art History II (3 hours)
__ ART-311 Art Education (3 hours)
__ COMM-105 Performance Appreciation (3 hours)
__ COMM-205 Performance Studies (3 hours)
__ COMM-395 Theatre History (_) (3 hours)
__ ENGL-113 Literature and Culture (3 hours)
__ ENGL-114 General Literature (Genre) (3 hours)
__ ENGL-116 General Literature (Theme) (3 hours)
__ ENGL-117 Introduction to Fiction (3 hours)
__ ENGL-118 Introduction to Poetry (3 hours)
__ ENGL-120 Literature and Film (3 hours)
__ ENGL-121 Intro to Anti-Racist Literature (3 hours)
__ ENGL-122 Introduction to Women's Literature (3 hours)
__ ENGL-123 The Citizen in Literature (3 hours)
__ ENGL-125 Introduction to Horror in Literature (3 hours)
__ ENGL-250 Introduction to Creative Writing (3 hours)
__ ENGL-315 Mythology (3 hours)
__ ENGL-320 Literature and Film (3 hours)
__ HHP-151 Dance Appreciation (3 hours)
__ HIST-101 World History to 1500 (3 hours)
__ HIST-102 World History from 1500 (3 hours)
__ HIST-201 American History to 1865 (3 hours)
__ HIST-202 American History from 1865 (3 hours)
__ HONOR-200 The Power of Music (3 hours)
__ MLL-124 French Language and Culture I (3 hours)
__ MLL-154 Spanish Language and Culture I (3 hours)
__ MUSIC-120 Music Appreciation (____) (3 hours)
__ MUSIC-121 Introduction to Music Literature (3 hours)
__ MUSIC-321 History of Music (3 hours)
__ MUSIC-322 History of Music (3 hours)
__ PHIL-103 Introduction to Philosophy (3 hours)
__ PHIL-105 Ethics (3 hours)

__ PHIL-112 Biomedical Ethics (3 hours)
__ PHIL-113 Business Ethics (3 hours)
__ PHIL-114 Environmental Ethics (3 hours)
__ PHIL-231 World Religions (3 hours)

Institutionally Designated Requirements - 6 Total Hours

__ UGS-150 Gorilla Gateway (2 hours)

Any 1 credit hour class from the following:

__ DANCE-200 Dance (___) (1-3 hours)
__ EXSCI-200 Introduction to Exercise Science (1 hour)
__ HHP-150 Lifetime Fitness Concepts (1 hour)

Any 3 credit hour class from 4, 5, 6 or the following:

__ BIOL-617 Environmental Health (3 hours)
__ BUS-101 Introduction to Business (3 hours)
__ DSIS-130 Computer Information Systems (3 hours)
__ EDUC-261 Explorations in Education (3 hours)
__ EET-247 Computer Programming for Electronic Systems (3 hours)
__ EDTH-330 Technology for Teaching and Learning (3 hours)
__ FCS-203 Nutrition and Health (3 hours)
__ FCS-230 Consumer Education and Personal Finance (3 hours)
__ FIN-210 Financial Planning (3 hours)
__ GT-210 Technology in the World Today (3 hours)
__ GT-350 Technology and Civilization (3 hours)
__ HIST-207 Health Habits in American History (3 hours)
__ MECET-121 Engineering Graphics I (3 hours)
__ MFGET-263 Manufacturing Methods I (2 hours)
__ MFGET-268 Manufacturing Methods I Laboratory (1 hour)
__ MFGET-405 Quality Control (3 hours)
__ NURS-303 Introduction to Public Health (3 hours)
__ PHIL-206 Rational Decisions (3 hours)
__ PHIL-207 Critical Thinking (3 hours)
__ PHIL-208 Logic (3 hours)
__ REC-350 Promoting Community and Worksite Wellness (3 hours)

Revised: 11/12/2024

Curriculum Revision Form

Effective Date: FALL   Submission Date: 12/9/24

Department: English and Modern Languages   College of: Arts & Sciences

Contact Person: Troy O. Comeau   Minor Required? **Yes**

Revision   Major/Minor/Emphasis/Certification Name:

Creative Writing Emphasis - English Major

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

Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.
Used to change program name and/or curriculum, effective the upcoming academic catalog.
Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

1. Describe your Changes:

1. Move from B.A to B.S which will delete 9 hours of Foreign Language Requirements
2. Add ENGL 250 Introduction to Creative Writing and ENGL 546 Poetry:Evolution of Forms to the "Required Creative Writing Courses" and also make sure ENGL 556 states (Literary Editing & Stewardship).
3. Eliminate the word "and" between ENGL 451 Fiction Writing and Editing II and ENGL 452 Poetry Writing and Editing II
4. Eliminate the courses in the elective box which states "Select 3 hours of Writing Electives from:" and replace those courses with ENGL 651 Writing and Publishing Fiction and ENGL 652 Writing and Publishing Poetry which are currently in the "required" section.
5. Eliminate the entire section of "Select 3 hours of Genre from:" .
6. Rename the section "Select 3 hours from:" to "Select 3 hours of 300-level Literature electives from:" and move it under elective courses.
7. Rename the section "Select 3 hours of Literature elective from" to "Select 3 hours of500-level Literature electives from:"
8 Delete ENGL 566 American Theme and ENGL 571 International Literatures Theme from the 500-level Literature electives box and add ENGL 580 Environmental Literature and ENGL 582 African American Literature.
9. Add 6 more hours of upper-level electives so that it now reads "Select 15 hours of upper-level electives:"
10. Add the section "3 hours of any university elective".

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

These changes will increase the breadth and depth of knowledge for students in the emphasis allowing flexibility to choose from a variety of topics in English at the lower levels while ensuring in-depth study of literature at the 500 level. It also cleans up the catalog guide making it easier for students to understand the course requirements.

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

◯ Yes   ⦿ No

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

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

◉ Yes ◯ No

6. Will additional resources or costs will be required?

◯ Yes ◉ No

If so, what will be needed?

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

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

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

Authorization Sign-Off Sheet

Checklist: Check once verified.

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

-Approved: Department Chair/Director
Date: 12/9/24   Signature: _Troy D. Comeau_

-Approved: College Curriculum Committee
Date: 2/3/25   Signature: _Christopher Childers_

-Approved: Dean of College
Date: 2/3/25   Signature: _Christopher Childers_

-Approved: Council for Teacher Education (if applicable
Date: _____   Signature: _____

-Approved: University Undergraduate Curriculum Committee
Date: 3/17/25   Signature: _____

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

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

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

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

https://www.pittstate.edu/registrar/catalog

Academic Planning Document for 2025-2026

Major/Emphasis/Minor/Certificate - B.S., English, Creative Writing

Course Prefix	Course Num.	Course Name	Cr. Hr.
		Core Courses -	**14**
ENGL	199	Introduction to English Studies	1
ENGL	220	World Masterpieces	3
ENGL	699	Senior Seminar in English	1
		Select 9 hours from the following:	9
ENGL	231	American Literature I	
ENGL	232	American Literature II	
ENGL	241	British Literature I	
ENGL	242	British Literature II	
		Support Courses -	**0**
		Emphasis Courses - Creative Writing	**24**
		Required Creative Writing Courses:	
ENGL	250	Introduction to Creative Writing	3
ENGL	351	Fiction Writing and Editing I	3
ENGL	352	Poetry Writing and Editing I	3
ENGL	451	Fiction Writing and Editing II	3
ENGL	452	Poetry Writing and Editing II	3
ENGL	546	Poetry: Evolution of Forms	3
ENGL	556	Topics in Writing (Literary Editing & Stewardship)	3
ENGL	653	Writing Experimental Literatures	3
		Elective Courses -	**27**
		Select 3 hours of Writing Electives from:	3
ENGL	651	Writing and Publishing Fiction	
ENGL	652	Writing and Publishing Poetry	
		Select 3 hours of 300-level Literature electives from:	3
ENGL	304	Introduction to Writing About Literature	
ENGL	311	Anti-Racist Literature	
ENGL	312	Literature Topics ( )	
ENGL	313	Multicultural Literature	
ENGL	316	Women's Literature	
		Select 3 hours of 500-level Literature electives from:	3
ENGL	555	Topics in Literature (_____)	

ENGL	565	American Genre (___)	
ENGL	568	Topics in American Literature ( )	
ENGL	569	Topics in International Literature ( )	
ENGL	570	International Literatures Genre (___)	
ENGL	580	Environmental Literature	
ENGL	582	African American Literature	
		Select 15 hours of upper-level electives.	15
		Student selects 15 hours of ENGL courses numbered 300 or higher.	
		3 hours of any university elective	3

Total Credit Hours -	**65**
Minor -	21
General Educaton, 34-35 hours -	34
Total Credit Hours:	**120**

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

Bachelor of Arts Degree with a Major in English

Degree: Bachelor of Arts

Major: English

Emphasis available: Creative Writing, English Education, Language and Teaching, Literature and Culture, Technical and Professional Writing

Core Requirements

All candidates for this degree must complete a minor, except Education and Language and Teaching emphases.

English Core Requirements, 14 hours

__ ENGL-199 Introduction to English Studies (1 hour)
__ ENGL-220 World Masterpieces (3 hours)
__ ENGL-699 Senior Seminar in English (1 hour)

Select 9 hours from the following:

__ ENGL-231 American Literature I (3 hours)
__ ENGL-232 American Literature II (3 hours)
__ ENGL-241 British Literature I (3 hours)
__ ENGL-242 British Literature II (3 hours)

Creative Writing

Select 3 hours from:

__ ENGL-304 Introduction to Writing About Literature (3 hours)
__ ENGL-311 Anti-Racist Literature (3 hours)
__ ENGL-312 Literature Topics ( ) (3 hours)
__ ENGL-313 Multicultural Literature (3 hours)
__ ENGL-316 Women's Literature (3 hours)

Required Creative Writing Courses, 21 hours

__ ENGL-351 Fiction Writing and Editing I (3 hours)
__ ENGL-352 Poetry Writing and Editing I (3 hours)
__ ENGL-451 Fiction Writing and Editing II (3 hours)
and __ ENGL-452 Poetry Writing and Editing II (3 hours)
__ ENGL-556 Topics in Writing (____) (3 hours)
__ ENGL-651 Writing and Publishing Fiction (3 hours)
or __ ENGL-652 Writing and Publishing Poetry (3 hours)
__ ENGL-653 Writing Experimental Literatures (3 hours)

Select 3 hours of Writing Electives from:

__ ENGL-451 Fiction Writing and Editing II (3 hours)
Note: If not taken as part of required courses.
__ ENGL-452 Poetry Writing and Editing II (3 hours)
Note: If not taken as part of required courses.
__ ENGL-528 Writing for Publication I (____) (3 hours)
Note: Must be taken as Literary Magazine.
__ ENGL-556 Topics in Writing (____) (3 hours)
Note: Must be taken as Creative Writing.

Select 3 hours of Genre from:

__ ENGL-347 The Craft of Fiction (3 hours)
__ ENGL-546 Poetry: Evolution of Forms (3 hours)
__ ENGL-560 British Genre (____) (3 hours)
Note: Must be taken as Short Story.
__ ENGL-565 American Genre (____) (3 hours)
Note: Must be taken as Short Story.
__ ENGL-570 International Literatures Genre (____) (3 hours)
Note: Must be taken as Short Story.

Foreign Language Requirements, 9 hours

Select 3 hours of Literature electives from:

__ ENGL-555 Topics in Literature (____) (1-3 hours)
__ ENGL-565 American Genre (____) (3 hours)
__ ENGL-566 American Theme (____) (3 hours)
__ ENGL-568 Topics in American Literature ( ) (3 hours)
__ ENGL-569 Topics in International Literature ( ) (3 hours)
__ ENGL-570 International Literatures Genre (____) (3 hours)
__ ENGL-571 International Literatures Theme (____) (3 hours)

Select 6 hours of upper-level electives:

*See notes *1*

*Notes *1: Student select 6 hours of ENGL courses numbered 300 or higher.*

English Education

English Education Requirements, 19 hours

__ ENGL-202 English Grammar and Usage (3 hours)
__ ENGL-302 Advanced Composition (3 hours)
__ ENGL-304 Introduction to Writing About Literature (3 hours)
__ ENGL-478 Literature for Middle and Secondary Schools (3 hours)
__ ENGL-480 Internship in Teaching English (1 hour)
Note: Must be taken concurrently with ENGL 478 or ENGL 479.
__ ENGL-603 History of the English Language (3 hours)
or __ ENGL-308 English Linguistics (3 hours)
__ ENGL-619 Shakespeare (3 hours)

Foreign Language Requirements, 9 hours

Electives, 9 hours

*See notes *2*

*Notes *2: Six credit hours must be selected from literature courses numbered above 500; at least three hours must be American.*

Courses below must be completed for teacher certification and will substitute for a minor.

Courses below must be completed before admission to teacher education, 9 hours.
*See notes *3*

__ PSYCH-155 General Psychology (3 hours)
__ PSYCH-263 Developmental Psychology (3 hours)
__ EDUC-261 Explorations in Education (3 hours)
*Notes *3: See Admission to Professional Semester for professional education grade point requirements.*

Courses below must be completed before admission to professional semester, 13 hours

__ EDUC-307 Clinical Experience (1 hour)
__ PSYCH-357 Educational Psychology (3 hours)
Note: Must be admitted to teacher education to enroll.
__ ENGL-479 Techniques for Teaching English in Middle and Secondary Schools (3 hours)
Note: Must be admitted to teacher education to enroll.
__ SPED-510 Overview of Inclusive Education (3 hours)
__ EDUC-520 Methods and Materials for Academic Literacy (3 hours)
Note: Must be admitted to teacher education to enroll.

Professional Semester, 15 hours

__ EDUC-458 Methods and Curriculum (3 hours)
__ EDUC-464 Measurement and Evaluation (2 hours)
__ EDUC-475 Supervised Clinical Experience (9 hours)
__ ENGL-579 Supervised Student Teaching and Follow-Up of Teachers (1 hour)
Department preferred Pitt State Pathway courses: EDUC 261 Explorations in Education (3 hours) PSYCH 155 General Psychology (3 hours) 3 hours of Foreign Language under Human Systems/ Diverse Perspectives (E1)

Language and Teaching

Students seeking licensure for teaching English in the US should enroll in the BA in English, Education Emphasis.

English Language and Teaching Emphasis, 24 hours

__ ENGL-120 Literature and Film (3 hours)
or __ ENGL-320 Literature and Film (3 hours)
__ ENGL-202 English Grammar and Usage (3 hours)
__ ENGL-301 Technical/Professional Writing (3 hours)
__ ENGL-302 Advanced Composition (3 hours)
__ ENGL-304 Introduction to Writing About Literature (3 hours)
or __ ENGL-311 Anti-Racist Literature (3 hours)
or __ ENGL-312 Literature Topics ( ) (3 hours)
or __ ENGL-313 Multicultural Literature (3 hours)
or __ ENGL-316 Women's Literature (3 hours)
__ ENGL-308 English Linguistics (3 hours)
__ ENGL-506 General English Internship (1-3 hours)
__ MLL-479 The Teaching of Languages (3 hours)

Foreign Language Requirements, 9 hours
*See notes *4*

*Notes *4: The BA requires 9 hours of the same foreign language. Students whose first language is English should enroll in courses with the MLL prefix.*

Required Psychology courses, 9 hours

__ PSYCH-155 General Psychology (3 hours)
__ PSYCH-263 Developmental Psychology (3 hours)
__ PSYCH-357 Educational Psychology (3 hours)

Education Courses, 25 hours, replaces minor requirements.

__ EDUC-261 Explorations in Education (3 hours)
__ EDUC-308 Specialized Clinical Experience (1-3 hours)
__ EDUC-320 Developing Curriculum for Elementary Education (3 hours)
__ EDUC-321 Methods in Creative Experiences (3 hours)
__ EDUC-322 Early Literacy and Language Development (2 hours)
__ EDTH-330 Technology for Teaching and Learning (3 hours)
__ EDUC-370 Organization and Management of the Middle and Secondary Classroom (2 hours)
__ EDUC-464 Measurement and Evaluation (2 hours)
__ EDUC-479 Effective Teaching Strategies for Middle and Secondary (3 hours)
__ SPED-511 Overview of Inclusive Education (Birth - 6th Grade) (3 hours)

Literature and Culture

Required Emphasis courses

__ ENGL-304 Introduction to Writing About Literature (3 hours)

Select 3 hours from:

__ ENGL-311 Anti-Racist Literature (3 hours)
__ ENGL-312 Literature Topics ( ) (3 hours)
__ ENGL-313 Multicultural Literature (3 hours)
__ ENGL-316 Women's Literature (3 hours)

Select 12 hours of Literature electives from:

__ ENGL-546 Poetry: Evolution of Forms (3 hours)
__ ENGL-555 Topics in Literature (____) (1-3 hours)
__ ENGL-565 American Genre (____) (3 hours)
__ ENGL-567 Topics in British Literature ( ) (3 hours)
__ ENGL-568 Topics in American Literature ( ) (3 hours)
__ ENGL-569 Topics in International Literature ( ) (3 hours)
__ ENGL-580 Environmental Literature (3 hours)
__ ENGL-582 African American Literature (3 hours)
__ ENGL-619 Shakespeare (3 hours)
__ ENGL-755 Topics in Literature (____) (1-3 hours)
__ ENGL-771 Major Author(s) (____) (3 hours)
__ ENGL-772 Periods in Literature (____) (3 hours)

Select 3 hours of Writing elective from:

__ ENGL-250 Introduction to Creative Writing (3 hours)
__ ENGL-302 Advanced Composition (3 hours)
__ ENGL-306 Theories and Technologies of Writing (3 hours)

__ ENGL-351 Fiction Writing and Editing I (3 hours)
__ ENGL-352 Poetry Writing and Editing I (3 hours)
__ ENGL-556 Topics in Writing (____) (3 hours)
__ ENGL-756 Topics in Writing (____) (1-3 hours)

Select 3 hours of Language electives from:

__ ENGL-308 English Linguistics (3 hours)
__ ENGL-603 History of the English Language (3 hours)

Foreign Language Requirements, 9 hours

English Electives, 15 hours
See notes *5

Select 15 hours of English electives from any English courses except; ENGL 113, 114, 116, 120, or 250.

Notes *5: English majors and minors counting ENGL 250 Introduction to Creative Writing for General Education credit must take an additional writing elective.

Technical and Professional Writing

Emphasis Requirements, 12 hours

__ ENGL-302 Advanced Composition (3 hours)
__ ENGL-306 Theories and Technologies of Writing (3 hours)
__ ENGL-308 English Linguistics (3 hours)
or __ ENGL-603 History of the English Language (3 hours)
__ ENGL-695 Professional Writing Internship (1-3 hours)
Note: Should be taken for 3 hours.

Select 12 hours of Writing electives from:
See notes *6

__ ENGL-526 Writing in Electronic Environments I (___) (3 hours)
__ ENGL-527 Writing for the Public I (___) (3 hours)
__ ENGL-528 Writing for Publication I (___) (3 hours)
__ ENGL-529 The Art of Discourse I (___) (3 hours)
__ ENGL-626 Writing in Electronic Environments II (___) (3 hours)
__ ENGL-627 Writing for the Public II (___) (3 hours)
__ ENGL-628 Writing for Publication II (___) (3 hours)
__ ENGL-695 Professional Writing Internship (1-3 hours)
__ ENGL-729 The Art of Discourse II (___) (3 hours)
Notes *6: Other support courses approved by the Director of Professional Writing.

Foreign Language Requirements, 9 hours

English Electives, 6 hours
Must be at the 300-level or above.

Literature Electives, 3 hours
Must be at 500-level or above.

General Education Requirements

English Discipline Requirements - 6 Total Hours

__ ENGL-101 English Composition (3 hours)
__ ENGL-299 Introduction to Research Writing (3 hours)

Communications Discipline Requirements - 3 Total Hours

__ COMM-207 Speech Communication (3 hours)

Mathematics & Statistics Discipline Requirements - 3 Total Hours

__ MATH-110 College Algebra with Review (5 hours)
__ MATH-113 College Algebra (3 hours)
__ MATH-126 Pre-Calculus (4 hours)
__ MATH-133 Quantitative Reasoning (3 hours)
__ MATH-143 Elementary Statistics (3 hours)
__ MATH-150 Calculus I (5 hours)
__ MATH-204 Mathematics for Education I (3 hours)

Natural & Physical Sciences Discipline Requirements - 4/5 Total Hours

__ BIOL-111 General Biology (3 hours)
__ BIOL-112 General Biology Laboratory (2 hours)
__ BIOL-113 Environmental Life Science (4 hours)
__ BIOL-211 Principles of Biology I (4 hours)
__ CHEM-105 Introductory Chemistry (3 hours)
__ CHEM-106 Introductory Chemistry Laboratory (1 hour)
__ CHEM-215 General Chemistry I (3 hours)
__ CHEM-216 General Chemistry I Laboratory (2 hours)
__ PHYS-100 College Physics I (4 hours)
__ PHYS-104 Engineering Physics I (4 hours)
__ PHYS-130 Elementary Physics Laboratory I (1 hour)
__ PHYS-160 Physical Geology (3 hours)
__ PHYS-165 Physical Geology Laboratory (1 hour)
__ PHYS-166 Meteorology (3 hours)
__ PHYS-167 Meteorology Laboratory (1 hour)
__ PHYS-171 Physical Science (3 hours)
__ PHYS-172 Physical Science Laboratory (1 hour)
__ PHYS-175 Descriptive Astronomy (3 hours)
__ PHYS-176 Astronomy Laboratory (1 hour)
__ PHYS-375 Solar System Astronomy (3 hours)

Social & Behavioral Sciences Discipline Requirements - 6 Total Hours

__ ANTH-101 Introduction to Cultural Anthropology (3 hours)

__ ECON-191 Issues in Today's Economy (3 hours)
__ ECON-200 Principles of Microeconomics (3 hours)
__ ECON-201 Principles of Macroeconomics (3 hours)
__ ETECH-502 Engineering Economy (3 hours)
__ GEOG-106 World Regional Geography (3 hours)
__ GEOG-300 Elements of Geography (3 hours)
__ GEOG-304 Human Geography (3 hours)
__ POLS-101 U.S. Politics (3 hours)
__ POLS-103 Comparative Politics (3 hours)
__ POLS-201 Introduction to Public Policy (3 hours)
__ PSYCH-155 General Psychology (3 hours)
__ SOC-100 Introduction to Sociology (3 hours)
__ SWK-250 Relationship Skills (3 hours)
__ WGS-200 Introduction to Women's Studies (3 hours)
__ WGS-399 Global Women's Issues (3 hours)

Arts & Humanities Discipline Requirements - 6 Total Hours

__ ART-178 Introduction to the Visual Arts (3 hours)
__ ART-188 The Designed World (3 hours)
__ ART-217 Crafts I (3 hours)
__ ART-222 Jewelry/Metals I (3 hours)
__ ART-233 Drawing I (3 hours)
__ ART-244 Ceramics I (3 hours)
__ ART-266 Sculpture I (3 hours)
__ ART-277 Painting I (3 hours)
__ ART-288 Introduction to Art History I (3 hours)
__ ART-289 Introduction to Art History II (3 hours)
__ ART-311 Art Education (3 hours)
__ COMM-105 Performance Appreciation (3 hours)
__ COMM-205 Performance Studies (3 hours)
__ COMM-395 Theatre History (_) (3 hours)
__ ENGL-113 Literature and Culture (3 hours)
__ ENGL-114 General Literature (Genre) (3 hours)
__ ENGL-116 General Literature (Theme) (3 hours)
__ ENGL-117 Introduction to Fiction (3 hours)
__ ENGL-118 Introduction to Poetry (3 hours)
__ ENGL-120 Literature and Film (3 hours)
__ ENGL-121 Intro to Anti-Racist Literature (3 hours)
__ ENGL-122 Introduction to Women's Literature (3 hours)
__ ENGL-123 The Citizen in Literature (3 hours)
__ ENGL-125 Introduction to Horror in Literature (3 hours)
__ ENGL-250 Introduction to Creative Writing (3 hours)
__ ENGL-315 Mythology (3 hours)
__ ENGL-320 Literature and Film (3 hours)
__ HHP-151 Dance Appreciation (3 hours)
__ HIST-101 World History to 1500 (3 hours)
__ HIST-102 World History from 1500 (3 hours)
__ HIST-201 American History to 1865 (3 hours)
__ HIST-202 American History from 1865 (3 hours)
__ HONOR-200 The Power of Music (3 hours)
__ MLL-124 French Language and Culture I (3 hours)
__ MLL-154 Spanish Language and Culture I (3 hours)
__ MUSIC-120 Music Appreciation (____) (3 hours)
__ MUSIC-121 Introduction to Music Literature (3 hours)
__ MUSIC-321 History of Music (3 hours)
__ MUSIC-322 History of Music (3 hours)
__ PHIL-103 Introduction to Philosophy (3 hours)
__ PHIL-105 Ethics (3 hours)

__ PHIL-112 Biomedical Ethics (3 hours)
__ PHIL-113 Business Ethics (3 hours)
__ PHIL-114 Environmental Ethics (3 hours)
__ PHIL-231 World Religions (3 hours)

Institutionally Designated Requirements - 6 Total Hours

__ UGS-150 Gorilla Gateway (2 hours)

Any 1 credit hour class from the following:

__ DANCE-200 Dance (__) (1-3 hours)
__ EXSCI-200 Introduction to Exercise Science (1 hour)
__ HHP-150 Lifetime Fitness Concepts (1 hour)

Any 3 credit hour class from 4, 5, 6 or the following:

__ BIOL-617 Environmental Health (3 hours)
__ BUS-101 Introduction to Business (3 hours)
__ DSIS-130 Computer Information Systems (3 hours)
__ EDUC-261 Explorations in Education (3 hours)
__ EET-247 Computer Programming for Electronic Systems (3 hours)
__ EDTH-330 Technology for Teaching and Learning (3 hours)
__ FCS-203 Nutrition and Health (3 hours)
__ FCS-230 Consumer Education and Personal Finance (3 hours)
__ FIN-210 Financial Planning (3 hours)
__ GT-210 Technology in the World Today (3 hours)
__ GT-350 Technology and Civilization (3 hours)
__ HIST-207 Health Habits in American History (3 hours)
__ MECET-121 Engineering Graphics I (3 hours)
__ MFGET-263 Manufacturing Methods I (2 hours)
__ MFGET-268 Manufacturing Methods I Laboratory (1 hour)
__ MFGET-405 Quality Control (3 hours)
__ NURS-303 Introduction to Public Health (3 hours)
__ PHIL-206 Rational Decisions (3 hours)
__ PHIL-207 Critical Thinking (3 hours)
__ PHIL-208 Logic (3 hours)
__ REC-350 Promoting Community and Worksite Wellness (3 hours)

Revised: 11/12/2024

Faculty Senate Course Form

Effective Date: **Fall 2025**   **Submission Date:** 3/28/24

Department: Teaching and Leadership   **College of:** **Education**

Contact Person: Dr. Amber Tankersley   **Prefix:**   **FCS**

Create New, Revise, Inactivate, or Reactivate: **Revision**   **Course #:** **290**

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

1. Purpose/Justification for the Changes:

FCS 290 was created to take the place of EDUC 440 Program Organization and Management. When FCS 290 was created, it followed the same sequence of topics which didn't fit the needs of the programs or the students taking te course. Our vision is for FCS 290 to be an introduction to the field of early childhood. With this revision, the course will provide students with a broad overview of the field and prepare them for other courses in their child development or ECU program.

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

◯ Yes   ⦿ No

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

◯ Yes   ⦿ No

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

⦿ Yes   ◯ No

5. Will additional resources or costs be required?

◯ Yes   ⦿ No

If so, what will be needed?

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

◯ Yes ⦿ No

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

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

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:	Intro & Overview of Childhood Prog.	Intro & Overview of Childhood Prog.
Course Number:	**FCS 290**	**FCS 290**
Credits:	**3**	**3**
Grading System:	**A-F, IN**	**A-F, IN**
Pre/Co-Requisite(s):	None	None
Course Description:	An overview of planning for and administering programs serving children from birth to age eight. Topics include: program framework, policies/procedures, licensing/accreditation, staffing, learning environments, finances, marketing, food service/nutrition, child assessment, and family involvement.	An introduction to the early childhood field. The course will include an overview of the following topics: child development, play, learning domains, professionals, types of programs, developmentally appropriate practices, health/safety/nutrition, relationships, learning environments, curriculum, teaching, families, and communities.

Authorization Sign-Off

Checklist: Check once veriflied.

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

-Approved: Department Chair/Director
    Date: 4/8/24   Signature, Chair/Director: _____

-Approved: College Curriculum Committee
    Date: 9/3/24   Signature, Committee Chair: *John Oppliger*

-Approved: Dean of College
    Date: 9/3/24   Signature, Dean: *John Oppliger*

-Approved: Council for Teacher Education (if applicable)
    Date: 9/4/24   Signature, Council Chair: *John Oppliger*

-Approved: University Undergraduate Curriculum Committee
    Date: **3/17/25**   Signature, Committee Chair:

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

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

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

Spring 2025	
FCS 290 Introduction and Overview of Childhood Programs	
Pittsburg State University	**Family & Consumer Sciences**
Instructor:	**Day/Time/Location:** Online
Office Location:	**Office Hours:**
Office Phone:	**Email:**

COURSE DESCRIPTION

An introduction to the early childhood profession. The course will include an overview of the following topics: child development, play, learning domains, professionals, types of programs, developmentally appropriate practices, health/safety/nutrition, relationships, learning environments, curriculum, teaching, families, and communities.

PREREQUISITES

None

SYLLABUS SUPPLEMENT

The PSU Syllabus Supplement is available within the *"Important Course Resources"* module or through the *"PSU Student Resources"* link on our course Canvas homepage. This document contains important campus dates, resources, and information for students.

REQUIRED TEXT

Carter, H. & Tankersley, A. (2024). *Introduction to early childhood programs.* LibreTexts. Retrieved (date and link to be shared once book is made public).

STUDENT RESPONSIBILITY

It is a student's responsibility to seek out the course instructor for information regarding the course. Do not depend on your classmates to clarify course content or requirements. Students with issues in a course typically wait too long to have a conversation with their instructor, please schedule an appointment or drop by during office hours rather than solely reaching out via e-mail.

STUDENT ASSISTANCE

Coordinator, Center for Student Accommodations
113 Axe Library, 620-235-6578
https://www.pittstate.edu/office/center-for-student-accommodations/index.html
Please inform the instructor if you have a disability that requires accommodation.

Please inform the instructor if you have a disability that requires accommodation.

COURSE OUTCOMES

1. Explain fundamental child development characteristics.
2. Identify how children learn within the following learning domains: social/emotional, cognitive, creative, communication/language, and physical.
3. Contrast and analyze the roles and responsibilities undertaken by diverse early childhood professionals.
4. Investigate the different programs serving children from birth to age eight.
5. Describe and identify characteristics of high-quality programs for young children.
6. Evaluate developmentally appropriate practices following the guidelines outlined by the National Association for the Education of Young Children (NAEYC).
7. Outline strategies for safeguarding and promoting the health and wellness of children.
8. Identify preventive measures to mitigate the risk of injuries and ensure the safety of children.
9. Recognize the essential components of basic nutrition tailored for young children.
10. Articulate effective strategies for cultivating and sustaining trusting relationships with children and their families.
11. Define the characteristics of high-quality learning environments that meet the needs of children, families, and professionals.
12. Investigate the impact of curriculum on a young child's learning experiences.
13. Examine the multifaceted aspects of teaching in the context of early childhood education.
14. Investigate the interplay between families, communities, and early childhood education.

ASSIGNMENTS & EVALUATION

The final grade is based on the following assignment categories:

1. **Reflections & Discussion Boards**   *40% of total grade*

   Specific assignments are currently being created.

2. **Assignments & Projects**   *40% of total grade*

   Specific assignments are currently being created.

3. **Weekly Quizzes & Final Exam**   *20% of total grade*

WEEKLY ACTIVITIES

During most weeks there will be a graded activity related to the week's topic. Weekly activities may not be made up if missed. A limited number of extra credit opportunities will be offered throughout the semester as a way for students to earn back points from missed weekly activities.

ASSIGNMENT GUIDELINES & DUE DATES

Each assignment will include guidelines and a rubric when assigned. You will find due dates for assignments/projects/quizzes in the tentative class schedule at the end of the syllabus, in the guidelines for each assignment in our Canvas course site. Actual assignments/projects and their point values may change during the course of the semester. Additional graded activities may be added at the discretion of the instructor. Students will be notified of any such changes in advance.

LATE WORK

The instructor will accept assignments listed under "assignments and projects" up to one week past the original due date. Work submitted late will not earn full credit. The grade on a late assignment will be dropped by a minimum of 20% of the total point value (for example a 100-point assignment would equal a 20-point deduction). Assignments more than one week late will not be accepted. Weekly activities, observation tasks, and tests will not be accepted late.

FEEDBACK ON ASSIGNMENTS

After an assignment is graded, the instructor will provide general comments about the assignment to the class as a whole. Students will also receive individual feedback from the instructor for their individual written assignments through the rubric and through comments from the instructor within the returned graded assignment. Students should expect to receive feedback on their assignments within two weeks of submission, the instructor will update the class if the grading process is delayed. It is hoped that students will use feedback from the instructor to improve their work on future assignment submissions.

INFORMATION ABOUT GRADES

If you have a question or concern about the grade you received on an assignment, please make an appointment with your instructor to review the assignment. Any questions about individual assignments should occur within a week of receiving feedback on the assignment.
Students may access their course grades in Canvas at any time. Grades will be submitted to the registrar at midterm and the end of the semester. The grading scale used for this class is as follows: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=below 59%. Grades will not be rounded for this course.

ACADEMIC HONESTY

Each student is expected to do their original work. Any student who cheats or plagiarizes may receive a failing grade for the particular project or assignment, in the course, and possibly dismissal from the university. See the Pittsburg State University Catalog for further explanation of the university policy.

https://www.pittstate.edu/registrar/catalog/current/student-rights-and-responsibilities.html

COURSE EXPECTATIONS

CLASS PREPARATION

I have found it a good practice to "schedule" time to work on your online class materials throughout the week—it helps some people to view it at "class time". It is expected that students will do the assigned readings and weekly activities. Tests will cover information from the assigned reading, weekly activities, discussions, videos, etc. Within each week's module, you will find an overview that outlines the tasks and activities for the week. Slides and videos related to the week's topic will be posted to help focus your reading but are not a substitute for reading the assigned material.

ATTENDANCE

Regular attendance is essential for obtaining course information and input in class discussions. Attendance in an online course means that you log on and actively participate in the discussions and activities within the time frame allowed. The weekly discussion forums and activities help clarify your understanding of the concepts and make connections with your classmates.

NAVIGATING CANVAS

For this course, course information and materials will be posted in weekly modules. All materials related to the week's topic will be located in the week's module. Some material within each module may have requirements for viewing or completing before you will be allowed to progress through the module or move on to the next module. It is the student's responsibility to view the weekly modules in our course Canvas site frequently. Do not rely on the navigation pane ("To Do" and "Coming Up") on the right side of your Canvas homepage to guide your participation in the class, some class activities that may not show up in that navigation pane.

CANVAS ASSISTANCE

For this course, it is expected that you can successfully navigate the Canvas learning management system. Assistance can be found by clicking on the "Help" tab on the left-hand menu and choosing "Student Support" or "Search Canvas Guides". A student may also contact Gorilla Geeks for Canvas assistance at http://www.pittstate.edu/office/gorilla-geeks/.

GENERAL INFORMATION ABOUT ASSIGNMENT SUBMISSION

Be sure to thoroughly read the guidelines for each assignment as well as look over the rubric for each assignment before beginning the work and again before submitting it.

- o Assignments will be submitted through the course Canvas site. Assignments should be submitted using the "Submit Assignment" button.
- o Do not enter or attach an assignment in the comment box of an assignment as it will not show up as a submitted assignment to the instructor.
- o Please do not email assignments without instruction to do so.
- o Students are strongly advised to save a copy of all work prior to submitting it. In the unlikely event that an assignment is misplaced, the student will be able to furnish a copy to the instructor upon request.
- o If the instructor is unable to open an uploaded assignment in Canvas, the student will be notified to upload the assignment in a format that can be opened. An assignment will be considered late if the instructor has to request a file that can be opened. Typically, there should be no problems with your instructor opening documents created in programs through Microsoft Office or saved as a PDF.
- o It is advised to submit online assignments prior to the precise deadline in the event that a technology failure, such as an Internet outage, occurs and prevents you from submitting an assignment on time. If there is a widespread issue with our Canvas network, I am notified as an instructor and will make accommodations as necessary. I cannot verify individual technological glitches.

TECHNOLOGY REQUIREMENTS

To be able to fully participate in this course you will need to have the ability to search/open web pages, view/listen to videos, submit assignments (with attachments) via Canvas, and open/submit documents in Word, PowerPoint, PDF, and similar formats.

MICROSOFT OFFICE

PSU and Microsoft offer all active students FREE Microsoft Office (client download for home) and Office 365 (cloud service that can be used anytime). If you are an active student, you can proceed to https://www.pittstate.edu/it/pitt-start/ms-office.html to get started.

CLASSROOM ENVIRONMENT

It is expected that the learning environment in the classroom accommodates the needs and viewpoints of students and the instructor. The expectation is that respect will be accorded to everyone in the course.

NETIQUETTE

Netiquette, or Internet etiquette, are guidelines for maintaining civilized, professional, and effective communication in an online environment and email exchanges. Instructors and students will demonstrate appropriate netiquette when interacting with each other. Written communication will be conducted using standard business English. Here are some basic rules:

- o Keep your questions and comments relevant to the discussion topic. If another student posts a comment or question that is off-topic, do NOT reply. The instructor will reply in private to the student.
- o Treat the other participants in the forum politely and respectfully. Model the same standards of behavior online you would follow in a face-to-face discussion.
- o Do not use ALL CAPS when posting as this is considered, "shouting." Do not "flame" others in the forums. Flaming is the "act of responding in a highly critical, sarcastic, or ridiculing manner."
- o Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
- o The instructor reserves the right to remove posts that are not collegial and/or do not meet netiquette guidelines.

TENTATIVE COURSE SCHEDULE

Week #	Weekly Topic	Evaluation
1	Orientation/Course Introduction	Introduction DB Syllabus Quiz
2	Who is the young child?	Weekly Discussion/Reflection Weekly quiz
3	When children play, they're learning.	Weekly Discussion/Reflection Weekly quiz
4	Who are the professionals?	Weekly Discussion/Reflection Weekly quiz
5	What types of programs are there?	Weekly Discussion/Reflection Weekly quiz
6	How is quality defined?	Weekly Discussion/Reflection Weekly quiz
7	What are developmentally appropriate practices?	Weekly Discussion/Reflection Weekly quiz
8	What does a quality program look like? Health	Weekly Discussion/Reflection Weekly quiz
9	What does a quality program look like? Safety	Weekly Discussion/Reflection Weekly quiz
10	What does a quality program look like? Nutrition	Weekly Discussion/Reflection Weekly quiz
11	What does a quality program look like? Relationships	Weekly Discussion/Reflection Weekly quiz
12	What does a quality program look like? Learning Environments	Weekly Discussion/Reflection Weekly quiz
13	What does a quality program look like? Creating Learning Environments	Weekly Discussion/Reflection Weekly quiz
14	What does a quality program look like? Curriculum	Weekly Discussion/Reflection Weekly quiz
15	What does a quality program look like? Teaching	Weekly Discussion/Reflection Weekly quiz
16	How do families, communities, and programs work together?	Weekly Discussion/Reflection Weekly quiz
Finals Week		Final Exam

Faculty Senate Course Form

Effective Date: Fall 2025   Submission Date: 10/31/2024

Department: **Family and Consumer Sciences**

College of: Course   **College of Education**

Prefix: **FCS**

Contact Person: **Sheila Cook**

Create New, Revise, Inactivate, or Reactivate: **Reactivate**   Course #: **FCS 455**

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

1. Purpose/Justification for the Changes: This course is being reactivated to equip Family and Consumer Sciences teacher education students with a comprehensive understanding of how clothing styles have evolved through cultural, social, and economic influences. By examining historical costumes, students learn how fashion reflects societal values, technological advancements, and artistic trends over time. This foundational knowledge helps students in fields like fashion design, merchandising, and cultural studies to appreciate the origins of modern fashion, make informed design choices, and recognize recurring trends, ultimately enhancing their expertise and creativity in the fashion industry.

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

   Yes   (No)

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

   Yes   (No)

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

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

(Yes)   No

5. Will additional resources or costs be required?

Yes   (No)

If so, what will be needed?

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

Yes   (No)

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

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	History of Costume	
Course Number:	FCS 455	
Credits:	3 credit hours	

Grading System:	A-F, IN	
Pre/Co-Requisite(s):	FCS 104 – Fashion Fundamentals	
Course Description:	This course explores the evolution of costume and fashion from ancient civilizations to the present day, examining how clothing reflects cultural, social, and economic shifts. Students will analyze how historical events, technological advancements, and artistic movements have shaped fashion, from early textiles and silhouettes to contemporary designs. Through lectures, discussions, and visual analysis, students will gain a deep understanding of costume history's impact on modern design, as well as how past trends and cultural symbols influence today's fashion industry.	

Authorization Sign-Off

Checklist

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

-Approved: Department Chair/Director

Date: Signature, Chair/Director:

_1/22/24_

-Approved: College Curriculum Committee

Date: _2/4/25_   Signature, Committee Chair:

-Approved: Dean of College
Date: 2/4/25   Signature, Dean: _John H Opply-_

-Approved: Council for Teacher Education (if applicable)
Date: 2/5/25   Signature, Council Chair: _John H Opply_

-Approved: University Undergraduate Curriculum Committee
Date: 3/17/25   Signature, Committee Chair: _Kyh_

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

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

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

FAMILY & CONSUMER SCIENCES

FOS 455 – History of Costume

Sheila Cook

Pittsburg State University

Family and Consumer Sciences

Spring Semester

Pittsburg State University

Department of Family and Consumer Sciences

FCS 455-01 – History of Costume

Spring Semester

Course: FCS 455 -01	**Time: Online**
Instructor: Dr. Sheila Cook	**Location: Online**
Office: 113 FCS Building	**Email: skcook@pittstate.edu**
Office Phone: 620-235-4573	**Credit Hours: 3**

Office Hours:

(Fall) Wednesdays 9:00 a.m. – 12:00 p.m. & 12:30 p.m. – 2:30 p.m.

(Spring) Tuesdays: 9:00 a.m. – 11:00 a.m.

　　　　　　Thursdays: 9:00 a.m. – 12:00 p.m.

NOTE: Office hours may change without notice.

Department Policy for the First Day of Class: Students in Family and Consumer Sciences courses are expected to attend class AND/OR log into Canvas regularly beginning on the first day of a scheduled class. If a student does not attend on the first scheduled class session or notify the instructor of an expected absence on the first day, the instructor will remove the student from the class roll to accommodate students who wish to take the course and/or have been on a waiting list. Students on class waiting lists are strongly advised to attend the first session of class. This will indicate interest and commitment on the part of the student as well as keeping the student current in the class with peers already enrolled. Instructors should be able to indicate to the student at the first meeting the likelihood of the student enrolling based on attendance.

Course Information: This course will be conducted online with the use of Canvas. Questions and concerns should be addressed by requesting a meeting with the instructor during office hours. Email is the preferred mode of contact as long as it does not pertain to grades. I check e-mails frequently and will respond to course related questions within 24 hours on weekdays and 78 hours on weekends. The

professor reserves the right to make changes in the course and course syllabus at any time during the semester.

Pre-Requisite: FCS 104 – Fashion Fundamentals

Email Etiquette: Please use respectful etiquette when using email by adding:

1. Include course number, day, and time in subject line.
   Example: FCS 455-01 – Online
2. A brief, respectful message using proper, professional address.
3. State just the facts and no long stories.
4. Use proper grammar, spellings, and no texting in your writings.

Example:

Subject line: FCS 455-01

Hello Dr. Cook,

   I had a question concerning the discussion board for this week. Do you want us to use the information detail for all discussion responses or just the original 300+ comment? Thank you for your time.

Student A

Instructional Resources / Books Required: There is no required textbook for this course.

Course Description: 3 hours. Lecture and laboratory. This course explores the evolution of costume and fashion from ancient civilizations to the present day, examining how clothing reflects cultural, social, and economic shifts. Students will analyze how historical events, technological advancements, and artistic movements have shaped fashion, from early textiles and silhouettes to contemporary designs. Through lectures, discussions, and visual analysis, students will gain a deep understanding of costume history's impact on modern design, as well as how past trends and cultural symbols influence today's fashion industry

Course Objectives:

- Identify key periods, styles, and trends in costume history from ancient times to modern-day fashion.
- Analyze how historical, cultural, social, and economic factors influence fashion and costume development.
- Recognize the evolution of textiles, silhouettes, and garment construction techniques across historical eras.
- Evaluate the relationship between costume history and contemporary fashion design, noting recurring themes.
- Apply historical knowledge to critique modern fashion, understanding its roots and historical references.
- Conduct visual and contextual analyses of historical costumes and fashion illustrations.
- Develop research skills to explore costume history through primary and secondary sources.

These objectives aim to build foundational knowledge in costume history and its impact on modern fashion.

Teaching Strategies:

- Lectures
- Textbook and printed materials
- Research/Investigation
- Instructional activities: individual and group
- Discussion groups
- Videos
- Student projects
- Student research projects

Assessment:

- Reflective Reading/Writing
- Exams
- Presentations
- Resource Notebook
- Other

Exams and Final:

- Instructional exams and skills exams will be given throughout the semester.
- Instructional exams will be timed and uploaded to Canvas.
- Skills exams will be conducted during laboratories.
- One final project will be given. Detailed information and instructions for the final project will be given later in the semester.
- **NO MAKE-UP EXAMS WILL BE GIVEN.**

Grading:

Points will be updated throughout the semester and totaled at the end of the semester. Final grades will be determined using a percentage of total points possible. **Final grades will NOT be rounded up.**

Grading Scale: 90-100%= A

80-89%= B

70-79%= C

60-69%= D

<60%= F

Online Course Interactions and Instructor's Policy:

- Online interactions are expected on a weekly basis.
- You are responsible for all material covered in the course.

Course Notes:

- Online participation in all activities is expected. You are responsible for turning in your own work.
- The preferred mode of communication for this class is e-mail at skcook@pittstate.edu. Grades WILL NOT be discussed over email. I check my email daily.
- All assignments must be turned in on or before, the specified date.
- **No Late Work Will Be Accepted.**

Submitting Assignments:

- All assignments will be submitted through the PSU Canvas management system and through Turnitin.
- Unless otherwise specified, all written assignments are to follow General APA Guidelines.
- Assignments must be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides.
- **12 pt. Times New Roman font must be used for ALL assignments.**
- Unless otherwise specified, assignments should be at least one- and one-half pages in length, but no more than two pages.
- Always use correct grammar and word choice conducive for a college-level course.
- <u>Always</u> include a reference page written in APA 7th edition format for EACH assignment.
- Formatting papers: https://www.ivcc.edu/stylebooks/stylebook4.aspx?id=14574 or https://owl.english.purdue.edu/owl/resource/747/0
- **ALWAYS SPELL CHECK, GRAMMAR CHECK, AND PROOF READ!**
- All students are expected to use the PSU Canvas system to keep up with class events, assignments, to view weekly announcements, etc.

- Please note: ALL assignments are required to include an APA 7th edition style cover page. The following is an example of the information needed for your cover page. It should be centered and half-way down the middle of the page.

Title of Assignment in BOLD Text

Student's First and Last Name

Pittsburg State University

FCS 455 – History of Costume

Dr. Sheila Cook

August 15, 2024 (Current Date)

Setting Up Your Reference Page(s):

- Your reference page(s) must follow the references example below:
- References in alphabetical order.
- First line 1-inch tab
- Second and any additional lines tabbed over once.
- All single space for each reference and double spaced between each new reference.
- All references in alphabetical order.

The following is an example an APA 7th edition reference page included with EACH assignment:

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.).

Bloom, B. S. (Ed.). (1974). *Taxonomy of educational objectives*. McKay.

Brown, G. (2009). The ontological turn In education: The place of the learning environment. *Journal of Critical Realism, 8*(1), 5-34. https://doi.org/10.1558/jocr.v8i1.5

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18*(1), 32-42. http://www.jstor.org/stable/1176008

Collins, A., & Greeno, J. G. (2011). Situative view of learning. In V. G. Aukrust (Ed.), *Learning and cognition in education* (pp. 64-68). Elsevier.

Collins, S. (2016). *Neuroscience for learning and development: how to apply neuroscience and psychology for improved learning and training*. Kogan Page.

Cooling, T. (2015, August 2015). The Bible in education. *The Christian Teachers Journal, 23*(3).

Cooling, T. (2017a). Children's spiritual development in school. *Transmission*, 18-20.

Cooling, T. (2017b). The threat to better learning in Christian education. In K. Goodlet, J. Collier, & T. George (Eds.), *Better learning: Trajectories for educators in Christian schools* (pp. 107-116). St Mark's NTC.

Damasio, A. R. (1994). *Descartes' error: Emotion, reason, and the human brain*. G. P. Putnam's Sons.

Dewey, J. (1938). *Experience and education*. Collier.

Institute for American Values. (2003). *Hardwired to connect: The new scientific case for authoritative communities*. http://americanvalues.org/catalog/pdfs/hwexsumm.pdf

Loughland, T., & Matthews, R. (2016). *Using the AITSL standards to assess graduate teacher performance*. Criterion Conferences. Retrieved 18 January, 2018 from https://www.criterionconferences.com/blog/education/using-aitsl-standards-assess-graduate-teacher-performance/

Student Assistance: Students seeking assistance with academic programs because of handicap should contact the Center for Student Accommodations, 216 Russ Hall, 235-4309. Please inform the instructor if you have a handicap or a disability that the instructor needs to know about.

Student Responsibility: It is the student's responsibility to seek out faculty members for information regarding the course. Students who have problems in courses typically wait too long to contact their instructor.

PSU Syllabus Supplement: https://www.pittstate.edu/office/registrar/syllabus-supplement.dot

Academic Integrity / Plagiarism Policy:

According to PSU's Academic Integrity Policy in Article 30 of the Code of Student's Rights and Responsibilities, academic dishonesty by a student includes, but not limited to:

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

All work you submit for this course must be completed solely by you, without unauthorized collaboration with others (e.g. don't ask your roommate, your parents, or your significant other to help you with your assignments. Instead, go to the Writing Center or come to me for help). When you complete your work, you must do so without neglecting to attribute information or ideas you have borrowed from other sources using APA style.

If you fail to cite information, it is viewed as intentional plagiarism. If I see intentional plagiarism, I will give the assignment a grade of F or a 0 for the assignments. If I see repeated cases of intentional plagiarism, I may fail you for the course and the instances will be reported.

For information regarding the university-wide policies on student behavior and the consequences of misconduct or plagiarism, and for information about your rights as a student, please see:

https://registrar.pittstate.edu/catalog/archive/2019-2020/student-rights-and-responsibilities.html

Concealed Carry Weapons Policy at PSU: It is recommended you review the syllabus supplement found at: http://www.pittstate.edu/dotAsset/6c552e9b-8c3c-415e-b874-15006b8d85d0.pdf

FCS 455 – History of Costume Tentative Course Schedule:

This is a tentative course schedule to help you keep pace and submit all assignments on time.

Course Schedule: Faculty reserves the right to make changes in this schedule.

Week 1: Introduction to Costume History

- Overview of the course objectives, structure, and expectations
- Introduction to key concepts and terminology in costume history
- Discussion of the importance of studying costume as a reflection of social, cultural, and political contexts

Weeks 2-3: Prehistoric and Ancient Costume

- Exploration of early forms of dress and adornment in prehistoric societies
- Study of clothing styles, materials, and techniques in ancient civilizations such as Mesopotamia, Egypt, Greece, and Rome
- Analysis of archaeological evidence, artistic representations, and written sources on ancient costume

Weeks 4-5: Medieval and Renaissance Costume

- Examination of clothing styles in medieval Europe, including the influence of religion, class, and trade on fashion
- Study of the transition from medieval to Renaissance costume, exploring the revival of classical forms and the emergence of new silhouettes and textiles
- Analysis of key developments in Renaissance costume, such as the rise of tailoring and the introduction of fashion accessories

Weeks 6-7: Baroque and Rococo Costume

- Exploration of the fashion trends of the Baroque and Rococo periods in Europe
- Study of the elaborate clothing styles of the aristocracy and bourgeoisie, including the use of luxury textiles, decorative embellishments, and exaggerated silhouettes
- Analysis of the social and cultural significance of fashion in the Baroque and Rococo eras

Weeks 8-9: Neoclassical and Romantic Costume

- Examination of the transition from the Rococo to the Neoclassical and Romantic styles in the late 18th and early 19th centuries
- Study of the influence of political events, social movements, and cultural ideals on fashion, including the impact of the French Revolution and Napoleonic Wars

- Analysis of key developments in Neoclassical and Romantic costume, such as the adoption of classical drapery and the popularity of historical revivalism

Weeks 10-11: Victorian Costume

- Exploration of the fashion trends of the Victorian era in Europe and America
- Study of the changing roles of women and men in society and their influence on clothing styles
- Analysis of key developments in Victorian costume, such as the invention of the sewing machine, the rise of department stores, and the spread of fashion magazines

Weeks 12-13: Modern and Contemporary Costume

- Examination of the evolution of fashion from the early 20th century to the present day
- Study of the impact of world wars, technological innovations, and social movements on clothing styles
- Analysis of key developments in modern and contemporary costume, such as the rise of ready-to-wear fashion, the influence of designers and celebrities, and the globalization of fashion markets

Weeks 14-15: Global Perspectives on Costume

- Exploration of the diversity of clothing traditions and styles around the world
- Study of dress practices in different cultures and regions, including indigenous communities, ethnic minorities, and diaspora populations
- Analysis of issues of cultural appropriation, globalization, and identity in the study of costume history

Week 16: Conclusion, Review, and Final Project

- Review of key concepts, themes, and periods covered in the course
- Discussion of the relevance of costume history to contemporary fashion and society
- Reflection on the importance of understanding the cultural and historical context of clothing in shaping individual and collective identities

Faculty Senate Course Form

Effective Date: Fall 2025   Submission Date: 10/31/2024

Department: **Family and**   College of: Course   **College of Education**
Consumer Sciences

Prefix: **FCS**

Contact Person: **Sheila Cook**
Create New, Revise, Inactivate, or Reactivate: **Revise** Course #: **FCS 330 – FCS 530**
UGCC Note: New Course

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

1. Purpose/Justification for the Changes: This course had a typo in the original KBOR program changes for FCS Teacher Education. FCS 530 – Family Financial Planning and Education is the correct course number and title.

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

Yes   (No)

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

Yes   (No)

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

(Yes)　　　No

5. Will additional resources or costs be required?

Yes　　　(No)

If so, what will be needed?

PSU Faculty Senate 24-25

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

Yes　　　(No)

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

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

Course Numbers cannot be changed, only created.

	Existing	New/Proposed
Title:	Family Counseling	Family Financial Planning and Education
Course Number:	FCS 330	FCS 530
Credits:	3 credit hours	3 credit hours

Grading System:	A-F, IN	A-F, IN
Pre/Co-Requisite(s):		Prerequisite: FCS 230 Consumer Education and Personal Finance or FIN 210 Financial Planning.
Course Description:		An in-depth view of personal and family financial planning emphasizing the financial planning process as well as financial educational strategies. Concepts include communicating about money, educational strategies when working with families, savings and cash flow management, insurance, investments, taxes, estate planning, and use of credit. This course prepares students to take the competency exam for the Certified Personal & Family Finance Educator credentialing through the American Association of Family and Consumer Sciences.

Authorization Sign-Off

Checklist

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

-Approved: Department Chair/Director

Date: 11/22/24   Signature, Chair/Director:

-Approved: College Curriculum Committee

Date: 2/4/25   Signature, Committee Chair:

-Approved: Dean of College

Date: 2/4/25   Signature, Dean: _____

-Approved: Council for Teacher Education (if applicable)

Date: 2/5/25   Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee

Date: 3/17/25   Signature, Committee Chair: _____

-Approved: Faculty Senate

Date: Signature, Recorder Faculty Senate: _____

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

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

Department of Family & Consumer Sciences

Pittsburg State University
Spring 2023

Course: FCS 530*99 Family Financial Planning & Education
Time: M & W's from 11-12:15
Instructor: Goldie Prelogar-Hernandez
Office: 201A FCS Building

Office Hours: These are "student hours"
Mondays: 9-10 & 2:30-4:30
Tuesdays: 1-3
Wednesdays: 9-10
Thursdays: 11-12

Phone: (620)-235-4512

Email: gprelogar@pittstate.edu
Email is my preferred form of contact!

I. Course Description:

An in-depth view of personal and family financial planning emphasizing the financial planning process as well as financial educational strategies. Concepts include communicating about money, educational strategies when working with families, savings and cash flow management, insurance, investments, taxes, estate planning, and use of credit. This course prepares students to take the competency exam for the Certified Personal & Family Finance Educator credentialing through the American Association of Family and Consumer Sciences. Prerequisite: FCS 230 Consumer Education and Personal Finance or FIN 210 Financial Planning.

II. Course Purpose:

The National Financial Capability Study (NFCS) conducted by the Financial Industry Regulatory Authority (FINRA) in 2009, 2012, 2015, and again in 2018 found that Americans demonstrate relatively low levels of financial literacy and have difficulty applying financial decision-making

skills to real life situations. In the 2018 study, participants were asked six questions covering aspects of economics and finance encountered in everyday life. No complex calculations were required. "Only 7% of respondents are able to answer all six questions correctly, and only 40% are able to answer at least four questions correctly, down slightly from 44% in 2015. Looking at only the five questions that have been asked in the NFCS since 2009, we see a clear trend of declining financial literacy over the past nine years." Individuals need at least a fundamental level of financial understanding. This knowledge, paired with financial decision-making skills, can best ensure an individual's financial capability. This course enables CFS emphasis students to bring financial education to the families and communities they serve.

III. Course Objectives

1. Determine teaching strategies appropriate for content and learners.
2. - Integrate financial literacy concepts across content areas.
3. - Assess students' comprehension of financial literacy outcomes.
4. - Develop a plan for spending and saving based upon personal and family goals and values.
5. - Understand the role of communication within the family regarding financial planning and address why some families are reluctant to discuss financial planning.
6. - Develop a system for keeping and using financial records and legal documents.
7. - Describe ways to use different payment types, including banking services.
8. - Apply consumer skills to purchasing decisions.
9. - Use appropriate mathematical concepts needed to analyze financial decisions.
10. - Develop a personal or family financial plan (short-term, intermediate, and long term goals).
11. - Assess estate and long-term financial planning options.
12. - Identify personal and family goals related to credit and debt.
13. - Outline responsibilities as related to obtaining and managing personal and family credit.
14. - Identify the cost and benefits of various types of credit and the components of a credit record.
15. - Compare the availability, costs, and benefits of types of loans used to finance a car, education expenses, and housing.
16. - Describe ways to avoid or correct debt problems.
17. - Summarize major consumer credit laws, including borrower's credit report rights.
18. - Identify common types of risk and basic risk management methods.
19. - Explain the purpose and importance of property and liability protection as part of individual and family financial planning.
20. - Explain the purpose and importance of health, disability, and life insurance protection as part of individual and family financial planning.
21. - Explain the correlation between risk, premium, coverage, and deductibles.
22. - Differentiate between saving and investment options for meeting various personal and family goals.
23. - Discuss how saving and investing contribute to financial well-being and goal achievement.
24. - Critique alternatives for researching, purchasing, and managing saving and investment products.
25. - Explain how interest rates, taxes, and fees affect the return on savings and investments.
26. - Understand how agencies that regulate financial markets protect consumers.

27. - Describe characteristics of commonly used investment products (e.g., stocks and mutual funds).

All objectives will be measured by a final comprehensive exam designed to simulate the CFPPE exam.

Student Assistance: Students needing assistance need to contact the Center for Student Accommodations: https://www.pittstate.edu/office/center-for-student-accommodations/

Syllabus Supplement: https://www.pittstate.edu/office/registrar/syllabus-supplement.dot Follow the link and click on the current semester.

IV. Instructional Resources:
Required Text: Personal Finance
By kapoor, jack r. / dlabay, les r. / hughes, robert j.
Edition : 14TH 23
Publisher : RENT MCG
ISBN 13 : 9781264101597

Additional Resources, Online videos; readings; Instructional materials

V. Teaching Strategies:
- Lectures
- Online materials
- Instructional Activities: individual and group
- Discussion Groups
- Videos
- Guest Speakers
- Student Projects
- Final Exam

VI. Assessment :
Students will have two weekly assignments and a final exam.

A. Overall Evaluation is based on:
- the students ability to answer questions on objective tests;
- the completion and quality of assigned work using the PSU Writing Rubric; and

- participation and cooperation in on-line activities.

Grading Scale:

Grading System - grade is based on the total points awarded out of total points possible.

A = 90 - 100%; B = 80 - 89%; C = 70 - 79%; D = 60 - 69%; F = 59% and below.

Class Attendance and Instructor's Policies:

1. Participation is expected. You are responsible for all material covered in this course in its given timeframe. In the event of excessive absences (8 or more) or non-participation, the instructor will drop the student from the class. *A note on attendance* I may or may not take attendance every day. There is no "excused" or "unexcused" absences. You are either here on a day I take attendance or you are not. You do not need to tell me why you weren't in class. Think of them as personal days and save them! Additionally, if you miss more than the 8 absences, I reserve the right to refuse (or not grade = give you a zero) your electronic assignment submissions.

2. All assignments must be turned in at the specified time. **Late work will be accepted for one week past the due date, but will then be given a 10% penalty. Past one week, NO late work will be accepted. Technical issues with computers or CANVAS are not valid excuses for late work.** Have a "plan B" in mind in case you have computer issues. **Extra credit will be offered occasionally, take advantage of it as a padding or buffer for your grade.**

3. ASSIGNMENT SUBMISSIONS:
   - Be sure to thoroughly read the guidelines for each assignment as well as look over the rubric for each assignment before beginning the work and again before submitting it.
   - Assignments will be submitted electronically through the course Canvas site. Assignments should be submitted using the "Submit Assignment" button.
   - Do not enter or attach an assignment in the comment box of an assignment as it will not show up as a submitted assignment to the instructor.
   - Please do not email assignments without instruction to do so.
   - Students are strongly advised to save a copy of all work prior to submitting it. In the unlikely event that an assignment is misplaced, the student will be able to furnish a copy to the instructor upon request.
   - If the instructor is unable to open an uploaded assignment in Canvas, the student will be notified to upload the assignment in a format that can be opened. An assignment will be considered late if the instructor has to request a file that can be opened. Typically, there should be no problems with your instructor opening documents created in programs through Microsoft Office or saved as a PDF.

- No Google docs allowed. I literally can not open the assignment in Canvas. Google docs = ZERO points.
- All written work must be in full sentences, typed, and submitted electronically (uploaded to Canvas). All work must be turned in typed, in APA format, 12 point font size, Times New Roman with 1 inch margins. Assignments should begin with an introduction, have a body, and a conclusion. Any works cited should be included in an APA style Bibliography. I reserve the right to reject any assignment that is does not meet the minimum requirements outlined in that assignment or is not formatted properly.
- It is advised to submit online assignments prior to the precise deadline in the event that a technology failure, such as an internet outage, occurs and prevents you from submitting an assignment on time. If there is a widespread issue with our Canvas network, I am notified as an instructor and will make accommodations as necessary. I cannot verify individual technological glitches.

4. If you are involved in extracurricular activities (including, but not limited to: sports, ROTC, Choir, etc) that take you away from class; any assignments, discussions, quizzes, tests, etc. MUST be turned in PRIOR to your absence and/and PRIOR to the DEADLINE (whichever is first). Any questions about such assignments, discussions, quizzes, tests etc., must be brought to me PRIOR to the absence and/or PRIOR to the deadline. Being gone is not an excuse for skipping an assignment, discussion, or quiz.

5. Online Quizzes and exams taken in Canvas must be taken on a laptop or desktop device. Wireless devices like your phone or a tablet are not always compatible with Canvas. Do NOT take an exam or quiz with your mobile device.

6. Grading mistakes: I am human and I make mistakes. My TA also may make a mistake. If you believe a mistake has been made in grading, you have 48 hours **within a normal work week** (after it has been posted to Canvas) to email me an inquiry about your grade. No grade changes will be made after that grace period. (Basically what I am saying is that if I post a grade on Friday at 4:00 then you have until Tuesday at 4:00 to email me.)

7. Regarding final grades: I strive throughout the semester to ensure that you receive the final grade that you earned. Grades reflect your level of proficiency and preparation for future work. They are not subjective, capricious, or random. If you disagree or have questions about an assignment or exam grade, the time to ask about it is when you receive the grade, not at the end of the semester when it is too late to learn from it. As such, do not email me at the end of the semester asking me for special consideration, additional extra credit, to review earlier assignments, etc. I would rather that we have these conversations throughout the semester, as that allows us to address concerns in a timely – and more effective – manner.

<u>Academic Honesty</u> You are expected to do and submit your work and not that of others.

Please refer to the catalog for the university policy on academic dishonesty. As per the Pittsburg State University Catalog, "Academic dishonesty...is defined as unethical activity associated with course work or grades." Additionally, "unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work." A violation of the academic dishonesty policy may result in a grade of F on the assignment, in the course, and possibly dismissal from the university.

<u>Modification to Course Delivery and Class Cancellation Policy</u>: The instructor of this course may modify the delivery of the course or cancel class in the event of the absence of the instructor or due to weather and/or health-related university closings. Modified course delivery may consist of online instruction and activities through Canvas. Students will be notified through a <u>Canvas Announcement</u> as soon as possible in the event of a modification to the delivery of the course or in the event of a class cancellation.

Curriculum Revision Form

Effective Date: FALL   Submission Date: 1-14-2025

Department: Family and Consumer Sciences   College of: Education   ▾

Contact Person: Sheila Cook   Minor Required? No   ▾

Revision ▾ Major/Minor/Emphasis/Certification Name:

Family and Consumer Sciences Education - Bachelor of Science

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

Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.
Used to change program name and/or curriculum, effective the upcoming academic catalog.
Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

1. Describe your Changes:

Request to return FCS 409-93 - Demonstration Techniques and Instructional Technology to the Family and Consumer Sciences teacher education program and remove IND 120 - Interior Design Studio Fundamentals from the FCS teacher education program.

UGCC Note: Other changes include: Add FCS409 and remove Note 3 requiring 3 electives

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

Initially, IND 120 had 3-credit hours of prerequisites. However, starting this fall 2024, IND 120 now has 6-credit hours of prerequisites instead of the initial 3-credit hours prerequisite: "Prerequisite: IND 110 Interior Design Fundamentals and CMCET 133 Construction Graphics." The additional 3-credit hours will place the FCS TE program over the recommended 120 overall credit hours. FCS 409-93 - Demonstration Techniques and Instructional Technology had been in the FCS TE program for many years and does not have any prerequisites. In addition, FCS 409-93 is still being taught and will remain on the FCS rotation schedule as an FCS emphasis course.

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

   ⦿ Yes   ◯ No

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

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

◉ Yes ○ No

6. Will additional resources or costs will be required?

○ Yes ◉ No

If so, what will be needed?

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

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

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

Title:	Interior Design Studio Fundamentals	Demonstration Techniques and Instructional Technology
Course Number:	IND 120-01	FCS 409-93
Credits:	3 credit hours	3 credit hours
Grading System:	A-F, IN	A-F, IN
Pre/Co-Requisite(s):	Prerequisite: IND 110 Interior Design Fundamentals and CMCET 133 Construction Graphics.	
Course Description:	Studio. Application of interior design fundamentals in a studio setting. Students will be introduced to hand drafting and introductory level computer aided drafting through a series of exercises and design projects while demonstrating basic space planning and interpretation of architectural plans and symbols.	This course equips Family and Consumer Sciences teacher education students with essential skills in presenting and teaching complex concepts effectively. By focusing on diverse instructional strategies, demonstration methods, and technology integration, students learn how to engage audiences, simplify information, and tailor content for varied learning styles. This course is particularly valuable for aspiring educators, trainers, and professionals in fields requiring instructional expertise, as it provides a foundation for creating impactful, interactive, and accessible learning experiences.

Authorization Sign-Off Sheet

Checklist: Check once verified.

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

-Approved: Department Chair/Director
   Date: 12/23/24   Signature: _____

-Approved: College Curriculum Committee
   Date: 2/4/25   Signature: _____

-Approved: Dean of College
   Date: 2/4/25   Signature: _____

-Approved: Council for Teacher Education (if applicable
   Date: 2/5/25   Signature: _____

-Approved: University Undergraduate Curriculum Committee
   Date: 3/17/25   Signature: _____

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

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

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

Family and Consumer Sciences Education Emphasis

Degree: Bachelor of Science
Major: Family and Consumer Sciences
Emphasis: Family and Consumer Sciences Education

Core Requirements, 14 hours

Students planning to teach should become familiar with the current Regulations for Certifying School Personnel, issued by The State Board of Education. Information concerning these regulations may be obtained from the Director of Teacher Education, 110 Hughes Hall, Pittsburg State University.

Total hours for Bachelor of Science in Education Degree with a Major in Family and Consumer Sciences (120 hours).

___ FCS-100 Career Management in Family and Consumer Sciences (1-2 hours)
___ FCS-203 Nutrition and Health (3 hours)
___ FCS-230 Consumer Education and Personal Finance (3 hours)
___ FCS-470 Professional and Social Skills (3 hours)
___ FCS-480 Dynamics of Family Relationships (3 hours)
___ FCS-572 Senior Seminar in Family and Consumer Sciences (1 hour)

FCS Requirements, 27 hours

*See notes *1*

___ IND-110 Interior Design Fundamentals (3 hours)
___ FCS-330 Financial Counseling (3 hours)
___ FCS-355 Construction Techniques (3 hours)
___ FCS-401 Food Science and Preparation Techniques (3 hours)
___ FCS-430 Family Resource Management (3 hours)
___ FCS-455 History of Costume (3 hours)
___ EDUC-479 Effective Teaching Strategies for Middle and Secondary (3 hours)
Note: Must be admitted to Teacher Education to enroll.
___ FCS-590 Development of the Child: Birth Through Age Eight (3 hours)
___ FCS-690 Parent/Professional Relationships (3 hours)
*Notes *1: Sophomore Year: Admission Teacher Education Junior Year: Admission to Professional Semester.*

Professional Requirements, 26 hours

*See notes *2*

___ IND-120 Interior Design Studio Fundamentals (3 hours)
___ PSYCH-155 General Psychology (3 hours)
___ EDUC-261 Explorations in Education (3 hours)
___ FCS-285 Lifespan Human Development (3 hours)
___ PSYCH-357 Educational Psychology (3 hours)
Note: Must be admitted to Teacher Education for enrollment.
___ EDUC-370 Organization and Management of the Middle and Secondary Classroom (2 hours)
___ FCS-370 Introduction to Career-Technical Education FCS (3 hours)
___ SPED-510 Overview of Inclusive Education (3 hours)
___ EDUC-520 Methods and Materials for Academic Literacy (3 hours)
Note: Must be admitted to Teacher Education for enrollment.
*Notes *2: See grade point requirements for professional education courses for Admission to Professional Semester.*

Professional Semester, 16 hours

*See notes *3*

___ EDUC-458 Methods and Curriculum (3 hours)
___ EDUC-464 Measurement and Evaluation (2 hours)
___ EDUC-475 Supervised Clinical Experience (9 hours)
___ FCS-579 Supervised Student Teaching and Follow-Up of
Teachers (2 hours)
Notes *3: Plus 3 hours electives.

General Education Requirements
English Discipline Requirements - 6 Total Hours
___ ENGL-101 English Composition (3 hours)
___ ENGL-299 Introduction to Research Writing (3 hours)

Communications Discipline Requirements - 3 Total Hours
___ COMM-207 Speech Communication (3 hours)

Mathematics & Statistics Discipline Requirements - 3 Total Hours
___ MATH-110 College Algebra with Review (5 hours)
___ MATH-113 College Algebra (3 hours)
___ MATH-126 Pre-Calculus (4 hours)
___ MATH-133 Quantitative Reasoning (3 hours)
___ MATH-143 Elementary Statistics (3 hours)
___ MATH-150 Calculus I (5 hours)
___ MATH-204 Mathematics for Education I (3 hours)

Natural & Physical Sciences Discipline Requirements - 4/5 Total Hours
___ BIOL-111 General Biology (3 hours)
___ BIOL-112 General Biology Laboratory (2 hours)
___ BIOL-113 Environmental Life Science (4 hours)
___ BIOL-211 Principles of Biology I (4 hours)
___ CHEM-105 Introductory Chemistry (3 hours)
___ CHEM-106 Introductory Chemistry Laboratory (1 hour)
___ CHEM-215 General Chemistry I (3 hours)
___ CHEM-216 General Chemistry I Laboratory (2 hours)
___ PHYS-100 College Physics I (4 hours)
___ PHYS-104 Engineering Physics I (4 hours)
___ PHYS-130 Elementary Physics Laboratory I (1 hour)
___ PHYS-160 Physical Geology (3 hours)
___ PHYS-165 Physical Geology Laboratory (1 hour)

2

___ PHYS-166 Meteorology (3 hours)
___ PHYS-167 Meteorology Laboratory (1 hour)
___ PHYS-171 Physical Science (3 hours)
___ PHYS-172 Physical Science Laboratory (1 hour)
___ PHYS-175 Descriptive Astronomy (3 hours)
___ PHYS-176 Astronomy Laboratory (1 hour)
___ PHYS-375 Solar System Astronomy (3 hours)

Social & Behavioral Sciences Discipline Requirements - 6 Total Hours
___ ANTH-101 Introduction to Cultural Anthropology (3 hours)
___ ECON-191 Issues in Today's Economy (3 hours)
___ ECON-200 Principles of Microeconomics (3 hours)
___ ECON-201 Principles of Macroeconomics (3 hours)
___ ETECH-502 Engineering Economy (3 hours)
___ GEOG-106 World Regional Geography (3 hours)
___ GEOG-300 Elements of Geography (3 hours)
___ GEOG-304 Human Geography (3 hours)
___ POLS-101 U.S. Politics (3 hours)
___ POLS-103 Comparative Politics (3 hours)
___ POLS-201 Introduction to Public Policy (3 hours)
___ PSYCH-155 General Psychology (3 hours)
___ SOC-100 Introduction to Sociology (3 hours)

___ SWK-250 Relationship Skills (3 hours)
___ WGS-200 Introduction to Women's Studies (3 hours)
___ WGS-399 Global Women's Issues (3 hours)

Arts & Humanities Discipline Requirements - 6 Total Hours

___ ART-178 Introduction to the Visual Arts (3 hours)
___ ART-188 The Designed World (3 hours)
___ ART-217 Crafts I (3 hours)
___ ART-222 Jewelry/Metals I (3 hours)
___ ART-233 Drawing I (3 hours)
___ ART-244 Ceramics I (3 hours)
___ ART-266 Sculpture I (3 hours)
___ ART-277 Painting I (3 hours)
___ ART-288 Introduction to Art History I (3 hours)
___ ART-289 Introduction to Art History II (3 hours)
___ ART-311 Art Education (3 hours)
___ COMM-105 Performance Appreciation (3 hours)
___ COMM-205 Performance Studies (3 hours)
___ COMM-395 Theatre History (_) (3 hours)
___ ENGL-113 Literature and Culture (3 hours)
___ ENGL-114 General Literature (Genre) (3 hours)
___ ENGL-116 General Literature (Theme) (3 hours)
___ ENGL-117 Introduction to Fiction (3 hours)
___ ENGL-118 Introduction to Poetry (3 hours)
___ ENGL-120 Literature and Film (3 hours)
___ ENGL-121 Intro to Anti-Racist Literature (3 hours)
___ ENGL-122 Introduction to Women's Literature (3 hours)
___ ENGL-123 The Citizen in Literature (3 hours)
___ ENGL-125 Introduction to Horror in Literature (3 hours)
___ ENGL-250 Introduction to Creative Writing (3 hours)
___ ENGL-315 Mythology (3 hours)
___ ENGL-320 Literature and Film (3 hours)
___ HHP-151 Dance Appreciation (3 hours)
___ HIST-101 World History to 1500 (3 hours)
___ HIST-102 World History from 1500 (3 hours)
___ HIST-201 American History to 1865 (3 hours)
___ HIST-202 American History from 1865 (3 hours)
___ HONOR-200 The Power of Music (3 hours)
___ MLL-124 French Language and Culture I (3 hours)
___ MLL-154 Spanish Language and Culture I (3 hours)
___ MUSIC-120 Music Appreciation (____) (3 hours)
___ MUSIC-121 Introduction to Music Literature (3 hours)
___ MUSIC-321 History of Music (3 hours)
___ MUSIC-322 History of Music (3 hours)
___ PHIL-103 Introduction to Philosophy (3 hours)
___ PHIL-105 Ethics (3 hours)
___ PHIL-112 Biomedical Ethics (3 hours)
___ PHIL-113 Business Ethics (3 hours)
___ PHIL-114 Environmental Ethics (3 hours)
___ PHIL-231 World Religions (3 hours)

Institutionally Designated Requirements - 6 Total Hours

___ UGS-150 Gorilla Gateway (2 hours)

Any 1 credit hour class from the following:

___ DANCE-200 Dance (___) (1-3 hours)
___ EXSCI-200 Introduction to Exercise Science (1 hour)
___ HHP-150 Lifetime Fitness Concepts (1 hour)

Any 3 credit hour class from 4, 5, 6 or the following:

___ BIOL-617 Environmental Health (3 hours)
___ BUS-101 Introduction to Business (3 hours)
___ DSIS-130 Computer Information Systems (3 hours)
___ EDUC-261 Explorations in Education (3 hours)

__ EET-247 Computer Programming for Electronic Systems (3 hours)
__ EDTH-330 Technology for Teaching and Learning (3 hours)
__ FCS-203 Nutrition and Health (3 hours)
__ FCS-230 Consumer Education and Personal Finance (3 hours)
__ FIN-210 Financial Planning (3 hours)
__ GT-210 Technology in the World Today (3 hours)
__ GT-350 Technology and Civilization (3 hours)
__ HIST-207 Health Habits in American History (3 hours)
__ MECET-121 Engineering Graphics I (3 hours)
__ MFGET-263 Manufacturing Methods I (2 hours)
__ MFGET-268 Manufacturing Methods I Laboratory (1 hour)
__ MFGET-405 Quality Control (3 hours)
__ NURS-303 Introduction to Public Health (3 hours)
__ PHIL-206 Rational Decisions (3 hours)
__ PHIL-207 Critical Thinking (3 hours)
__ PHIL-208 Logic (3 hours)
__ REC-350 Promoting Community and Worksite Wellness (3 hours)
Revised: 11/12/2024

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

https://www.pittstate.edu/registrar/catalog

Academic Planning Document for 2025-2026

Major/Emphasis/Minor/Certificate -

Course Prefix	Course Num.	Course Name	Cr, Hr,
		Core Courses -	**14**
FCS	100	Career Management in Family and Consumer Sciences (1 hours)	
FCS	203	Nutrition and Health (3 hours)	
FCS	230	Consumer Education and Personal Finance (3 hours)	
FCS	470	Professional and Social Skills (3 hours)	
FCS	480	Dynamics of Family Relationships (3 hours)	
FCS	572	Senior Seminar in Family and Consumer Sciences (1 hour)	
		Support Courses - Professional Requirements	**29**
FCS	104	Fashion Fundamentals (3 hours)	
PSYCH	155	General Psychology (3 hours)	
EDUC	261	Explorations in Education (3 hours)	
FCS	285	Lifespan Human Development (3 hours)	
PSYCH	357	Educational Psychology (3 hours)	
EDUC	370	Organization and Management of the Middle and Secondary Classroom (2 hours)	
FCS	370	Introduction to Career-Technical Education FCS (3 hours)	
EDUC	479	Effective Teaching Strategies for Middle and Secondary (3 hours)	
SPED	510	Overview of Special Education (3 hours)	
EDUC	520	Methods and Materials for Academic Literacy (3 hours)	
		FCS Emphasis Courses -	**27**
IND	110	Interior Design Fundamentals (3 hours)	
FCS	355	Construction Techniques (3 hours)	
FCS	401	Food Science and Preparation Techniques (3 hours)	
FCS	409	Demonstration Techniques and Instructional Technology (3 hours)	
FCS	430	Family Resource Management (3 hours)	
FCS	455	History of Costume (3 hours)	
FCS	530	Family Financial Planning (3 hours)	
FCS	590	Development of the Child: Birth Through Age Eight (3 hours)	
FCS	690	Parent/Professional Relationships (3 hours)	
		Professional Semester Courses -	**16**
EDUC	458	Methods and Curriculum (3 hours)	
EDUC	464	Measurement and Evaluation (2 hours)	
EDUC	475	Supervised Clinical Experience (9 hours)	
FCS	579	Supervised Student Teaching and Follow-Up of Teachers (2 hours)	

Total Credit Hours -	**86**
Minor -	
General Education, 34-35 hours -	**34**
Total Credit Hours:	**120**

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

FAMILY & CONSUMER SCIENCES

FCS 409 – Demonstration Techniques & Instructional Technology
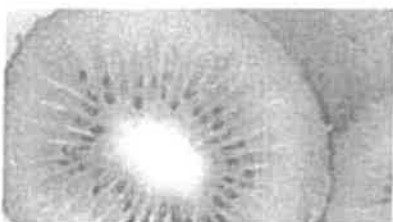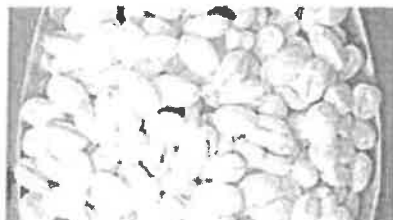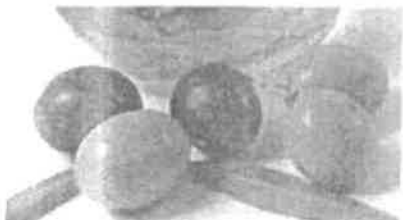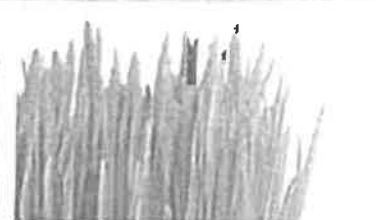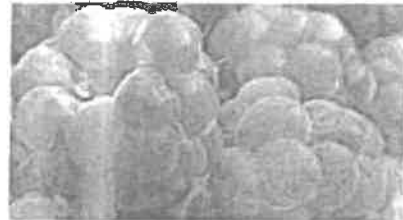
Dr. Sheila Cook

Family and Consumer Sciences

Pittsburg State University

Spring Semester

Pittsburg State University

Department of Family and Consumer Sciences

FCS 409 – Demonstration Techniques and Instructional Technology

Course: FCS 409-01

Instructor: Dr. Sheila Cook

Office: 113 FCS Building

Office Phone: 620-235-4573

Time: T-TH – 11:00 – 12:15 p.m. Hybrid

Location: FCS Building, Room 201

E-mail: skcook@pittstate.edu

Credit Hours: 3

Office Hours:

(Fall) Wednesdays 9:00 a.m. – 12:00 p.m. & 12:30 p.m. – 2:30 p.m.

(Spring) Tuesdays: 8:30 a.m. – 11:00 a.m.

Thursdays: 8:30 a.m. – 11:00 p.m.

NOTE: Office hours may change without notice.

Department Policy for the First Day of Class: Students in Family and Consumer Sciences courses are expected to come to each class period and participate beginning on the first day of a scheduled class. If a student does not participate on the first scheduled class session or notify the instructor of an expected delay or late start on the first day, the instructor will remove the student from the class roll to accommodate students who wish to take the course and/or have been on a waiting list. In addition, a student will be dropped from the course due to excessive absences.

Course Information: This course will be conducted face-to-face and online (Hybrid) with the use of Canvas. Questions and concerns should be addressed either before or after class, if time permits, or by requesting a meeting with the instructor during office hours. Email is also a preferred mode of contact as long as it does not pertain to grades. I check e-mails frequently and will respond to course related questions within 24 hours on weekdays and 78 hours on weekends.

When emailing, please use the following:

Email Etiquette: Please use respectful etiquette when using email by adding:

1. Include course number, day, and time in subject line.
   Example Subject line: FCS 409 – T-TH 11:00 – 12:15 p.m. (Hybrid)
2. A brief, respectful message using proper, professional address.
3. State just the facts and no long stories.
4. Use proper grammar, spellings, and no texting in your writings.
5. I will not engage in disrespectful correspondence.

Example:

Subject line: FCS 409 or brief summary of email

Hello Dr. Cook,

I had a question concerning the discussion board for this week. Do you want us to use the information detail for all discussion responses or just the original 300+ comment? Thank you for your time.

Student A

Instructional Resources / Books Required: This course does not have a required textbook. However, you will be required to read articles, research journals, dissertation entries, conference proceedings, correspondence, systematic reviews, practice guidelines, handbooks, and other monographs on specific subjects.

> As a part of the Library Services' Textbook Reserves Initiative, the required text **Nutrition for a Changing World** for this course is available for short-term loans from **Axe Library** with your PSU photo ID. More information about other textbooks on reserve at https://libguides.pittstate.edu/reserves/textbooks.

Purpose/Justification: This course equips Family and Consumer Sciences teacher education students with essential skills in presenting and teaching complex concepts effectively. By focusing on diverse instructional strategies, demonstration methods, and technology integration, students learn how to engage audiences, simplify information, and tailor content for varied learning styles. This course is particularly valuable for aspiring educators, trainers, and professionals in fields requiring instructional expertise, as it provides a foundation for creating impactful, interactive, and accessible learning experiences.

Course Description: Lecture and laboratory. This course provides an exploration of instructional media and technology used for effective demonstrations and professional presentations in an effective and organized manner. Emphasis will be placed on laboratory and field experiences using current technology.

The content in this course is applicable to all professions in family and consumer sciences. This includes teaching opportunities, training fellow employees, presenting to clients, presentations for the purpose of professional development and adult education.

All required coursework will be delivered through Canvas and lecture format, and assignments will be posted and turned-in to the PSU Canvas learning system.

Prerequisite: Junior standing or above.

Course Objectives: *Upon completion of this course, the student should be able to:*

- Examine, develop and evaluate processes used in the effective design and orchestration of demonstrations and presentations.
- Present practical, efficient ways to integrate technology resources and technology-based methods into everyday curriculum-specific practices.
- Present the fundamentals of computer and educational technology in an easy-to-understand format.
- Make use of the World-Wide-Web as a repository of the latest information and as an educational resource and learning tool for education.
- Give students an in-depth understanding of why computers are essential components in society, the business world, and education.
- Provide students with the knowledge of how to use educational technology with diverse student populations.
- Provide students with knowledge of responsible, ethical, and legal uses of technology, information and software resources.
- Provide students with knowledge of technology to enhance their personal and professional productivity.
- Provide students with information on assessing the value and credibility of online resources.

Teaching Strategies:

- Weekly readings
- PowerPoint study guides using audiovisuals including articles and/or videos.
- Lectures
- Online materials
- Instructional Activities: individual and group
- Discussion Groups

- Videos
- Guest Speakers
- Student Projects
- Field Trips
- Assignments will be used to problem solve and practice applying principles that are presented through readings in the text.

Instructional Resources: Textbooks, class notes, videos, on-line resources, hard-copy resources, resource laboratory materials.

Course Attendance and Instructor's Policy:

- As the primary learning experience in this course is teacher modeling, attendance is expected and will be taken each class meeting.
- Being late to class will not be tolerated.
- If you are ill, you should not attend class; however, that does not excuse you from the class for that particular day.
- You are responsible for all missed material covered in class.
- Students missing more than 3 classes will be dropped from the course.

Course Notes:

1. **Attendance is expected.** We cover a vast amount of material on a WEEKLY basis and you are responsible for all material covered in class. In the event of excessive absenteeism (meaning 3 or more absences), the instructor has the right to drop the student from the class. When absent, you miss vital information; which contributes to your success in the course. An absence is an absence, so use them wisely.
2. Come to class on time, in fact, be a bit early. During final exams, the classroom door will be locked at the start of class.
3. I suggest logging onto Canvas EVERY DAY and following the weekly module schedule closely.
4. If you have internet issues, get those issues worked out now. This course waits for no one.
5. You are responsible for submitting your own work.
6. All assignments must be turned in on or before, the specified date because **No Late Work Will Be Accepted.**

Discussion Board:

- When Discussion board is used, all topics will be posted to Canvas. Discussion board topics will generally cover the respective chapters covered for that week.
- *In addition to posting one 300 + word response to the discussion board questions, students will also post a 100 + word comment on the post of at least one other classmate.*
- To receive all points for each discussion board topic, all required posts must be submitted by the deadline, contain no grammatical, spelling or punctuation errors, mention at least two specific points, make strong connections to content and real-life situations, and include your "information detail" (see below for specifics).
- Responses submitted to fellow classmate's post should be thoughtful and present new ideas, not "I agree!" or "I like what you said about nutrients!"
- **NO LATE POSTS WILL BE ACCEPTED.**
- **When posting on Discussion Board,** use the following "information detail" format example at the beginning of each of your posts and references at the end of each of your posts:

Your First and Last Name Here

FCS 409 – Demo Tech – Dr. Cook

Discussion Board # 1 – Classroom Decorating

January 26, 2024

Your First and Last Name Here
FCS 409 – Demo Tech – Dr. Cook
Discussion Board # 1 – Classroom Decorating
January 26, 2024

- **How to Decorate Your Classroom to Stimulate Learning.**

Heavily decorated classrooms can bombard students with too much visual information, interfering with their memory and ability to focus, a new study finds.

This is just the latest study to examine the relationship between classroom environment and students' executive functions, which include skills like memory, attention, and self-

regulation. While teachers have good intentions when decorating, many classrooms end up being "sensory-rich" in a way that "could hamper children's learning gains rather than help," according to psychologists Pedro Rodrigues and Josefa Pandeirada, who coauthored the study.

To understand how decor affects learning, Rodrigues and Pandeirada recruited 64 children between 8 and 12 years old to perform attention and memory tasks in two groups. For the high-decoration group, the walls of the room were covered with numerous pictures of ordinary objects and scenes, such as cars, musical instruments, and trees. Walls in the control group's room, on the other hand, were bare.

The children performed a series of tasks designed to test their attention and memory. In one attention test, for example, they observed a laptop screen, pressing a button if an X appeared and doing nothing if a K appeared. In a memory test reminiscent of the electronic game Simon Says, the children observed nine blue squares that changed to yellow in varying sequences, which the children attempted to repeat. A total of four tests were given—two for memory and two for attention.

Compared to children in the bare-wall room, children in the high-decoration room performed worse on all tests, which suggests that too much visual stimulus can be a distraction.

"Overall, the results from these studies indicate that children could have difficulty in ignoring visual distractors when these are embedded in the surrounding environment," the study authors explain.

Classrooms Should Be Engaging, Not Distracting

That's not to say that every wall must be bare. In 2015, a team of researchers in the U.K. analyzed 153 classrooms and found that students benefited most when the walls had some decorations. "The displays on the walls should be designed to provide a lively sense to the classroom, but without becoming chaotic in feel. As a rule of thumb, 20 to 50 percent of the available wall space should be kept clear," the researchers wrote.

References:

Terada, Y. (2018). Dos and Don'ts of Classroom Decorations. What you put on your classroom walls can
    affect your students' ability to learn. *Edutopia.*
    https://www.edutopia.org/article/dos-and-donts-   classroom-*decorations*

Course Assignments:

- **Assignments and activities for the course will be posted and submitted through Canvas.**
- **All assignment due dates will be posted on Canvas.**
- Assignments will be posted throughout the semester. Students may be required to do research, submit reflection papers, read case studies and complete case study questions.
- All assignments must meet an APA format requirement. (See specifics below for submitting assignments)
- All assignments will be uploaded to Canvas.
- **DO NOT submit any assignments to the instructor's email.** I will disregard it. If you've experienced issues with Canvas in the past, contact Gorilla Geeks and resolve them as soon as possible. Technical issues with computers or CANVAS are not valid excuses for late work.
- You may not work together on assignments unless specified from the instructor.
- **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Submitting Assignments:

- All assignments will be submitted through the PSU Canvas management system.
- Unless otherwise specified, all written assignments are to follow General APA 7th Edition Guidelines:
- Assignments must be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides.
- **12 pt. Times New Roman font must be used for ALL assignments.**
- Unless otherwise specified, assignments should be at least one-and-one half pages in length, but no more than two pages.
- Always use correct grammar and word choice conducive of a college-level course.
- ALL assignments are required to include an APA format cover page, running header with page numbers, AND an APA format reference page.
- Formatting papers: https://www.ivcc.edu/stylebooks/stylebook4.aspx?id=14574 or https://owl.english.purdue.edu/owl/resource/747/0
- **ALWAYS SPELL CHECK, GRAMMAR CHECK, AND PROOF READ!**
- All students are expected to use the PSU Canvas system to keep up with class events, assignments, to view weekly announcements, etc.
- The following is an example of the information needed for your APA 7th edition cover page. It should be centered and half-way down the middle of the page.

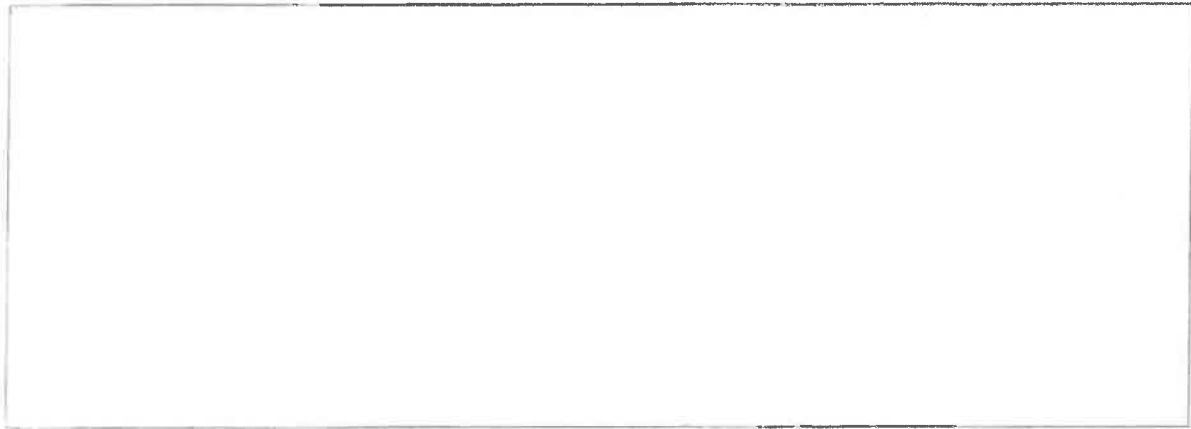**Title of Assignment in BOLD Text**

Student's First and Last Name

Pittsburg State University

FCS 409 – Demonstration Techniques

Dr. Sheila Cook

March 15, 2024 (Current Date)

The following is an example an APA 7th edition reference page included with EACH assignment.

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.).

Bloom, B. S. (Ed.). (1974). *Taxonomy of educational objectives*. McKay.

Brown, G. (2009). The ontological turn in education: The place of the learning environment. *Journal of Critical Realism, 8*(1), 5-34. https://doi.org/10.1558/jocr.v8i1.5

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18*(1), 32-42. http://www.jstor.org/stable/1176008

Collins, A., & Greeno, J. G. (2011). Situative view of learning. In V. G. Aukrust (Ed.), *Learning and cognition in education* (pp. 64-68). Elsevier.

Collins, S. (2016). *Neuroscience for learning and development: how to apply neuroscience and psychology for improved learning and training*. Kogan Page.

Cooling, T. (2015, August 2015). The Bible in education. *The Christian Teachers Journal, 23*(3).

Cooling, T. (2017a) Children's spiritual development in school. *Transmission*, 18-20.

Cooling, T. (2017b). The threat to better learning in Christian education. In K. Goodlet, J. Collier, & T. George (Eds.), *Better learning: Trajectories for educators in Christian schools* (pp. 107-116). St Mark's NTC.

Damasio, A. R. (1994). *Descartes' error: Emotion, reason, and the human brain*. G. P. Putnam's Sons.

Dewey, J. (1938). *Experience and education*. Collier.

Institute for American Values. (2003). *Hardwired to connect: The new scientific case for authoritative communities*. http://americanvalues.org/catalog/pdfs/hwexsumm.pdf

Loughland, T., & Matthews, R. (2016). *Using the AITSL standards to assess graduate teacher performance*. Criterion Conferences. Retrieved 18 January, 2018 from https://www.criterionconferences.com/blog/education/using-aitsl-standards-assess-graduate-teacher-performance/

Assessments:

The instructor reserves the right to add additional or remove/amend assignments from the following list:

Overall Evaluation may be based on:

- Attendance
- Projects
- Assigned Presentations
- Student ability to answer questions on objective tests
- Completion and quality of assigned work using the PSU Writing Rubric
- Participation and cooperation in on-line and in-class activities.

Grading:

Points will be updated throughout the semester and totaled at the end of the semester. Final grades will be determined using a percentage of total points possible.

Final grades will NOT be rounded up.

Grading Scale: 90-100%= A

80-89%= B

70-79%= C

60-69%= D

<60%= F

Student Assistance: Students seeking assistance with academic programs because of handicap should contact the Center for Student Accommodations, 216 Russ Hall, 235-4309. Please inform the instructor if you have a handicap or a disability that the instructor needs to know about.

Student Responsibility: It is the student's responsibility to seek out faculty members for information regarding the course. Students who have problems in courses typically wait too long to contact their instructor.

PSU Syllabus Supplement: https://www.pittstate.edu/office/registrar/syllabus-supplement.dot

Academic Dishonesty/Plagiarism and Cheating: Each student is expected to do original work. Any student who cheats or plagiarizes will receive a failing grade for the particular project or exam. For further information, please refer to the Academic Integrity Policy in the Pittsburg State University catalog.

University Conceal and Carry Policy: https://police.pittstate.edu/_files/documents/Concealed-Carry-Weapons-Policy.pdf

FCS 409 – Demonstration Techniques Tentative Course Schedule:

This is a tentative course schedule to help you keep pace and submit all assignments on time.

Course Schedule: Faculty reserves the right to make changes in this schedule.

Weeks 1-4: Foundations of Demonstration and Instruction

1. **Syllabus and Introduction to Demonstration and Instructional Techniques**
2. **Learning Theories and Audience Analysis**
3. **Engagement Strategies for Diverse Learners**
4. **Planning Effective Demonstrations**

Weeks 5-8: Visual and Verbal Communication

5. **Principles of Visual Design in Instructional Material**
6. **Developing Clear and Persuasive Verbal Communication**
7. **Using Storytelling Techniques in Demonstration**
8. **Midterm: Creating an Instructional Plan and Demo**

Weeks 9-12: Instructional Technologies

9. **Overview of Instructional Technologies in Education**
10. **Using Presentation Software and Digital Tools**
11. **Video Production for Instruction**
12. **Integrating Interactive Technology (e.g., AR, VR)**

Weeks 13-16: Application and Assessment

13. **Creating Digital Content for Learner Engagement**
14. **Feedback and Assessment Techniques for Demonstrations**
15. **Presenting a Final Demonstration**
16. **Final Project Review and Course Reflection**

Each week can include a mix of lectures, practical exercises, peer reviews, and technology-based assignments to build hands-on skills.

Faculty Senate Course Form

Effective Date: **Fall 2025**   Submission Date: December 5, 2025

Department: Psychology and Counseling   College of: **Education**

Contact Person: Dr. Robin Blair   Prefix: **Chair**

Create New, Revise, Inactivate, or Reactivate: **Revision**   Course #: **PSYCH 357**

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

1. Purpose/Justification for the Changes:

Teacher Education moved PSYCH 357 Educational Psychology earlier in their Elementary and Elementary Unified programs, so they take Basic Skills later in their programs.

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

3. Is this course to be considered for General Education?
If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.
   ◯ Yes   ⦿ No

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

5. Will additional resources or costs be required?
   ◯ Yes   ⦿ No

If so, what will be needed?

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

◯ Yes   ⊙ No

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

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

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:	Educational Psychology	Educational Psychology
Course Number:	**PSYCH 357**	**PSYCH 357**
Credits:	**3**	**3**
Grading System:	**A-F, IN**	**A-F, IN**
Pre/Co-Requisite(s):	Prerequisite: For Teacher Education majors only: grade of ""C"" or better in PSYCH 155 General Psychology, PSYCH 263 Developmental Psychology and EDUC 261 Explorations in Education, minimum 2.5000 cumulative GPA. Elementary only: Have taken a Basic Skills Test, or score of 22 on the ACT or 1040 SAT. Secondary only: Admission to Teacher Education or permission of the Teacher Education office and instructor.	Prerequisite: For Teacher Education majors only: grade of ""C"" or better in PSYCH 155 General Psychology, PSYCH 263 Developmental Psychology and EDUC 261 Explorations in Education, minimum 2.5000 cumulative GPA. Secondary only: Admission to Teacher Education or permission of the Teacher Education office and instructor.
Course Description:	A broad based course designed to relate psychological theory to educational practice. Coverage includes course planning and objectives, learning and information processing, teaching strategies, motivation, behavior management, multicultural education, and measurement and evaluation. Prerequisite: For Teacher Education majors only: grade of ""C"" or better in PSYCH 155 General Psychology, PSYCH 263 Developmental Psychology and EDUC 261 Explorations in Education, minimum 2.5000 cumulative GPA. Elementary only: Have taken a Basic Skills Test, or score of 22 on the ACT or 1040 SAT. Secondary only: Admission to Teacher Education or permission of the Teacher Education office and instructor.	A broad based course designed to relate psychological theory to educational practice. Coverage includes course planning and objectives, learning and information processing, teaching strategies, motivation, behavior management, multicultural education, and measurement and evaluation. Prerequisite: For Teacher Education majors only: grade of ""C"" or better in PSYCH 155 General Psychology, PSYCH 263 Developmental Psychology and EDUC 261 Explorations in Education, minimum 2.5000 cumulative GPA. Secondary only: Admission to Teacher Education or permission of the Teacher Education office and instructor.

Authorization Sign-Off

Checklist: Check once verifiied.

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

-Approved: Department Chair/Director
    Date: __12.4.74__   Signature, Chair/Director: _____

-Approved: College Curriculum Committee
    Date: __2/4/25__   Signature, Committee Chair: _____

-Approved: Dean of College
    Date: __2/4/25__   Signature, Dean: _____

-Approved: Council for Teacher Education (if applicable)
    Date: __2/5/25__   Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee
    Date: __3/17/25__   Signature, Committee Chair: _____

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

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

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

🔷 Outlook

Fw: Questions

From Robin Blair <rblair@pittstate.edu>
Date Wed 11/20/2024 10:53 AM
To   Carol Oehme <coehme@pittstate.edu>

Carol,
We need to legislate a change in prereq for 357. Do I send that to our curriculum committee or can I have you start the forms for this?
Thanks,
Robin

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

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From: Amanda Hill <ahill@pittstate.edu>
Sent: Wednesday, November 20, 2024 10:48 AM
To: Robin Blair <rblair@pittstate.edu>
Cc: Jean Dockers <jdockers@pittstate.edu>
Subject: Re: Questions

The following line needs to be removed from the prerequisites for PSCYH 357. The rest can remain as stated.

Elementary only: Have taken a Basic Skills Test, or score of 22 or higher on the ACT or 1040 or higher on the SAT.

Thank you!
Amanda

Amanda Hill
Educational Licensing Officer/Placement Coordinator
Office of Teacher Education
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762
p (620) 235-6153

From: Robin Blair <rblair@pittstate.edu>
Sent: Wednesday, November 20, 2024 9:05 AM
To: Jean Dockers <jdockers@pittstate.edu>
Cc: Amanda Hill <ahill@pittstate.edu>
Subject: Re: Questions

Jean,

Sorry for the delay on this. Do any of the other prerequisites need to be changed if you're moving it up? Currently it reads as this:
 Prerequisite: For Teacher Education majors only: A grade of ?C? or better in PSYCH 155 General Psychology, PSYCH 263 Developmental Psychology and EDUC 261 Explorations in Education, minimum 2.5000 cumulative GPA. Elementary only: Have taken a Basic Skills Test, or score of 22 or higher on the ACT or 1040 or higher on the SAT. Secondary only: Admission to Teacher Education or permission of the Teacher Education office and instructor.

Our graduate application forms are the same across programs.

I hope you are faring well in China!

Robin

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

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From: Jean Dockers <jdockers@pittstate.edu>
Sent: Wednesday, November 13, 2024 10:53 AM
To: Robin Blair <rblair@pittstate.edu>
Cc: Amanda Hill <ahill@pittstate.edu>
Subject: Questions

Robin,
I have a couple of items for you.

1. There is a prerequisite on PSYCH 357 Educational Psychology that needs to be changed for Elementary and Elementary Unified. Currently it requires basic skills. That should be removed, as we have moved it earlier in their program. This will require legislation.
2. Graduate recommendation forms at admission to programs. Does all of Psychology use the same form or is the form for School Counseling and School Psychologists programs unique to those programs?

Jean.

Jean Dockers, Ph.D.
Director of Teacher Education
Pittsburg State University
jdockers@pittstate.edu
(620)235-4636

Curriculum Revision Form

Effective Date: FALL   Submission Date: November 4, 2024

Department: Psychology & Counseling   College of: Education

Contact Person: Robin Blair   Minor Required? **No**

Revision   Major/Minor/Emphasis/Certification Name:

B.S. Psychology (Human Resource Development)

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

Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.
Used to change program name and/or curriculum, effective the upcoming academic catalog.
Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

1. Describe your Changes:

We are revising the Human Resource emphasis of our B.S. in Psychology program due to a reduction in the number of HRD courses that will be available to our students beginning in Fall, 2025. The reduction is due to the B.S. in Workforce Development moving from the Crossland College of Technology to the Kelce College of Business. With this move, the 22 HRD courses currently available in the B.S. in Workforce Development will be reduced to nine in the revised and renamed BBA in HRD.

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

See item 1 for the rationale. Our curriculum objective remains the same, to offer preparatory coursework relevant to a career path in Industrial/Organizational Psychology or HRD, but students will now have fewer options in course selection due to factors beyond our control. However, an adequate selection of courses will still be available.

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

  ◯ Yes   ◉ No

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

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

◉ Yes   ◯ No

6. Will additional resources or costs will be required?

◯ Yes   ◉ No

If so, what will be needed?

Definition of an Emphasis

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

Definition of a Minor

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

Definition of Certificate Program

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

Authorization Sign-Off Sheet

Checklist

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

-Approved: Department Chair/Director
   Date: 11.19.24   Signature: _____

-Approved: College Curriculum Committee
   Date: 2/4/25   Signature: _____

-Approved: Dean of College
   Date: 2/4/25   Signature: _____

-Approved: Council for Teacher Education (if applicable
   Date: _____   Signature: _____

-Approved: University Undergraduate Curriculum Committee
   Date: 3/17/25   Signature: _____

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

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

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

Bachelor of Science Degree with a Major in Psychology

Degree: Bachelor of Science

Major: Psychology

Emphasis available: Developmental Disabilities, Human Resource Development, Psychology and Legal Issues, Psychology and the Military

Core Requirements

*See notes *1*

__ PSYCH-155 General Psychology (3 hours)
__ PSYCH-165 Psychology as a Profession I (2 hours)
__ PSYCH-263 Developmental Psychology (3 hours)
__ PSYCH-389 Research Methods in Psychology I (3 hours)
__ PSYCH-392 Research Methods in Psychology II (3 hours)
__ PSYCH-394 Principles of Learning (3 hours)
__ PSYCH-463 Cognitive Processes (3 hours)
__ PSYCH-571 Abnormal Psychology (3 hours)
__ PSYCH-665 Psychology as a Profession II (1 hour)
__ PSYCH-698 Sensation and Perception (3 hours)
or __ PSYCH-724 Physiological Psychology (3 hours)
__ PSYCH-756 Social Psychology (3 hours)

*Notes *1: Plus 9 hours Psychology electives Total hours in the major, 36 hours.*

Math Requirement

__ MATH-143 Elementary Statistics (3 hours)

Areas of Emphasis

Developmental Disabilities

__ REC-240 Introduction to Therapeutic Recreation (3 hours)
__ FCS-390 Interacting with Children (3 hours)
__ HRD-596 Introduction to Human Resource Development (3 hours)
__ PSYCH-357 Educational Psychology (3 hours)
__ PSYCH-736 Psychology of Family Development (3 hours)
__ PSYCH-741 Introduction to Behavior Analysis (3 hours)
__ PSYCH-781 Psychology of Exceptional Children (3 hours)

Recommended general education course for this emphasis:

__ NURS-303 Introduction to Public Health (3 hours)

Choose one of the following three courses:

*See notes *2*

__ REC-441 Therapeutic Recreation Interventions for Older Adults (3 hours)
__ HHP-462 Adapted Physical Education (2 hours)
__ REC-469 Interventions in Therapeutic Recreation (3 hours)

*Notes *2: Students planning to work with school age youth with disabilities should take HHP 462. Students who want further expertise in therapeutic recreation with hands-on experience should take REC 469. Students who plan on working with clients who are age 50+ should take REC 441.*

Human Resource Development

Required Courses (6 hours)

__ PSYCH-575 Industrial and Organizational Psychology (3 hours)
__ HRD-596 Introduction to Human Resource Development (3 hours)

And 18 hours chosen from:

__ HRD-390 Trade and Job Analysis (3 hours)
__ HRD-520 Leadership in the Workplace (3 hours)
__ HRD-525 History of Workforce Development (3 hours)
__ HRD-530 Change Management (3 hours)
__ HRD-535 Ethical Decision Making in Workforce Development (3 hours)
__ HRD-545 Introduction to Organizational Development (3 hours)
__ HRD-555 Diversity and Non-Exclusion in the Workforce (3 hours)
__ HRD-556 Legal and Ethical Issues in the Workplace (3 hours)
__ HRD-565 Workforce Supervision (3 hours)
__ HRD-575 Instructional Media in Human Resource Development (3 hours)
__ HRD-585 Career and Professional Development (3 hours)
__ HRD-595 Developing a Learning Organization (3 hours)
__ HRD-597 Organizational Staffing (3 hours)
__ HRD-598 Talent Management (3 hours)
__ HRD-625 Coaching Skills for Workforce Supervisors (3 hours)
__ HRD-630 Employee and Labor Relations (3 hours)
__ HRD-635 The Emotionally Intelligent Supervisor (3 hours)
__ HRD-645 Building Teams in the Workplace (3 hours)
__ HRD-653 Project Management Skills for Supervisors (3 hours)
__ HRD-655 Effective Performance Improvement (3 hours)
__ HRD-679 Presentation Skills (3 hours)
__ MGT-330 Management and Organizational Behavior (3 hours)
Note: This course is a pre-requisite for MGT 540.
__ MGT-430 Legal and Social Environment of Business (3 hours)
Note: -Seek advisement before selecting. -See course description for prerequisite information and junior standing is required.
__ MGT-540 Human Resources Management (3 hours)
Note: See course description for prerequisite information.
__ PSYCH-779 Fieldwork in Psychology: Human Resource Development Practicum (1-3 hours)
__ TM-606 Industrial Supervision (3 hours)

Psychology and Legal Issues

__ JUST-104 Introduction to the Justice System (3 hours)
or __ JUST-309 Principles of Justice Studies (3 hours)
__ PSYCH-430 Positive Psychology (3 hours)
__ PSYCH-575 Industrial and Organizational Psychology (3 hours)

__ PSYCH-741 Introduction to Behavior Analysis (3 hours)

__ PSYCH-771 Psychology and the Law (3 hours)

Note: Offered in even number summers only.

__ PSYCH-773 Criminal Psychopathology (3 hours)

Note: Offered in even number summers only.

And 9 hours chosen from:

See notes *3

__ FCS-580 Family Violence and Child Abuse (3 hours)

__ JUST-480 Women, Crime, and Justice (3 hours)

__ JUST-500 Criminal Law and Society (3 hours)

__ JUST-501 Criminal Procedure (3 hours)

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

__ JUST-522 Crime Scenes and the Law of Evidence (3 hours)

__ POLS-661 Constitutional Law I (3 hours)

__ SOC-527 Correctional Systems (3 hours)

__ SOC-547 Criminology (3 hours)

__ SOC-548 Juvenile Delinquency (3 hours)

Notes *3: Or other additional course(s) or workshops through advisement Completion of Option V requires enrollment during at least one summer session.

Psychology and the Military

Emphasis Requirements

See notes *4

__ PSYCH-362 Death and Dying (3 hours)

__ PSYCH-605 Psychology and the Military (3 hours)

__ PSYCH-705 Human Service Skills (3 hours)

Notes *4: Completion of Option VI requires enrollment during at least one summer session.

Select 9-15 hours of Restricted Psychology courses from:

__ PSYCH-430 Positive Psychology (3 hours)

__ PSYCH-505 Power-Based Violence (3 hours)

Note: Offered Odd number summers only.

__ PSYCH-616 Introduction to Group Processes (3 hours)

__ PSYCH-701 Ethics in Human Services (3 hours)

__ PSYCH-711 Addictions I (3 hours)

Note: Offered every summer.

__ PSYCH-727 Pharmacology and Substance Abuse (3 hours)

Note: Offered in even numbered summers only.

__ PSYCH-736 Psychology of Family Development (3 hours)

__ PSYCH-738 Human Sexuality (3 hours)

__ PSYCH-741 Introduction to Behavior Analysis (3 hours)

__ PSYCH-774 Family and Addictions (3 hours)

Note: Offered even number summers only.

Select up to 6 hours from:

__ HIST-501 Special Topics in World History (____) (1-3 hours)

__ HIST-507 Modern Africa (3 hours)

Note: Prerequisite: HIST 102, World History from 1500.

__ HIST-510 Modern Middle East (3 hours)

Note: Prerequisite: HIST 102, World History from 1500.

__ HIST-547 History of the Islamic World (3 hours)

Note: Prerequisite: HIST 102, World History from 1500.

__ HIST-626 U.S. Iraq and Afghanistan (3 hours)

Note: Prerequisite: HIST 102, World History from 1500.

__ HIST-674 American Military Experience, 1898 to Present (3 hours)

Note: Prerequisite: HIST 202, American History from 1865 or permission of instructor.

__ POLS-530 International Relations (3 hours)

__ POLS-587 U.S. Foreign Policy (3 hours)

Note: Prerequisite: HIST 202, American History from 1865 or permission of instructor.

__ MIL-100 Military Science I (1 hour)

__ MIL-102 Military Science I (1 hour)

__ MIL-103 Military Science I Laboratory (1 hour)

Note: Requires concurrent enrollment in MIL 100 or MIL 102, Military Science I.

Revised: 10/09/2024

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

https://www.pittstate.edu/registrar/catalog

Academic Planning Document for 2025-2026			
Major/Emphasis/Minor/Certificate - B.S. Psychology (Human Resource Development)			
Course Prefix	**Course Num.**	**Course Name**	**Cr. Hr.**
		Core Courses -	30
PSYCH	155	General Psychology	3
PSYCH	165	Psychology as a Profession I	2
PSYCH	263	Developmental Psychology	3
PSYCH	389	Research Methods in Psychology I	3
PSYCH	392	Research Methods in Psychology II	3
PSYCH	394	Principles of Learning	3
PSYCH	463	Cognitive Processes	3
PSYCH	571	Abnormal Psychology	3
PSYCH	656	Social Psychology (change from 756)	3
PSYCH	665	Psychology as a Profession II	1
PSYCH	698 OR 724	Sensation and Perception or Physiological Psychology	3
		Support Courses -	0
		Emphasis Courses -	24
		Required Courses (6 hours)	
PSYCH	575	Industrial and Organizational Psychology	3
HRD	596	Introduction to Human Resource Development	3
		And 18 hours chosen from:	18
HRD	520	Leadership in the Workplace	
HRD	530	Change Management	
HRD	625	Coaching Skills for Workforce Supervisors	
HRD	635	The Emotionally Intelligent Supervisor	
HRD	645	Building Teams in the Workplace	
HRD	653	Project Management Skills for Supervisors	
HRD	679	Presentation Skills	

HRD	706	Strategies in the Development of Human Resources	
MGT	330	Management and Organizational Behavior	
		Note: This course is a pre-requisite for MGT 530 and 540.	
MGT	430	Legal and Social Environment of Business	
		Note: Pre-requisite is junior standing.	
MGT	530	Advanced Organizaional Behavior	
		Note: MGT 330 is a pre-requisite for MGT 530	
MGT	540	Human Resources Management	
		Note: MGT 330 is a pre-requisite for MGT 540.	
PSYCH	779	Fieldwork in Psychology: Human Resource Development Practicum	1-3 Hours
		Elective Courses -	**32**
		Plus 9 hours Psychology electives. Total hours in the major, 39 hours	9
		Additional electives or minor to make 120 hours	23
		Total Credit Hours -	**86**
		Minor -	
		General Educaton, 34-35 hours -	34
		Total Credit Hours:	**120**

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

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

Your legislation will be returned if either is found.

 Outlook

Re: Request to add MGT 530 to Psychology & Counseling HRD emphasis as an elective

From Bruce Warner <cwarner@pittstate.edu>
Date Tue 11/12/2024 1:43 PM
To Alex Binder <abinder@pittstate.edu>; Paul Grimes <pgrimes@pittstate.edu>
Cc Carol Oehme <coehme@pittstate.edu>

Thank for your attention to this query, Alex. We will add MGT 530 to our revised emphasis.

All the best,
B

Carol, please add MGT 530 to the docume.   .nd attach this email chain.

C. Bruce Warner, Ph.D.
Department of Psychology and Counseling
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762

Office: 1-620-235-4980
Fax: 1-620-235-6102
cwarner@pittstate.edu

From: Alex Binder <abinder@pittstate.edu>
Sent: Tuesday, November 12, 2024 10:23 AM
To: Bruce Warner <cwarner@pittstate.edu>; Paul Grimes <pgrimes@pittstate.edu>
Subject: Re: Request to add MGT 530 to Psychology & Counseling HRD emphasis as an elective

Bruce,

I don't anticipate that change causing any issues for us, so I do not have any objection to you adding MGT 530 to your electives.

Best,
Alex

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

From: Bruce Warner <cwarner@pittstate.edu>
Sent: Monday, November 11, 2024 8:18 PM
To: Paul Grimes <pgrimes@pittstate.edu>
Cc: Alex Binder <abinder@pittstate.edu>
Subject: Re: Request to add MGT 530 to Psychology & Counseling HRD emphasis as an elective

Paul and Alex, we currently have 27 HRD students. I wouldn't expect more than 4-6 in a given semester, and with it being an elective with a prerequisite, it would likely be less than that most semesters. It sounds like a great course, though!

All the best,
B

Powered by Cricket Wireless

From: Paul Grimes <pgrimes@pittstate.edu>
Sent: Monday, November 11, 2024 4:18:51 PM
To: Bruce Warner <cwarner@pittstate.edu>
Cc: Alex Binder <abinder@pittstate.edu>
Subject: Re: Request to add MGT 530 to Psychology & Counseling HRD emphasis as an elective

Bruce -

Thanks for checking with us. I'm copying this to Alex Binder, our Faculty Chair, who has been keeping track of a lot of our curricular changes that are currently working their way through the legislative process. I do not believe that your request influences any of them, but it would be best to get Alex's opinion as he also sets our target course enrollment levels. If this goes onto your elective list for the emphasis, I am assuming that our expected share of enrollments would be limited to a very small number in any semester. Is there any way you could estimate that number? How many students are in the emphasis overall?

Paul

Paul W. Grimes, Dean
Kelce College of Business
Pittsburg State University
(620) 235-4590

https://orcid.org/0000-0002-3938-9696

KELCE
COLLEGE OF BUSINESS
Pittsburg State University

Educating future business professionals today to build stronger communities tomorrow.

From: Bruce Warner <cwarner@pittstate.edu>
Sent: Monday, November 11, 2024 3:29 PM
To: Paul Grimes <pgrimes@pittstate.edu>
Subject: Request to add MGT 530 to Psychology & Counseling HRD emphasis as an elective

Hello Dr. Grimes:

We are revising our undergraduate HRD emphasis, which currently includes a mix of HRD and MGT courses, and we would like to add MGT 530, Advanced Organizational Behavior, as an elective in the emphasis. We would anticipate that doing so would produce a small, easily managed enrollment increase for MGT 530—likely no more than a handful. The HRD emphasis is taken by students who have interests in pursuing careers in either HRD or I/O psychology.

We would be interested in your response and whether your college would have any concerns about us adding the course to our emphasis. I have attached a working draft of our proposal *without* MGT 530 in it. If there are no objections, it would be added to the electives section. Our students would of course be expected to take the prerequisite course, MGT 330.

Thank you,
Bruce

C. Bruce Warner, Ph.D.
Department of Psychology and Counseling
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762

Office: 1-620-235-4980

Fax: 1-620-235-6102
cwarner@pittstate.edu

Re: Psychology with HRD Emphasis Courses

From Bruce Warner <cwarner@pittstate.edu>

Date Mon 10/28/2024 3:43 PM

To   Judy Smetana <jsmetana@pittstate.edu>; Krissy Lewis <kllewis@pittstate.edu>

Thanks much, Judy. That makes things much easier!

All the best,
B

C. Bruce Warner, Ph.D.
Department of Psychology and Counseling
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762

Office: 1-620-235-4980
Fax: 1-620-235-6102
cwarner@pittstate.edu

From: Judy Smetana <jsmetana@pittstate.edu>
Sent: Monday, October 28, 2024 3:42 PM
To: Bruce Warner <cwarner@pittstate.edu>; Krissy Lewis <kllewis@pittstate.edu>
Subject: Re: Psychology with HRD Emphasis Courses

Hi Bruce,

I'm jumping in since Krissy is busy at the moment.
Our HRD prefix is remaining as is, nothing is changing in that regard.

Hope this helps.

Best,
Judy

From: Bruce Warner <cwarner@pittstate.edu>
Sent: Monday, October 28, 2024 3:39 PM
To: Krissy Lewis <kllewis@pittstate.edu>; Judy Smetana <jsmetana@pittstate.edu>
Subject: Re: Psychology with HRD Emphasis Courses

Hi Krissy, I just wanted to do a little check before presenting our committee with the HRD concentration revision. Is there any chance that the HRD course prefix will change to something else this upcoming academic year, given your move to COB?

Thanks,
Bruce

C. Bruce Warner, Ph.D.
Department of Psychology and Counseling
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762

Office: 1-620-235-4980
Fax: 1-620-235-6102
cwarner@pittstate.edu

Bruce,

It looks like we are good to go with including HRD 706 for the HRD emphasis for your psychology students.

Thanks,
Krissy

Krissy Lewis, Ed.D., SHRM-SCP
Assistant Instructional Professor, BSWD Program Coordinator
Pittsburg State University
Technology and Workforce Learning
P: 620-235-4179
A: 1701 S. Broadway, S215, Kansas Technology Center
E:kllewis@pittstate.edu

No, I think we should be good.
Thanks.

Appreciatively,
Judy

Dr. Judy B. Smetana, Ph.D.,MBA,PCC,SHRM-SCP
Interim Associate Dean - Crossland College of Technology - SAET & STWL
Associate Professor, HRD Graduate Program Coordinator
Office: S216
Pittsburg State University
Pittsburg, Kansas 66762
Phone: 620 235 4704
Email: jsmetana@pittstate.edu

Judy,

I included HRD 706 as an option for the Psychology majors with an emphasis in HRD. Should I remove that course for undergraduate students?

Thanks,
Krissy

Krissy Lewis, Ed.D., SHRM-SCP
Instructor/Program Coordinator
Pittsburg State University
Technology and Workforce Learning
P: 620-235-4179
A: 1701 S. Broadway, S215, Kansas Technology Center
E: kllewis@pittstate.edu
Ready to Finish?

From: Bruce Warner <cwarner@pittstate.edu>
Sent: Tuesday, October 8, 2024 3:17:53 PM
To: Krissy Lewis <kllewis@pittstate.edu>
Subject: Re: Psychology with HRD Emphasis Courses

Hi Krissy, one question I do have for you is whether you would want our undergraduates in HRD 706. I was told in the past that your program wanted to reserve 700-level courses for graduate students.

Thanks for the information.

B

C. Bruce Warner, Ph.D.
Department of Psychology and Counseling
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762

Office: 1-620-235-4980
Fax: 1-620-235-6102
cwarner@pittstate.edu

From: Krissy Lewis <kllewis@pittstate.edu>
Sent: Tuesday, October 8, 2024 11:56 AM
To: Bruce Warner <cwarner@pittstate.edu>; David Hurford <dphurford@pittstate.edu>
Cc: Mark Johnson <mjohnson@pittstate.edu>; Judy Smetana <jsmetana@pittstate.edu>; Alex Binder <abinder@pittstate.edu>; Paul Grimes <pgrimes@pittstate.edu>; Andrew Klenke <aklenke@pittstate.edu>
Subject: Re: Psychology with HRD Emphasis Courses

Bruce,

As of this time, here are the proposed rotations for the HRD courses. If these rotations change, I will let you know as soon as possible.

HRD-520 Leadership in the Workplace (3 hours)	Every Spring and Fall
HRD-530 Change Management (3 hours)	Every Spring and Fall
HRD-596 Introduction to Human Resource Development (3 hours)	Every Spring and Fall
HRD-625 Coaching Skills for Workforce Supervisors (3 hours)	Every Spring and Fall

HRD-635 The Emotionally Intelligent Supervisor (3 hours)	Every Spring and Fall
HRD-645 Building Teams in the Workplace (3 hours)	Every Spring and Fall
HRD-653 Project Management Skills for Supervisors (3 hours)	Every Spring and Fall
HRD-679 Presentation Skills (3 hours)	Every Spring and Fall
HRD-706 Strategies in the Development of Human Resources (3 hours)	Summer Only

Best,
Krissy

Krissy Lewis, Ed.D., SHRM-SCP
Assistant Instructional Professor, BSWD Program Coordinator
Pittsburg State University
Technology and Workforce Learning
P: 620-235-4179
A: 1701 S. Broadway, S215, Kansas Technology Center
E:kllewis@pittstate.edu

Ready to Finish?

Krissy, thank you for the information. I will forward the changes to our current chair, Robin Blair, and members of our Undergraduate Curriculum Committee. Whenever you have a table describing the rotation of these 9 courses, please let us know.

All the best,
B

C. Bruce Warner, Ph.D.
Department of Psychology and Counseling
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762

Office: 1-620-235-4980
Fax: 1-620-235-6102
cwarner@pittstate.edu

Bruce and David,

You may have heard that the BS in Workforce Development program is moving from the Crossland College of Technology to the Kelce College of Business and will be renamed as a BBA in HRD. With the move, we will be changing our course offerings in the Fall 2025. This will impact the available HRD electives for your major in psychology with an emphasis in HRD. We currently have 22 courses listed as available electives. Moving forward, we will have 9 courses listed as available electives for your emphasis in HRD.

Current courses listed as available electives for the HRD Emphasis:

HRD-390 Trade and Job Analysis (3 hours)
HRD-520 Leadership in the Workplace (3 hours)
HRD-525 History of Workforce Development (3 hours)
HRD-530 Change Management (3 hours)
HRD-535 Ethical Decision Making in Workforce Development (3 hours)
HRD-545 Introduction to Organizational Development (3 hours)
HRD-555 Diversity and Non-Exclusion in the Workforce (3 hours)
HRD-556 Legal and Ethical Issues in the Workplace (3 hours)
HRD-565 Workforce Supervision (3 hours)
HRD-575 Instructional Media in Human Resource Development (3 hours)
HRD-585 Career and Professional Development (3 hours)
HRD-595 Developing a Learning Organization (3 hours)
HRD-596 Introduction to Human Resource Development (3 hours)
HRD-597 Organizational Staffing (3 hours)
HRD-598 Talent Management (3 hours)
HRD-625 Coaching Skills for Workforce Supervisors (3 hours)
HRD-630 Employee and Labor Relations (3 hours)
HRD-635 The Emotionally Intelligent Supervisor (3 hours)
HRD-645 Building Teams in the Workplace (3 hours)
HRD-653 Project Management Skills for Supervisors (3 hours)
HRD-655 Effective Performance Improvement (3 hours)
HRD-679 Presentation Skills (3 hours)

New listing of courses that will be offered online on a regular basis for your students to satisfy the requirements for the emphasis:

HRD-520 Leadership in the Workplace (3 hours)
HRD-530 Change Management (3 hours)
HRD-596 Introduction to Human Resource Development (3 hours)
HRD-625 Coaching Skills for Workforce Supervisors (3 hours)
HRD-635 The Emotionally Intelligent Supervisor (3 hours)
HRD-645 Building Teams in the Workplace (3 hours)
HRD-653 Project Management Skills for Supervisors (3 hours)
HRD-679 Presentation Skills (3 hours)
HRD-706 Strategies in the Development of Human Resources (3 hours)

Please let me know if you have any questions. I am happy to help in any way.

Best,
Krissy

Krissy Lewis, Ed.D., SHRM-SCP
Assistant Instructional Professor, BSWD Program Coordinator
Pittsburg State University
Technology and Workforce Learning
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Curriculum Revision Form

Effective Date: FALL   Submission Date: 1/6/25

Department: TWL   College of: Technology

Contact Person: Byron McKay   Minor Required?   No

Revision

Major/Minor/Emphasis/Certification Name:

BAS Technology

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

Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.
Used to change program name and/or curriculum, effective the upcoming academic catalog.
Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

1. Describe your Changes:

Adding QBA 210 as a support class

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

BAS TM needs an online option in the support classes. QBA 210 is online and is also a prereq to several elective classes

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

⭕ Yes   ⦿ No   UGCC Note: Addition of course approved by COB - Alex Binder

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

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

◉ Yes　　◯ No

6. Will additional resources or costs will be required?

◯ Yes　　◉ No

If so, what will be needed?

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

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

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

Authorization Sign-Off Sheet

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

-Approved: Department Chair/Director
    Date: 1/13/24   Signature:

-Approved: College Curriculum Committee
    Date: 2/11/25   Signature:

-Approved: Dean of College
    Date: 2/11/25   Signature:

-Approved: Council for Teacher Education (if applicable
    Date: Signature:

-Approved: University Undergraduate Curriculum Committee
    Date: 3/17/25   Signature:

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

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

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

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

https://www.pittstate.edu/registrar/catalog

Academic Planning Document for 2025-2026

Major/Emphasis - BAS

Course Prefix	Course Num.	Course Name	Cr. Hr.
		Core Courses -	45
		Technical Electives Transferred Coursework (42-45)	45
		Business Support Courses (choose 3) -	9
MGT	330	Management and Organizational Behavior	3
MKTG	330	Principles of Marketing	3
MGT	430	Legal and Social Environment of Business	3
MGT	540	Human Resources Management	3
QBA	210	Business Statistics	3
		Emphasis Courses -	32
		Choose an emphasis	
		Elective Courses -	
		Total Credit Hours -	86
		Minor -	
		General Educaton, 34-35 hours -	34
		Total Credit Hours:	120

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

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

Your legislation will be returned if either is found.

Bachelor of Applied Science Degree with a Major in Technology

Degree: Bachelor of Applied Science

Major: Technology

Emphasis available: Graphics Technology Management, Hospitality Management, Technology Management, Wood Product Manufacturing

Core Requirements, 51-54 hours

Technical Electives Transferred Coursework, 42-45 hours

Business Support Courses, 9 hours

__ MGT-330 Management and Organizational Behavior (3 hours)
__ MGT-430 Legal and Social Environment of Business (3 hours)
__ MGT-540 Human Resources Management (3 hours)
or __ MKTG-330 Principles of Marketing (3 hours)

Graphics Technology Management

Graphics Technology Management Courses, 14 hours

__ GC-301 Graphics Career Development (2 hours)
__ GC-560 Project Profitability (3 hours)
__ GC-561 Sales and Customer Service (3 hours)
__ GC-600 Graphics Internship (3 hours)
__ GC-660 Graphics Administration (3 hours)

Select 6 hours of Workforce Development/ Organization & Leadership courses from:

__ HRD-545 Introduction to Organizational Development (3 hours)
__ HRD-679 Presentation Skills (3 hours)
__ TM-606 Industrial Supervision (3 hours)

Technical Electives, 12 hours

See notes *1

Notes *1: By advisement, 12 hours of upper division GC courses or approved substitutes.

Hospitality Management Emphasis

Hospitality Management Courses, select 15 hours from:

__ REC-400 Event Design, Planning and Management (3 hours)
__ REC-402 Event Entertainment and Technology (3 hours)
__ REC-406 Resort, Spa, Casino and Lodging Operations (3 hours)
__ REC-410 Tourism Planning and Development (3 hours)
__ REC-430 Business of Recreation, Sport, and Hospitality (3 hours)
__ REC-435 Facility Design and Operations (3 hours)
__ REC-438 Current Issues in the Professions (3 hours)

Workforce Development/Organization and Leadership, 12 hours

__ HRD-520 Leadership in the Workplace (3 hours)
__ HRD-635 The Emotionally Intelligent Supervisor (3 hours)
__ HRD-645 Building Teams in the Workplace (3 hours)
__ HRD-679 Presentation Skills (3 hours)

Business/Technology/Education Electives, 5 hours

See notes *2

Notes *2: Approved electives, selection depends on the interest of the student and must be approved by the advisor. Must be designated upper division.

Technology Management Emphasis

Technology Management Courses, 12 hours

__ EST-403 Industrial Safety (3 hours)
__ WPM-602 Manufacturing Facility Maintenance and Management (3 hours)
__ TM-606 Industrial Supervision (3 hours)
__ MFGET-690 Manufacturing Production Control and Management (3 hours)
or __ HRD-545 Introduction to Organizational Development (3 hours)

Select 12 hours of Technology Management Support courses from:

__ MFGET-405 Quality Control (3 hours)
__ EST-512 Risk Assessment (3 hours)
__ HRD-520 Leadership in the Workplace (3 hours)
__ HRD-585 Career and Professional Development (3 hours)
__ EST-629 Legal Issues in Environmental Health and Safety (3 hours)
__ EST-630 Safety Management (3 hours)
__ MFGET-690 Manufacturing Production Control and Management (3 hours)
or __ HRD-545 Introduction to Organizational Development (3 hours)
Note: - If not taken in core.

Business/Education/Technology Electives, 8 hours

See notes *3

Notes *3: By advisement, courses must be upper division, can include GRT 700 Internship for Technologist and courses not taken in the support courses list.

Wood Product Manufacturing Emphasis

Wood Product Manufacturing Courses, 13 hours

___ WPM-326 CAD for Wood Product Development II (3 hours)
___ WPM-426 Architectural Millwork and Casework (3 hours)
___ WPM-525 Cabinets and Fixtures (3 hours)
___ WPM-585 Wood Product Production Estimating (3 hours)
___ WPM-699 Wood Product Manufacturing Senior Seminar (1 hour)

Workforce Development/Organization and Leadership Courses, 10 hours

___ WPM-300 Wood Product Manufacturing Internship (3-6 hours)
___ WPM-399 Wood Product Manufacturing Professional Development (1 hour)
___ EST-403 Industrial Safety (3 hours)
___ TM-606 Industrial Supervision (3 hours)

Select 9 hours of Technical electives from:

___ WPM-383 Computer-Aided Manufacturing (CAM) in Wood Product Manufacturing (3 hours)
___ WPM-400 Wood Product Manufacturing Internship (___) (1-6 hours)
___ WPM-454 CNC Applications for Wood Product Manufacturing (3 hours)
___ WPM-511 Production Techniques in Wood Product Manufacturing (3 hours)
___ WPM-523 Computer Applications in Cabinetmaking (3 hours)
___ WPM-602 Manufacturing Facility Maintenance and Management (3 hours)
___ WPM-691 Wood Product Design and Development (3 hours)
___ WPM-692 Wood Product Manufacturing Capstone Project (3 hours)

Revised: 11/12/2024