Faculty Senate Rules Committee

Response to Charge One

March 5, 2015

FACULTY SENATE CHARGE ONE

Charge 1: Consider whether Article VI, Section 8 of the Bylaws, explaining which curricular proposals come before Faculty Senate, needs to be clarified or modified.

Rationale: The Bylaws do not provide for Senate consideration of changes to requirements for specific degrees such as the B. A. or Senate consideration of modification of large programs such as General Education.

- Last year I received complaints when the changes in language requirements for the B. A. did not come before Senate for consideration. Under the current bylaws, such changes do not appear to be reviewed by Senate. CGEIP makes the final decision. Only if the change is appealed would it come before Senate. Is this appropriate given that changes to the B. A. would affect many departments across campus?
- Under the Bylaws as written, it does not appear that a significant amendment to General Education requirements would come before Senate. Yet a proposal by the English Department to amend General Education rules that restricted the number of General Education classes students could take with the same course code was voted on by Senate. Was this appropriate? Or is CGEIP the final decision making body on such changes, barring an appeal? Do we need to clarify what types of issues related to General Education come before Senate?
- These are merely two examples that arose last year. There may be other types of curricular proposals that ought to come before Senate but do not. Likewise, there may be other types of curricular proposals that have been coming before Senate without a clear rationale for that in the Bylaws.

RULES PROCESS FOR CHARGE ONE

The Committee accepted the charge and began the task by researching the two examples cited in the charge, curricular processes as prescribed by the Bylaws, challenge and appeals processes, and the responsibilities of the Secretary of the Faculty, the Executive Committee of Faculty Senate, and the Faculty Senate. The committee further investigated the differences between terms “council” and “committee” and the relationship to Faculty Senate by committees and councils identified as “standing committees of Faculty Senate”. This report focuses and recommends the following:

- Consider amending Article VI, Section 2 to include changes in degree policies and requirements and changes in General Education.
- Consider amending Article VI, Section 7: Responsibility of the Secretary of the Faculty to include faculty senators on the distribution list for approved curricular proposals at the beginning of the challenge period.
- Consider amending Article VI, Section 8: Responsibility of Executive Committee of Faculty Senate to include additional powers of curricular review.
- Consider amending Article VI, Section 9: Responsibility of Faculty Senate Consider to include additional powers of curricular review.

PROPOSED BYLAWS CHANGES FOR CHARGE ONE

ORIGINAL LANGUAGE

ART VI CURRICULAR PROCESS

SEC 2 Definitions and Structures in Curricular Process

A For the purpose of this document curricular proposals are defined as:
(1) New major or minor degree programs
(2) New options within an existing degree program
(3) New courses
(4) Substantive change in any of the above

ART VI CURRICULAR PROCESS

SEC 7 Responsibility of Secretary of the Faculty

B The approved curricular proposals shall be distributed to all college deans and department heads.

ART VI CURRICULAR PROCESS

SEC 8 Responsibility of Executive Committee of Faculty Senate

The Executive Committee of the Faculty Senate shall have authority to recommend to departments or special academic programs, to college councils, to the graduate council, to the Professional Education Committee, to the Committee on General Education and Intercollegiate Programs or to the Faculty Senate, new curricular programs or alterations (including deletion or addition) to existing courses or programs.

ART VI CURRICULAR PROCESS

SEC 9 Responsibility of Faculty Senate

The Faculty Senate shall consider and take action only on those curricular proposals acted upon by the college councils, graduate council, Professional Education Committee, and Committee on General Education and Intercollegiate Programs, and then appealed. The Faculty Senate shall also consider and take action on all proposals to add or delete academic programs.

PROPOSED BYLAWS CHANGES FOR CHARGE ONE

REVISED LANGUAGE

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(2) New options within an existing degree program
(3) New courses
(4) Substantive change in any of the above
(5) Changes to degree policies and requirements
(6) Changes to General Education

ART VI CURRICULAR PROCESS

SEC 7 Responsibility of Secretary of the Faculty

B The approved curricular proposals shall be distributed to all college deans ~~and~~**,** department heads, **and faculty senators**.

ART VI CURRICULAR PROCESS

SEC 8 Responsibility of Executive Committee of Faculty Senate

The Executive Committee of the Faculty Senate **issues final faculty approval on all curricular changes. This normally is a pro forma process; however, if within a challenge period any member of the committee determines that a curricular change warrants further review by the faculty then the committee has the right to bring the proposal to floor of the Faculty Senate. Furthermore, the committee** shall have authority to recommend to departments or special academic programs, to college councils, to the graduate council, to the Professional Education Committee, to the Committee on General Education and Intercollegiate Programs or to the Faculty Senate, new curricular programs or alterations (including deletion or addition) to existing courses or programs.

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A On all curricular matters forwarded to it by the Executive Committee of Faculty Senate.

B On all appeals of curricular proposals forwarded to the Executive Committee of Faculty Senate by the college councils, Graduate Council, Educator Preparation Provider Council, and Committee on General Education and Intercollegiate Programs. Senate actions on such appeals are separate from senate actions on the curricular proposals and must be resolved before the curricular process may advance. If the appeal of a proposal approval is upheld by Faculty Senate, then the curricular proposal is rejected and the curricular process ends. If the appeal of a proposal denial is upheld by Faculty Senate, then the curricular proposal moves forward as otherwise described. If the appeal of a proposal denial is denied by Faculty Senate, then the curricular

proposal is rejected and the curricular process ends. If the appeal of a proposal approval is denied by Faculty Senate, then the curricular proposal moves forward as otherwise described.

C On all proposals to add or delete academic programs.

D On all proposals to change degree policies and requirements.

E On all proposals affecting the structure of General Education. This includes but is not limited to:

- **(1) Changes to the aims and goals of General Education**
- **(2) Changes to the learning outcomes of General Education**
- **(3) Changes to the focus areas of General Education**
- **(4) Changes to the credit hour requirements within General Education**
- **(5) Course additions to and deletions from General Education**

PROPOSED BYLAWS CHANGES FOR CHARGE ONE

FINAL LANGUAGE

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(3) New courses
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(5) Changes to degree policies and requirements
(6) Changes to General Education

ART VI CURRICULAR PROCESS

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A On all curricular matters forwarded to it by the Executive Committee of Faculty Senate.
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(5) Course additions to and deletions from General Education

Statement from Chair-Elect Candidate Stephanie Norander

Since 2008, I have worked as an Assistant Professor and now Associate Professor of Communication at Missouri State University. I am honored to accept the nomination of Chair-Elect to the Faculty Senate. If elected, I will represent the faculty of MSU with high integrity and respect for differences.

I believe in upholding the Senate's responsibility and accountability for shared governance. A strong university organization recognizes the interdependence of its primary stakeholders – the faculty, staff, students, board of governors, and administration. I look forward to applying my knowledge and expertise in organizational communication to facilitate strong and constructive relationships among these different academic cultures.

In addition to experience as a Faculty Senator, I bring to this position knowledge from several other leadership roles that inform my understanding of university processes and decision-making.
For example, I have chaired the Gender Studies Committee and coordinated Women's History Month activities. I also have had the opportunity to collaborate with several departments on campus as well as numerous community organizations in facilitating their strategic planning efforts. Finally, over the past two years I have worked to enhance professional development for faculty in growing and leading a dynamic series of academic writing retreats and workshops. Across these experiences, I have learned much about the importance of listening to faculty needs and empowering faculty voices in order to create and maintain a positive and productive campus environment.

As the Faculty Senate Chair, my priority will be to serve the faculty of Missouri State University through strong representation in all matters of faculty concern and especially in matters of curriculum. I will facilitate meaningful and substantive communication between the faculty and the administrators and governors of the university. I look forward to working closely with the Executive Committee, Faculty Senators, and various Senate Committees in sustaining Faculty Senate as a body for robust deliberations, policy considerations, and significant collective action.

Statement from Secretary of the Faculty Candidate Ruth Barnes

I am honored that the Nominations Committee has put my name forward to continue for a second year as Secretary of the Faculty. I am an Associate Professor of Dance (awaiting Board action on my promotion to Professor), completing my tenth year at Missouri State University. I teach modern/contemporary dance technique, dance improvisation and composition, 20th and 21st century dance history, and Applied Kinesiology for the Dancer. I am especially interested in new forms of and venues for dance, including mixed media and web applications.

I am committed to the value and importance of shared governance in the university setting, and believe in collaborative decision-making and leadership. In both, communication is key: discussing faculty concerns with administrators, working with other Senators and committees to recommend policy changes to the administration and the Board, so that all parties have a voice – and are heard – on issues that affect the MSU community.

As a Board Member of the American College Dance Association, I attend national meetings at which I have learned a great deal about shared governance and academic freedom throughout the US. I have also learned a great deal thanks to my position as Secretary of the Faculty for the current academic year, and as Coordinator of the Missouri State BFA Dance program. I have served on several Senate committees, and have always enjoyed working with faculty members from other departments; again, I have learned a great deal from those experiences.

I believe the Secretary of the Faculty's role is to facilitate effective faculty involvement in the process of shared governance and to develop and maintain healthy working relationships with administrators, staff and students. I look forward to continue working with the Senate in this capacity for the 2015-2016 year.

The Faculty Concerns Committee 2014 Survey Report is in a separate attachment.

The Faculty Concerns Committee 2014 Survey Tables are in a separate attachment.

The Budget & Priorities Committee Report is delayed until May.

Academic Relations Committee

Committee Charge

This committee is comprised of five regular members and three ex-officio members. The regular members ranged included all ranks of tenure-track/tenured faculty. The committee was charged with examining three items. First, we were to summarize the data available on the use of per course instructors (PCI) which largely consist of instructors hired on a semester basis to teach at least one course. Second, we were to survey the work highlighted in "The Delphi Project on the Changing Faculty and Student Success" based on aggregate information from institutions of higher education (http://www.thechangingfaculty.org/). Third, we were to review and make recommendations about the type of data MSU should gather in the future to better understand the use of PCI and how to better improve the success of PCI in MSU classrooms, which would translate into improved student success and retention.

The Delphi Project

The Delphi Project is a report produced based on research of multiple institutes of higher education to "support a better understanding of the factors that have led to a majority of faculty being hired off the tenure track and the impact of these current circumstances on teaching and learning" (The Delphi Project). The information presented below is based on the committee's desire to focus on the most salient and pertinent issues on this campus as well as issues most readily addressed with recommended action steps. The selected issues addressed in this report, are Data, Curriculum & Teaching, Hiring & Employment, Academic Freedom, Office Space & Support, and Faculty & Development. Below, the discussion of each issue is divided into three parts:

1) *An overview of each pertinent issue outlined in the Delphi Project*
2) *Issues and questions to be addressed to have a better understanding of each issue.*
3) *Action steps with estimated cost (as recommended in the Delphi Project).*

Current Data, MSU Full-time and Part-time Faculty by Year

To better articulate the issues on this campus related to the use of PCI, it is important to understand the numbers. The table below illustrates the change in use of PCI over the past decade.

Academic Year	Full-time Faculty (% of total)	Part-time Faculty (% of total)	Total Faculty
2013-14	714 (64)	398 (36)	1112
2012-13	695 (66)	361 (34)	1056
2011-12	699 (68)	332 (32)	1031
2010-11	699 (69)	314 (31)	1013
2009-10	721 (70)	306 (30)	1027
2008-09	737 (67)	356 (33)	1093
2007-08	718 (69)	329 (31)	1047
2006-07	716 (68)	330 (32)	1046
2005-06	728 (71)	299 (29)	1027
2004-05	726 (74)	252 (26)	978
2003-04*	731 (73)	269 (27)	1000
2002-03*	731 (73)	269 (27)	1000
2001-02	719 (73)	260 (27)	979

***Note:** Numbers provided by the University in Common Data Sets on the Office of Institutional Research webpage are identical for 2002-03 and 2003-04 academic years. Source: http://www.missouristate.edu/oir/76969.htm

As evidenced by the data, the number and percentage of PCI has continued to rise over the past decade with this past year reaching a high. However, what is not known is the classification of these PCI as illustrated in the above table. This is an area of concern and something the university should either explore in more detail, or, if more information is known about these PCI, report more specific characteristics.

The Delphi Project Issues

Data

1) An overview of each pertinent issue outlined in the Delphi Project:
The most pertinent issue is to gain a better understanding of who are the PCI. Better understanding who the PCI are would include what courses they teach (ie: graduate/undergraduate, lower/upper division, general education, major courses, online). These data are available and can be organized by college and department through the AIM Dashboard located at Bear Intelligence: http://www.missouristate.edu/data/ . The AIM Dashboard as well as other data, e.g., Common Data Sets, is accessed via University Overview link: http://www.missouristate.edu/data/universityoverview.asp and requires permission to log in. The AIM Dashboard dataset is compiled during the Fall Census in October. Data to this information for the spring and summer semesters would need to be obtained from Department Heads. Certain data is organized in excel files and can be viewed in graph for as well. These reports can be exported from the Key Performance Indicators, KPI Dashboard and is available at https://mis.missouristate.edu/KeyPerformanceIndicators/

2) Issues and questions to be addressed to have a better understanding of each issue:
Additional data from per course faculty beyond the data sets available from IR would have to be gathered individually. For Per Course faculty: a) why they are teaching per course and if they are interest in seeking full time status; b) how long have they been teaching and how long do they see themselves teaching as per course; c) what are their teaching expectations and have the expectations for the course(s) been made clear; d) to what extent do they feel supported by full time faculty and by the department head which could include offers of mentoring; e) do they feel that university policies toward academic freedom are applied equally and are clear; f) are facilities or some work space or office space made available for class preparation; to what extent is university involvement beyond teaching contracted classes desired; general assessment of working conditions? Additional data from Department Heads might address: a) conditions in the department which leads to use of per course; b) extent to which there are limitations to the use of per course separate from that provided in the Faculty Handbook; c) what department guidelines exist which address the use and support of per course; d) the distribution of per course faculty in semesters not covered by the IR Census Data; e) what factors in the department and college have or are affecting course staffing patterns.

3) Action steps with estimated cost (as recommended in the Delphi Project):
It will be important to work with IR to compile the detailed data listed above, to create and administer an anonymous survey which can be sent to per course faculty to assess self-report data, and ask department heads to compile and comment on the use of per course faculty. It seems as though this data are already available, and transparency of the data (and the

characteristics of the courses taught by PCI) is important to the university as a whole given the ramifications on student success. According to the Delphi Project, for institutions such as ours which have existing institutional research offices, the costs associated with collecting additional survey data would be marginal or no cost at all.

Curriculum & Teaching

1) An overview of each pertinent issue outlined in the Delphi Project
AND
2) Issues and questions to be addressed to have a better understanding of each issue:

Important issues related to curriculum and teaching focus on the opportunities of PCI to provide input regarding the curriculum, including control over the content and materials for the courses they teach. This would vary department by department but warrants attention especially if the PCI are responsible for teaching general education or major-required courses. Another issue is whether PCI are allowed/encouraged to work with full-time faculty regarding curriculum design and teaching strategies especially those that enhance student learning and success. Finally, the method by which PCI are evaluated is an issue that warrants attention, especially given most full-time faculty must have their classes complete student evaluations.

3) Action steps with estimated cost (as recommended in the Delphi Project):

PCI are recommended to have opportunities to be mentored by full-time, tenured or tenure-track faculty. This would require either a) compensation for full-time faculty to mentor/train the PCI or b) some other recognition (ie: towards tenure and promotion) for these mentoring relationships. However, these costs associated with mentoring PCI are marginal. Additionally, it is recommended that PCI have access to instructional materials and resources. If Blackboard is required, services should be provided (as they are to full-time faculty) to PCI, and this could be done with marginal costs and could be accomplished by merely making resources known and available. Another action step is to have a departmental library/resource center of textbooks, syllabi, and other instructional materials. The creation of a library or resource center could be done with marginal costs. However, the academic ownership of such materials must not be compromised.

Hiring & Employment

1) An overview of each pertinent issue outlined in the Delphi Project:

Pertinent issues related to hiring and employment include understanding how faculty positions are fills, how far in advance PCI are hired (thus impacting their ability to prepare for new courses), and the length of PCI contracts. A larger issue related to hiring PCI is whether or not there is a standardized process for hiring and who is involved in the hiring process. Related to curriculum and teaching, a PCI hired one week prior to the semester does not have adequate time to prepare and may rely on existing faculty to provide resources. However, the full-time faculty may not know or have had any prior relationship with the PCI prior to the hire and may feel uneasy being forced to 'share' materials with the PCI. This is one potential scenario, but many more like this occur on this campus. These issues need to be brought to the forefront so that they can be resolved.

2) Issues and questions to be addressed to have a better understanding of each issue:

This section of the Delphi Project exposed several issues that Faculty Senate and the university as a whole should review and determine if they affect "how we can improve retention of students and improve student success while using per-course," specific to the area of hiring and employment. Below are the issues.

- **Hiring policies:** Do we need to add or make adjustments to policies and procedures for hiring non-tenure-track faculty?
- **Staffing Plan:** Should the University create a plan that would determine priorities regarding faculty hiring? Topics to consider are:
  - Proportions of tenure-track and non-tenure-track faculty
  - Standardized hiring processes for non-tenure-track faculty
  - Mandatory search process including an application period for hiring new faculty
  - Right of first refusal for non-tenure-track faculty when a vacancy occurs
  - Length of contract terms non-tenure-track faculty
  - Minimum time period between selection of new hire and the start of the semester
- **Evaluation:** Do we have a standard and consistent evaluation process for non-tenure-track faculty? Are there opportunities presented for improvement of the instructor? Could a better evaluation system improve teaching and learning? How?
- **Qualifications:** Who determines minimum qualifications for a non-tenure-track position? Are qualifications clear and consistent?
- **Reappointment:** Are current reappointment policies and procedures giving non-tenure-track faculty adequate amount of time and notice to prepare for teaching each semester?
- **Promotion:** What are the advantages and disadvantages of providing enhanced opportunities for promotion to non-tenure-track faculty?

3) Action steps with estimated cost (as recommended in the Delphi Project):

It is first important to understand how many of the PCI are new hires or have been hired on a recurring basis. This distinction is vital in understanding how to improve the hiring and subsequent orientation processes. According to the Delphi Report, positive changes in hiring practices (ie: extending contracts to more than semester hires for those positions relevant or not waiting until one or two weeks prior to a semester) can be implemented with no cost or potentially at a cost saving. These little changes are hypothesized to decrease PCI turnover which would result in more quality instruction which leads to better student outcomes.

Academic Freedom

1) An overview of the issue outlined in the Delphi Project:

   The MSU Faculty Handbook states that all faculty, including non-tenure-track faculty, are entitled to protection of academic freedom in teaching, research, and extramural utterances. However, in reality, per course faculty do not receive equal protection of academic freedom; per course faculty are more vulnerable to retaliation in the form of non-renewal, since they are typically hired under part-time and short-term contracts. Moreover, unlike other faculty, per course faculty are not represented in the faculty senate or other governance structure, and therefore cannot freely voice concerns through governance structures. This unequal protection of academic freedom is a threat to MSU student success, as unequal protection increases the probability that: (a) per course faculty classrooms will display less intellectual diversity, less engagement with competing ideas, and less effective development of students' critical inquiry skills, compared to other classrooms on campus;

(b) per course faculty research will be constrained by fears of retaliation, which in turn constrains student learning, given evidence of positive relationships between faculty research and student learning.

2) Issues and questions to be addressed to have a better understanding of each issue:
We can better grasp if, and how, the academic freedom of per course faculty has been violated, and the effects on student success, by gathering data to answer the following questions:

- To what extent do per course faculty believe their teaching, research, and extramural activities are or have been constrained by fears of unequal protection of academic freedom?
- Have any individuals ever experienced, or claimed to have experienced, unequal protections of academic freedom while working as per course faculty for MSU? If so, did those individuals use legal or other means to try to settle the issue?
- Within MSU, what recourse is available to per course faculty with concerns about violation of their academic freedom?

3) Action steps with estimated cost (as recommended in the Delphi Project):
Currently, there is no institutionalized system through which per course faculty have the ability to freely voice concerns about academic freedom to the senior administration or any other entity within the University. The only recourse of per course faculty who believe their academic freedom has been compromised is through legal means. However, the steps that the University would have to take in the event of such lawsuits would be costly for MSU. To minimize the change of such costly outcomes, MSU should consider taking one or more of the following steps:
   - Low cost steps:
     - Have MSU Institutional Research gather data to answer the above questions.
     - Clarify policies concerning academic freedom of per course faculty through amendments to Faculty Handbook.
     - Educate MSU administrators and faculty about the threats, posed to student success, by violations of per course faculty academic freedom.
   - Moderate cost steps: Institute a grievance procedure for per course faculty concerned with violations of their academic freedom. Although an occasional influx of cases may be costly, an authentic process enhances institutional integrity and professionalism, which contributes to fewer cases in the long run.

Office Space & Support

1) An overview of each pertinent issue outlined in the Delphi Project:
Whether PCI are provided office space and what sort of space and equipment is provided is a concern. Access to support services such as office assistants, technology, and library resources is a concern. Of more concern that if services are offered and available are when these services are offered especially given many PCI teach at night, on weekends and online. These services would vary greatly from department to department.

2) Issues and questions to be addressed to have a better understanding of each issue:
   - What are in individual intentions of the per course faculty?
   - What is their personal interest in the per course position?

- Do they want to be more involved in academia beyond their course load?
- What are their needs in order to more fully serve students?

By having a better understanding of what PCI desire in the form of support and services, these issues could possibly be easily addressed with little to no costs.

3) Action steps with estimated cost (as recommended in the Delphi Project):
The first action step in understanding office space and support issues would be to survey current PCI regarding what office space and/or equipment they desire given their part-time status and the amount of time and timing of when they are on campus. However, if it is determined that office space is necessary, identifying spaces that are underutilized that could be used as office space would incur marginal costs. Creating new spaces (which should not be required on this campus) would incur more substantial costs.

Faculty Development

1) An overview of each pertinent issue outlined in the Delphi Project:
The two main issues addressed are orientations for non-tenure-track faculty (NTTF) and mentoring for NTT by tenured/tenure-track faculty. Regarding orientations, it is recommended that all NTTF receive a formal campus-wide and/or departmental orientation either in person or online. Regarding mentoring, it is recommended that formal mentoring be made to NTTF to share knowledge, teaching strategies and practices to improve classroom experiences and student learning.

2) Issues and questions to be addressed to have a better understanding of each issue:
The main issues to address are whether NTTF are required to participate in orientations and whether they have partnered with a mentor and to what aspect the mentoring entails.

3) Action steps with estimated cost (as recommended in the Delphi Project):
It is recommended that workshops be created or made available to NTTF (ie: Center for Teaching and Learning activities), encourage partnerships between NTTF and tenure-track/tenured faculty to help NTTF stay current in academic strategies, and to maintain constant and relevant communication with NTTF regarding opportunities. The costs associated with including NTTF in current teaching and learning opportunities is little to none while the costs associated with creating new opportunities specific for NTTF is marginal. Furthermore, new hire orientations are critical in the ultimate success of PCI. The costs associated with providing existing orientation programs (which are already available to new full-time hires) to new hires is marginal or none at all. It is also recommended (and was mentioned in the Data section above) that the faculty concerns survey be expanded for PCI and include questions such as the following:
   - Did you go through a formal campus-wide orientation upon your initial hire?
     - If yes, was it in person or online?
   - Did you receive a formal departmental orientation upon your initial hire?
     - If yes, was it in person or online?
   - Explain the mentoring you have received from tenure-track/tenured faculty within your department.

Summary

It is no surprise that this university, like every other institute of higher education, relies in some part on PCI. This is not something the Academic Relations Committee thinks should be eliminated or ignored. However, a better understanding of who the PCI are and how this university specifically can improve the academic climate to better facilitate those courses which are taught by PCI is important given the potential impact on student success and retention. It is recommended that in addition to exploring the action steps outlined in this report, Faculty Senate also should converse with the Student Success Committee to gain a better understanding of how the use of PCI affects student success and retention. The Academic Relations Committee sees the use of PCI as a vital component of instruction on this campus, and the action steps outlined in this report could be relatively simple and cost-effective measures to assure our university is upholding the Public Affairs mission of producing educated citizens.

Missouri State University
Curricular Proposal – New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

RECEIVED
FEB 13 2015
BY:

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department_Childhood Education & Family Studies_____ **Date**___December 16, 2014_____

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM **Master of Science in Child Life Studies**

Major___ Comprehensive Major___ Option___ Minor___ Certificate___ Certification___ Academic Rules___ Other__X__

Degree Applicability_____

General Education Courses Required_____ Total Hours 0_____

General Education Courses Recommended_____ Total Hours 0_____

Requirements (including Admission) and Limitations for Specific Degree **GPA of 3.0 or higher; min. of 100 documented volunteer hours working with children/youth in a healthcare facility; GRE combined score (verbal & quantitative) of 290 or higher with results received before student registers for more than 9 hours.**

Courses required in Dept: **CFD 750, CFD 761, ECE 727,CFD 610, CFD 663; CLS 705, CLS 710, CLS 715, CLS 720, CLS 790, CLS 795, CLS 798, CLS 799**

Total hours: 34-44

Courses Required in Other Departments SFR 780_____

Total Hours 3

Prerequisites for Required Courses NA_____

Recommended Electives in Department Advanced Program: CFD 662; CLS 705; CLS 710; CLS 715 Standard Program: CFD 662; CLS 720

Total Hours 3-9

Recommended Electives in Other Departments PSY 622; SWK 750; SWK 796_____

Total Hours 3-9_____

Limitations on Electives NA_____

DEPARTMENT **Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.**

_____ College Council	(Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)
_____ Professional Education Committee	(All proposals affecting BS and MS in Education and Educational Specialist degrees)
_____ Committee on General Education and Intercollegiate Programs	(All general education and multi-college programs)
__X__ Graduate Council	(All graduate programs)

Signature_____ Date 1-5-15

Department Head
(Rutinon Reverse Side)

FS New Program – 2-2013

ROUTING

1. **COLLEGE COUNCIL (ART VI, SEC 3B)**

_____ **APPROVED** After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

_____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ **Date** _____
Chairperson

2. **DEAN OF THE COLLEGE (ART VI, SEC 5)**

__✓__ **REVIEWED** Return to College Council Chair within ten days of receipt for disposition.

Comment(s) _____

Signature _____ **Date** 1/06/15
Dean of the College

3. **PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)**

_____ **APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

_____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ **Date** _____
Chairperson

4. **COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)**

_____ **APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

_____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ **Date** _____
Chairperson

5. **GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)**

__X__ **APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition.

_____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ **Date** 2/11/15
Chairperson

6. **FACULTY SENATE (ART VI, SEC 9)**

_____ **APPROVED**

_____ **DISAPPROVED**

Comment(s) _____

Signature _____ **Date** _____
Chairperson

7. **PROVOST (ART I, SEC 6; ART VI, SEC 9)**

_____ **RECOMMENDED TO PRESIDENT**

_____ **NOT RECOMMENDED TO PRESIDENT**

Comment(s) _____

Signature _____ **Date** _____
Provost

8. **PRESIDENT**

_____ **APPROVED**

_____ **DISAPPROVED**

Comment(s) _____

Signature _____ **Date** _____
President

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: _Master of Science in Child Life Studies_____

Department: ____Childhood Education & Family Studies_____

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? _____Yes __X__No

2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? __X__Yes _____No

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.) **Upcoming requirement changes by Child Life Council will require a Masters degree for certification.**

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

5. **A Needs Assessment Survey was performed with current and former Missouri State students pursuing Child Life certification, as well as members of the Midwest Regional ListServ of the Child Life Council.**

6. What are the present/future projected enrollments for this program?

   1st year_29 (13 FT/16 PT) 3rd year_41 (22 FT/19 PT)

   In five years, how many students must be:

   a) declared minors to justify this new minors continuation __NA_____
   b) declared majors to justify this new majors continuation ___20____

7. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	_____Yes	__X_No
Additional technology or other supplies?	_____Yes	___X_No
Additional or remodeled facilities?	_____Yes	__X_No
Additional travel funds?	_____Yes	___X_No
Additional faculty?	__X__Yes	_____No
Additional support staff?	_____Yes	__X__No
Other additional expenses?	_____Yes	__X__No

8. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

_____Yes _____No __x___Yes, but cannot ensure availability

9. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.
Existing facilities/classrooms and support staff will be utilized.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

Department Head

College Dean

Missouri State University
Curricular Proposal – New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

RECEIVED
FEB 13 2015
CAA

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department CEFS **Date** 8 April 14

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM Graduate Certificate in Elementary Mathematics Specialist

Major____ Comprehensive Major____ Option____ Minor____ Certificate__x__ Certification____ Academic Rules____ Other____

Degree Applicability May be used for an emphasis in the MSED-ELE, post bac/post masters, or other programs as desired; may be a stand alone certificate

General Education Courses Required none Total Hours 0

General Education Courses Recommended none Total Hours 0

Requirements (including Admission) and Limitations for Specific Degree Prerequisite of 1 year of teaching experience, admit to EMS cohort, admit to Graduate College; completion of the 7 required courses (16 hours) with a B or better in each.

Courses Required in Department ELE 734, 736, 737, 738

Total Hours 7

Courses Required in Other Departments MTH 754, 758, 760

Total Hours 9

Prerequisites for Required Courses 1 year teaching experience; admit to the cohort; ELE 730, 732, MTH 750, 752

Recommended Electives in Department none

Total Hours 0

Recommended Electives in Other Departments none

Total Hours 0

Limitations on Electives NA

DEPARTMENT Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

___ ___ **College Council**	(Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)
__X__ **Professional Education Committee**	(All proposals affecting BS and MS in Education and Educational Specialist degrees)
_____ **Committee on General Education and Intercollegiate Programs**	(All general education and multi-college programs)
__X__ **Graduate Council**	(All graduate programs)

Signature _____ **Date** 4/28/14
Department Head

(Routing on Reverse Side)

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)

_____ APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ Date _____
Chairperson

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

✓ REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment(s) _____

Signature [signature] Date 9/10/14
Dean of the College

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

✓ APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature Diana Riccobo Date 10/6/14
Chairperson

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

_____ APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ Date _____
Chairperson

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

X APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature [signature] Date 2/11/15
Chairperson

6. FACULTY SENATE (ART VI, SEC 9)

_____ APPROVED

_____ DISAPPROVED

Comment(s) _____

Signature _____ Date _____
Chairperson

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)

_____ RECOMMENDED TO PRESIDENT

_____ NOT RECOMMENDED TO PRESIDENT

Comment(s) _____

Signature _____ Date _____
Provost

8. PRESIDENT

_____ APPROVED

_____ DISAPPROVED

Comment(s) _____

Signature _____ Date _____
President

Graduate Certificate in Elementary Mathematics Specialist

1. Rationale

Today's schools are concentrating more than ever on increasing students' achievement in literary and mathematics. It is imperative for teacher education programs at the advanced level to meet the demand for more experts in the field of teaching elementary and middle school mathematics. A collaborative new program, Elementary Mathematics Specialist (EMS), was developed by mathematics educators and administrative representatives from 5 universities (MSU, MU, UCM, SEMO, and NWMSU) along with DESE and DHE representatives in Jefferson City. An agreement was reached that such a program would help provide a quality program of study to effectively prepare these specialists. A MOU (Memo of Understanding) was circulated among the 5 Provosts and accepted in 2013.

The new EMS was a new (add-on) statewide certification for elementary mathematics specialists, which offered an effective way to help promote the authentic learning of important mathematical concepts beginning early in students' careers. This EMS program focuses on the content and complexities of teaching, content understanding and leadership in the field of mathematics education in a K-8 setting.

The EMS program allows Missouri teachers to use advanced knowledge of mathematics, principles and best practices in teaching, and leading theories in learning to develop the their students' motivation and achievement in mathematics; especially those who could be described as reluctant learners. Candidates become active participants in the field with continuous and frequent field experiences and experience first-hand the relevance of the lessons' content while teaching in their own classrooms. The MSU mathematics and elementary education faculty have collaboratively included the EMS in the MSED-ELE degree program, making this an add-on certification. Provisions were also made for post baccalaureate or post-master's students to participate and complete the program. It is important to provide recognition for the work students are completing at MSU, even if they are not seeking a master's degree. The Graduate Certificate program will be a value-added component for the completion of the sequence of courses. The course work has been developed and the next logical step to strengthen the completion of the 11 course sequence is the adoption of a graduate certificate for the elementary mathematics specialist.

Objectives:

The following objectives guide the Graduate Certificate in Elementary Mathematics Specialist. The candidate will:

1. Know major historical events, documents, and policies that have influenced mathematics education.
2. Understand the roles, responsibilities, and purpose of Elementary Mathematics Specialists and their role in professional development.

3. Select, use, adapt and determine the suitability of mathematics curricula and teaching materials for particular learning goals
4. Use professional resources to be informed about issues related to mathematics teaching and learning.
5. Use the ~~Common Core~~ State Standards for Mathematics and the Learning Progressions to guide the planning, implementation, and assessment in teaching mathematics.
6. Teachers will develop in themselves the Standards for Mathematical Practice, described in the ~~Common Core~~ State Standards for Mathematics, in the context of elementary or middle school curricula.

2. Cost for Five Years

The Elementary Mathematics Specialist program currently exists within the MSEd-ELE program. To add the certificate program to this cohort model will not add any additional costs to CEFS and MTH departments. The estimated costs would be faculty resources for 4-5 hours maximum per semester for the two year cycle. At this time, per course faculty is being used to teach the courses.

Estimated costs already incurred:

4 hrs X $800 = $3200 per semester X 4 semesters = $12,800

3. Graduate Certificate in Elementary Mathematics Specialist

Cindy Hail, Certificate Advisor
Hill Hall 123, 417-836-6830
CindyWilson@MissouriState.edu

Program Description

The Graduate Certificate in Elementary Mathematics Specialist provides a 16 hour graduate-level experience for educators, specifically early, elementary, or middle school teachers or curriculum directors. The Graduate Certificate in Elementary Mathematics Specialist is designed for practicing teachers (with at least 1 year of experience teaching elementary or middle school). This track is part of a statewide Mathematics specialist certification in collaboration with other Missouri Universities and culminates with a certification as an elementary mathematics specialist through the state of Missouri. Elementary Mathematics Specialist (EMS) professionals can serve students and schools in a variety of ways including as classroom teachers, lead or mentor teachers, and school or district-based mathematics specialists.

Admission Criteria

To be considered for the program, elementary or middle school teachers must be currently teaching with at least 1 year of classroom teaching experience, strong interest in enhancing

mathematics content and pedagogical preparation, and commitment to completing the requirements of the program in the 2-year period as part of a graduate cohort.

Students who do not meet the normal admission requirements, but who show an indication of high promise, will be considered for probationary admission. Probationary conditions will be defined by the Certificate Advisor in collaboration with the Math Department. Admission to the certificate program does not constitute admission to any other Missouri State University graduate program.

Required Courses - 15 Hours Total

Course Code	Title	Credit Hrs
ELE 734	Internship in Algebraic Reasoning	1
ELE 736	Foundations of Mathematical Leadership for EMS	2
ELE 737	Mathematical Leadership for Elementary Mathematics Specialists (EMS): Influencing and Facilitating Improvements	3
ELE 738	Internship in Geometry and Measurement	1
MTH 754	Algebraic Reasoning for EMS	3
MTH 758	Geometry and Measurement for EMS	3
MTH 760	Data and Probability for EMS	3

Prerequisite Courses

ELE 730, 732

MTH 750, 752

Completion Requirements

Courses must be completed with a 3.00 GPA for successful completion of certificate.

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Graduate Certificate in Elementary Mathematics Specialist

Department: Childhood Education and Family Studies

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. **Is another program being deleted or altered?** ____Yes __X__No

2. **If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal?** __Yes __X__No
The EMS is a statewide certification. We co-sponsor the EMS coursework with the Math Department. Students may take the EMS within the MSED-ELE program, and it seems like a natural fit to offer a MSU Graduate Certificate recognized on the transcript for this EMS program. The Math education faculty are supportive and feel it mirrors other institutions' decision to offer university-based recognition.

3. **What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)** Growing trends to have more math educators trained to meet leadership and expertise demands lead to this statewide initiative. This is a state-wide developed and supported initiative to recognize specialized training in elementary mathematics teacher training. Because we are currently offering the EMS coursework, it makes sense to credit the work and recognize this accomplishment. Additionally, some students in the program have already completed a master's degree and this would provide them with a tangible outcome from MSU. A graduate certificate program will provide evidence to schools that educators have successfully completed all eleven (11) courses from MSU. The other state institutions offering the EMS have taken steps to offer the EMS as a University certificate as well as the state-wide certification. We need to stay aligned with the other institutions.

4. **If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.** We began the first cohort and these courses in the Fall 2013 and there is a growing demand. We want to offer the certificate program to give added value to coursework and collaboration with the state and MSU Math Department. At the present time, it is expected to offer the cohort model beginning in the fall of odd year dates.

5. **What are the present/future projected enrollments for this program?**

* This is a 4 semester cohort model for the conservations courses needed in the certificate program. Each cohort will have between 10-20 students. Plans are still unfolding but cohorts may begin every other year.

1st year 15 3rd year 20

In five years, how many students must be:

a) declared minors to justify this new minors continuation __NA____
b) declared majors to justify this new majors continuation __full cohorts (15-20)____

* We anticipate most of these students will also be MSED-ELE majors but this certificate may attract beyond the MS degree, too.

6. **Which of the following would be needed to implement the proposed program? (Check all that apply.)** Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	____Yes	_X__No
Additional technology or other supplies?	____Yes	_X__No
Additional or remodeled facilities?	____Yes	_X__No
Additional travel funds?	____Yes	_X__No
Additional faculty?	____Yes	_X__No
Additional support staff?	____Yes	_X__No
Other additional expenses?	____Yes	_X__No

7. **Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?**

__X__Yes ____No ____Yes, but cannot ensure availability

Both the Deans from COE and CNAS plus Department Heads from CEFS and MTH are supportive of the EMS, as well as the Provost office. The EMS program will continue and the Certificate will just be added value to the program.

8. **Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.**
Faculty resources are currently meeting the demand for the courses within the ELE and MTH Departments. The EMS program is managed through a cohort model so needed resources will not change from the current structure.

9. **If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.**

We are currently offering the courses and will continue with the cohort model. Currently these courses meet minimum enrollment requirements but there is room for growth.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

Department Head

College Dean

Missouri State University
Curricular Proposal – New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

RECEIVED
FEB 13 2015

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department CEFS **Date** 8 September 14

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM Graduate Certificate in Conservation Education

Major____ Comprehensive Major____ Option____ Minor____ Certificate__X__ Certification____ Academic Rules____ Other____

Degree Applicability May be used for an emphasis in the MSED-ELE, accelerated MSED-ELE or other programs as desired; may be a stand alone certificate

General Education Courses Required 1 college level science course Total Hours 4

General Education Courses Recommended BIO 100 Total Hours 4

Requirements (including Admission) and Limitations for Specific Degree Prerequisite of 1 college level science course, GPA 3.0; admit to Graduate College; completion of the 4 required courses (12 hours) with a B or better in each.

Courses Required in Department EEM 616, 617,618,619

Total Hours 12

Courses Required in Other Departments none

Total Hours 0

Prerequisites for Required Courses 1 college level science course; minimum GPA of 3.0

Recommended Electives in Department none

Total Hours 0

Recommended Electives in Other Departments none

Total Hours 0

Limitations on Electives N/A

DEPARTMENT **Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.**

_____ **College Council**	(Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)
___X___ **Professional Education Committee**	(All proposals affecting BS and MS in Education and Educational Specialist degrees)
_____ **Committee on General Education and Intercollegiate Programs**	(All general education and multi-college programs)
___X___ **Graduate Council**	(All graduate programs)

Signature _____ Department Head (Routing on Reverse Side) **Date** 9/30/14

Missouri State University
Curricular Proposal – New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

RECEIVED
FEB 13 2015
By:

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department__Criminology and Criminal Justice **Date**__12/4/2014

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM Graduate Certificate in Community Corrections

Major___ Comprehensive Major___ Option___ Minor__ Certificate__X Certification__ Academic Rules___ Other___

Degree Applicability Graduate Certificate in Community Corrections

General Education Courses Required NA Total Hours

General Education Courses Recommended NA Total Hours

Requirements (including Admission) and Limitations for Specific Degree Requirements will be the same as for our Master of Science in Criminology and Criminal Justice. These are attached. We do not see any limitations for the degree.

Courses Required in Department CRM 770, CRM 771, CRM 772, CRM 773 Total Hours 12

Courses Required in Other Departments Total Hours 0

Prerequisites for Required Courses None

Recommended Electives in Department Total Hours 0

Recommended Electives in Other Departments Total Hours 0

Limitations on Electives NA

DEPARTMENT **Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.**

_____ **College Council**	(Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)
_____ **Professional Education Committee**	(All proposals affecting BS and MS in Education and Educational Specialist degrees)
_____ **Committee on General Education and Intercollegiate Programs**	(All general education and multi-college programs)
__X__ **Graduate Council**	(All graduate programs)

Signature _____ Department Head **Date** 12-15-14

(Routing on Reverse Side)

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)

_____ APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s)_____

Signature_____ Chairperson Date_____

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

__X__ REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment(s)_____

Signature_____ Dean of the College Date 12-16-14

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

_____ APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s)_____

Signature_____ Chairperson Date_____

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

_____ APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s)_____

Signature_____ Chairperson Date_____

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

__X__ APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s)_____

Signature_____ Chairperson Date 2/11/15

6. FACULTY SENATE (ART VI, SEC 9)

_____ APPROVED

_____ DISAPPROVED

Comment(s)_____

Signature_____ Chairperson Date_____

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)

_____ RECOMMENDED TO PRESIDENT

_____ NOT RECOMMENDED TO PRESIDENT

Comment(s)_____

Signature_____ Provost Date_____

8. PRESIDENT

_____ APPROVED

_____ DISAPPROVED

Comment(s)_____

Signature_____ President Date_____

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Graduate Certificate in Community Corrections

Department: Department of Criminology and Criminal Justice

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? ___Yes __X__No

2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? **Not applicable** ___Yes ____No

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)

   Please see the attached *Statement of Rationale and Objectives*. The main justification for this new certificate is that it will service a need in the larger community corrections professional community.

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

   Demand for this certificate was discussed at a meeting of the Academic and Community Corrections Advisory Group sponsored by the National Institute of Corrections. Dr. Brett Garland, Graduate Director in the Department of Criminology and Criminal Justice, is a member of this advisory group. The group's discussions indicated nationwide demand for this certificate.

5. What are the present/future projected enrollments for this program?

   1st year__10____ 3rd year____25__

   In five years, how many students must be:

   a) declared minors to justify this new minors continuation ___NA___
   b) declared majors to justify this new majors continuation ___NA___

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	____Yes	__X__No
Additional technology or other supplies?	____Yes	__X__No
Additional or remodeled facilities?	____Yes	__X__No
Additional travel funds?	____Yes	__X__No
Additional faculty?	____Yes	__X__No
Additional support staff?	____Yes	__X__No

Other additional expenses? ____Yes __X_No

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?
   __X__ Not Applicable
   ____Yes ____No ____Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

   The Department of Criminology and Criminal Justice has a number of faculty members who can teach the four courses required for this certificate. These faculty members include Drs. Brett Garland, Aida Hass, Bernard McCarthy, Patti Salinas, and Ethan Amidon. A number of electives are taught for the Master of Science in Criminology and Criminal Justice and the faculty will ensure that the certificate courses are covered.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

   The Department of Criminology and Criminal Justice will be able to cover the courses given that several faculty members are interested in teaching these courses as part of their regular workloads.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

Patti Salinas
Department Head

College Dean

Graduate Certificate in Community Corrections

Statement of Rationale and Objectives

This Graduate Certificate in Community Corrections is inspired by the National Institute of Corrections' Academic and Community Corrections Advisory Group which is a collaborative effort among academics and practitioners to suggest improvements to existing community corrections coursework to better enhance the readiness and quality of future and current community corrections professionals, such as probation and parole officers and correctional treatment staff. Dr. Brett Garland, associate professor and graduate director in the Department of Criminology and Criminal Justice, has participated in these collaborations and is a member of the Academic and Community Corrections Advisory Group. The proposed Certificate in Community Corrections will integrate recommendations from the advisory group to create a curriculum targeted to the specific needs of community corrections professionals and their clients. The Department of Criminology and Criminal Justice is uniquely positioned to deliver such a certificate considering that several faculty members have backgrounds and interests related to community corrections. Drs. Brett Garland, Ethan Amidon, Aida Hass, Bernard McCarthy, and Patti Salinas all have made contributions to the community corrections field. This certificate program will be delivered online and can be marketed to a large audience of community corrections professionals across the country.

The proposed Graduate Certificate in Community Corrections aims to accomplish the following objectives:

1. Give students a broad understanding of the many issues, challenges, and dilemmas facing community corrections professionals.
2. Examine the needs of specific groups of community corrections clients such as drug, mental health, sex, and domestic violence offenders.
3. Identify, examine, and apply evidence-based policies, programs, and practices which improve offender supervision and treatment.
4. Intensively examine the cognitive structures and processes which influence offender-specific decision making and criminal behavior.

Estimated Costs for Five Years

There should be no additional costs given that existing faculty can deliver the program and no additional resources will be required.

Complete Program Description

Graduate Certificate in Community Corrections

Program Description

The certificate in community corrections provides a 12 hour graduate-level experience for people working or desiring to work in the field of community corrections. The certificate provides instruction in a various aspects of community corrections including an overview of correctional theory and practice, modern challenges facing correctional professionals, evidence-based techniques for improving client supervision and reducing offender recidivism, and an in-depth exploration of offender thinking patterns and behavior.

Admission criteria

To be considered for the program, a student must have a 3.00 grade point average and be admitted to the Graduate College. Students who do not meet this criterion, but demonstrate potential for success through career experience, may be admitted at the discretion of the Certificate Advisor and with the approval of the Dean of the Graduate College. Admission to this certificate program does not constitute admission to any other Missouri State University graduate program.

Required Courses (Total of 12 hours)*

CRM 770 Correctional Theory and Practice This course examines social control responses to lawbreakers including the exploration of classical and contemporary theories and philosophies that have guided American correctional policy, both institutional and community based. Management implications related to policy are addressed. Credit hours: 3

CRM 771 Contemporary Issues in Community Corrections This course examines modern issues, problems, and practices facing the community corrections profession. A special emphasis is placed on exploring the challenges of interacting with specific types of offender populations, including drug, mental health, substance abuse, and domestic violence offenders, in community and treatment contexts. Credit hours: 3

CRM 772 Applied Evidence-Based Practices in Community Corrections This course reviews a range of research-informed policies, programs, and practices delivered to offenders in correctional settings to improve supervision and reduce recidivism. In

addition to coverage of the relevant literatures, the course emphasizes hands-on applications of evidence-based practices through a variety of active-learning exercises. Credit hours: 3

CRM 773 Offender Thinking and Decision-making This course explores how criminal offenders process and prioritize information when they encounter opportunities to violate supervision conditions and commit crime. Beliefs, values, and attitudes used to rationalize criminal behavior are also examined. Credit hours: 3

*CRM 770 is an existing course in the Department of Criminology and Criminal Justice. CRM 771, 772, and 773 are proposed courses in the Department of Criminology and Criminal Justice which will be going through the screening process at the same time as the program certificate proposal.

RECEIVED
FEB 12 2015
BY:

Missouri State University
Curricular Proposal – New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department: History **Date** 01/27/2015

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM

Major___ Comprehensive Major__X__ Option___ Minor___ Certificate___ Certification___ Academic Rules___ Other___

Degree Applicability—Bachelor of Science (comprehensive) with three (3) tracks - American Studies, Constitution and Law, and International Studies

General Education Courses Required: HST 103, 104, 121, 122, 210, PHI 105 or PHI 115 Total Hours: 15 (only 9 count toward Gen Ed due to category overlap)

General Education Courses Recommended_____ Total Hours_____

Requirements (including Admission) and Limitations for Specific Degree_____

Courses Required in Department: Varies with track, but approximately 51 credit hours. Please see attachments for details.
Total Hours_____

Courses Required in Other Departments: Varies with track but, approximately 18 to 21 hours. Please see attachment for details.
Total Hours_____

Prerequisites for Required Courses: As stipulated in individual course descriptions

Recommended Electives in Department: N/A Total Hours_____

Recommended Electives in Other Departments: N/A Total Hours_____

Limitations on Electives_____

DEPARTMENT Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

X **College Council**	(Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)
_____ **Professional Education Committee**	(All proposals affecting BS and MS in Education and Educational Specialist degrees)
_____ **Committee on General Education and Intercollegiate Programs**	(All general education and multi-college programs)
_____ **Graduate Council**	(All graduate programs)

Signature [signature] Department Head **Date** 1-28-15

(Routing on Reverse Side)

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)

X APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ Chairperson Date 2/11/15

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

X REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment(s) _____

Signature _____ Dean of the College Date 2-12-15

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

_____ APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ Chairperson Date _____

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

_____ APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ Chairperson Date _____

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

_____ APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition.

_____ DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ Chairperson Date _____

6. FACULTY SENATE (ART VI, SEC 9)

_____ APPROVED

_____ DISAPPROVED

Comment(s) _____

Signature _____ Chairperson Date _____

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)

_____ RECOMMENDED TO PRESIDENT

_____ NOT RECOMMENDED TO PRESIDENT

Comment(s) _____

Signature _____ Provost Date _____

8. PRESIDENT

_____ APPROVED

_____ DISAPPROVED

Comment(s) _____

Signature _____ President Date _____

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: *Bachelor of Science*

Department: *History*

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? _____Yes __X_No

2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? __X__Yes _____No

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)

This major will allow students with a desire to study history to specialize in a particular area of interest. Such studies will provide students with a focus in a particular area that in turn will also prepare them for careers in law, business and government, to name a few. This major will also enable students with a broad interest in the liberal arts to take courses in different disciplines while focusing in history. As such it teaches the skills for which employers looks, that is, communication (written and oral) and problem solving. The core requirements emphasize critical problem solving abilities while the individual tracks allow students to explore more specific career options in law, American culture and international studies.

This major is also designed to help students who began their college careers in the BSED program but who do not meet the new standards. While those students will need careful advising, this major gives them the option of moving into a history major without needing to fulfill 12 hours of language, a minor and the additional fine arts hours required by the BA. This major gives those students greater flexibility in selecting their courses.

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

5. What are the present/future projected enrollments for this program?

   1st year: *25* 3rd year: *45*

   In five years, how many students must be:

   a) declared minors to justify this new minors continuation *10*
   b) declared majors to justify this new majors continuation *10*

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	____Yes	__X__No
Additional technology or other supplies?	____Yes	__ X__No
Additional or remodeled facilities?	____Yes	__X__No
Additional travel funds?	____Yes	__ X__No
Additional faculty?	____Yes	__X__No
Additional support staff?	____Yes	__X__No
Other additional expenses?	____Yes	__ X _No

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

___X__Yes _____No _____Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

We currently have space in upper level courses to teach any additional students that might result from adding a BS option to our program. Classes in other departments will only see a few students per year in their classes as students have ample classes from which to choose to fulfill track requirements. The only new class created for this major, American Cultural History, is being offered by current faculty with resources already present in the library.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

Since we already offer a B.A. and the core history classes for the B.S. are similar, we have the library and technical resources to meet student's needs. While we expect some growth in the overall numbers of history students due to offering this major, we will draw students from the BSED program who cannot qualify to teach because of increased standards or those students who decide against secondary school teaching.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

Department Head

College Dean

Kathleen Kennedy
Department Head
Strong Hall, History
Missouri State University
901 S. National
Springfield, MO 65897
417-836-6730
KathleenKennedy@Missouristate.edu

To: Faculty Senate and College Council

From: Kathleen Kennedy, Department Head, History

RE: Effects of Proposed History B.S. on other Programs

Date: October 22, 2014

The purpose of this proposed B.S. is to allow students to focus their studies on history while at the same time learning how the knowledge used and acquired in other disciplines enriches historian's ability to ask questions and solve problems. For this reason, we have included in the B.S. requirements three interdisciplinary tracks that require students to take courses in other disciplines. With the exception of two political science courses in our Constitutional and Law track, no single course outside of history is required to complete the track and students have multiple courses from which to choose. This provides students with the opportunity to pursue courses that interest them while ensuring that no one course will suffer a dramatic enrollment increase because of our requirements.

We have contacted the department heads of each department whose courses we have proposed using in this major. In turn, those department heads approved the courses we are presenting today. I have attached the email correspondence with those department heads giving us permission to include those courses. We have removed from the major courses that department heads felt were inappropriate or that they were not going to continue to offer. We appreciate the collegiality of each department that has worked with us to include their courses in our major. We believe that this major offers a unique opportunity for students to do interdisciplinary work while at the same time grounding that work in a particular field of expertise.

Kathleen Kennedy
Department Head
Strong Hall, History
Missouri State University
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History

Major(s)

History

Bachelor of Science

1. General Education Requirements - see General Education Program and Requirements section of catalog
2. Major Requirements (45-51):
3. Bachelor of Science History Common Requirements (12)
   a. One of the following: PHI 105 or 115
   b. Both of the following: HST 103 and HST 104
   c. One of the following: MTH 340, MTH 545, PSY 200, SOC 302, PHI 305, 325, 341, ANT 320, ENG 321 or 585
4. Core History Courses (18 hours)

   a. HST 121(3) and 122(3)
   b. HST 210(3), 390(3), 598(3)
   c. One of the following: HST 392(3), 393(3), 394(3)

1. Complete 6 hours of courses chosen from two of the following areas:

   a. Africa: HST 323(3), 335(3), HST 334, HST 338 HST 339
   b. Asia: HST 380(3), 381(3), 571(3)
   c. Latin America: HST 350(3), 587(3), 588(3)
   d. Middle East: HST 370(3), 371(3), 541(3), 542(3), 543(3), 544(3), 573(3), 574(3)
   e. Interregional and Cross-Regional: HST 340(3), 344(3), 345(3), 383(3), 563(3)

2. Complete 3 hours in European history: HST 343(3), 353(3), 355(3), 356(3), 360(3), ~~361(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 566(3)~~
3. Complete 3 hours in United States history: HST 313, HST 314(3), 315(3), 324(3), 329(3), 330(3), 331(3), 332(3), 375(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3)
4. Complete an additional 9 hours of upper division history courses: HST 313, HST 314(3), 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 343(3), 344(3), 345(3), 350(3), 353(3), 355(3), 356(3), 360(3), 361(3), 370(3), 371(3), 375(3), 380(3), 381(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 541(3), 542(3), 543(3), 544(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 573(3), 574(3), 587(3), 588(3), 597(3)
5. Of courses in numbered items 2, 3, 4, and 5 above:
   1. At least two must be pre-modern history courses: HST 313, HST 315(3), 323(3), 324(3), 330(3), 331(3), 335(3), 340(3), 343(3), 344(3), 345(3), 350(3), 360(3), 370(3), 380(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 538(3), 541(3), 542(3), 544(3), 545(3), 548(3), 549(3), 573(3), 574(3), 587(3)

2. At least two must be modern history courses: HST 314(3), 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 350(3), 353(3), 355(3), HST 334, HST 338, HST 339
3. 356(3), 361(3), 370(3), 371(3), 375(3), 381(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 543(3), 544(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 587(3), 588(3)
4. One must be a 500 level American History Course: HST 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3)
5. One must be a 500 level World History Course: HST 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 566(3) 541(3), 542(3), 543(3), 544(3), 573(3), 574(3) 571(3), 587(3), 588(3)
6. Public Affairs Capstone Experience will be fulfilled by completion of HST 598(3)

Tracks: Students must complete one of the following four tracks: No More than Six Hours of History Core may be applied toward any one track.

Constitution and Law (18):

1. Six Hours of Required Courses: HST 517(3) and PLS 419(3)
   a. Nine Hours of Cross-Disciplinary—Liberties and Rights: LAW 231(3), LAW 531(3), LAW 537(3), CRM 210(3), CRM 260(3), ECO 435(3), PLN 570(3), JRN 407(3), PHI 340(3), PLS 515(3), PLS 517(3), PSY 320(3), PSY 359(3) or SOC 380(3)

American Studies: (24)

1. Required: HST 313 (3) American Cultural History
2. Nine Hours from the Following Courses: HST 314(3), 315(3), 324(3), 329(3), 330(3), 331(3), 332(3), 375(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3).
3. CROSS DISCIPLINARY COURSE WITH AT LEAST 3 HOURS FROM EACH AREA:
   a. Society and Culture: AAS100(3), AAS397(3), ANT325(3), ANT390(3), ANT525(3), GRY301(3) , GRY 318(3), OZK 150(3), OZK 300(3), PHI 317(3), REL 131(3), REL 315(3), REL 344(3), REL 346(3), REL 390(3), REL 531(3)
   b. Politics, Economics and the Law: ECO 320(3), PLS 255(3), PLS 301(3), 316(3), 317(3), 413(3), 414(3), 419(3), 515(3), 517(3), 535(3)
   c. Arts and Literature: ART273(3), 485(3), 381(3), 385(3), ENG350(3), 351(3), 354(3), 55(3), 385(3), 386(3), 485(3), 516(3),517(3), 519(3), 553(3), 557(3), 58(3), 559(3), 562(3), MED325(3), 374(3), 375(3), MUS347(3), THE547(3)
4. Politics, Economics and the Law: ECO320(3), PLS255(3), 301(3),316(3), 317(3), 413(3), 414(3), 419(3), 515(3), 517(3), 535(3)
5. Arts and Literature: ART273(3), 485(3), 381(3), 385(3), ENG350(3), 351(3), 354(3), 355(3), 385(3), 386(3), 485(3), 516(3), 517(3), 519(3), 553(3), 557(3), 558(3), 559(3), 562(3), MED325(3), 374(3), 375(3), MUS347(3), THE547(3)

International Studies: Non-Language: (27)

1. 18 credits may count in other areas of degree
2. Twelve Hours of NON- U. S. History courses in Regional Area of Emphasis (6 hours may count in major requirements)
3. Fifteen Hours of CROSS DISCIPLINARY NON-HISTORY COURSES IN AREA OF EMPHASIS (from at least 2 separate disciplines approved by advisor) *
4. One to three hours of optional-Experiential Learning Course w/International Emphasis (Study Away, Internship, or Service Learning)

Recommended Courses: Students may substitute courses only with their advisor's permission.

Africa: ANT 330(3), 331(3), 332(3), 490(3), GRY 507(3), PLS 550(3), ART 27 (3), Art 386(3), ENG 355(3), ENG 363(3), 455(3). CRM 415(3), HST 531(3), SOC 336(3), SWK 219(3).
Asian: REL 355(3), 357(3), 360(3), 334(3) 374(3), ENG 362(3), LLT 215(3), PHI 314(3). ECO 345(3), GRY 305(3), PLS 545(3).
Latin America: GRY 305(3)*; PLS 338(3)*, PLS 548(3) ANT 330(3)*, 331(3); ART 273(3), 385(3), 485(3), ; SOC 336(3): ENG 354(3)*, 362(3)*; LLT 197(3)*, 296(3)*; PTG 297(3)*; SPN 101 (3), 102(3), 201(3), 202(3), 297(3)*, 320(3), 325(3), 326(3), 415(3).
Middle East: ANT 335(3), REL 330(3) 350(3) 397(3) ART 382(3), ARB 101(3), 102(3), 201(3), 202(3); HBW 101(3), 102(3), 201(3), 202(3); LLT 197(3): GRY 305(3), PLS 546(3), SOC 397(3).
European: ART 271(3), 272(3), 472(3), 474(3), 475(3), 478(3), 479(3); ENG 340(3), 341(3), 360(3), 361(3), 510(3), 512(3) 513(3), 514(3), 541(3), 543(3), 544(3), 546(3), 548(3), 598(3); FRN 326(3), 335(3), 414(3), 415(3); GRK 301(3), 302(3), GRM 302(3), 312(3), 320(3), 325(3), 455(3), 465(3), 475(3); LLT 225(3), 240(3), 271(3), 325(3), 326(3), 545(3), 595(3); LTN 450(3), 451(3), 460(3), 461(3), 470(3), 471(3); MCL 303(3); PHI 306(3), 310(3), 312(3); PLN 597(1-5); PLS 205(3), 232(3), 343(3), 547(3); REL 335(3), 340(3); SPN 325(3), 450(3)

INTERNATIONONAL AREA STUDIES-1, LANGUAGE TRACK (27 hours)

1. 18 credits may count in other areas of degree
2. 6 credits of a foreign language; proficiency exam passed for 101 and 102 level foreign language; or, evidence of proficiency approved by History Dept. advisor.
3. Nine to Fifteen Hours of Non U. S History courses in Regional Areas of Emphasis (6 hours may count in major requirements)
4. Twelve Hours of CROSS DISCIPLINARY NON-HISTORY COURSES IN AREA OF EMPHASIS (from at least 2 separate disciplines approved by advisor)
5. One to Three hours of Optional -Experiential Learning Course with International Emphasis (Study Away, Internship, or Service Learning)

Recommended Courses: Students may substitute courses only with their advisor's permission

Africa: ANT 330(3), 331(3), 332(3), 490(3), ENG 363(3), GRY 507(3), PLS 550(3), REL 345(3), 365(3), ART 273(3), 386(3), ENG 355(3), 455(3). CRM 415(3), HST 531(3), SOC 336(3), SWK 219(3).
Asian: REL 355(3), 357(3), 360(3) ART 274(3), 374(3), ENG 362(3), LLT 215(3), PHI 314(3); ECO 345(3), GRY 305(3), PLS 545(3).
Latin America: GRY 305(3)*; PLS 338(3)*, 548(3), ANT 330(3)*, 331(3); ART 273(3), 385(3), 485(3), SOC 336(3): ENG 354(3)*, 362(3)*; LLT 197(3)*, 296(3)*; PTG 297(3)*; SPN 101(3), 102(3), 201(3), 202(3), 297(3)*, 320(3), 325(3), 326(3), 415(3).
Middle East: ANT 335 (3), REL 330(3), 350(3), ART 382(3), ARB 101(3), 102(3), 201(3), 202(3); HBW 101(3), 102(3), 201(3), 202(3); LLT 197(3): GRY 305(3), PLS 546(3), SOC 397(3).
European: ART 271(3), 272(3), 472(3), 474(3), 475(3), 478(3), 479(3); ENG 340(3), 341(3), 360(3), 361(3), 510(3), 512(3) 513(3), 514(3), 541(3), 543(3), 544(3), 546(3), 548(3), 598(3); FRN 326(3), 335(3), 414(3), 415(3); GRK 301(3), 302(3), GRM 302(3), 312(3), 320(3), 325(3), 455(3), 465(3), 475(3);); LLT 225(3), 240(3), 271(3), 325(3), 326(3), 54 (3), 595(3); LTN 450(3), 451(3), 460(3), 461(3), 470(3), 471(3); MCL 303(3); PHI 306(3), 310(3), 312(3); PLN 597(1-5); PLS 205(3), 232(3), 343(3), 547(3); REL 335(3), 340(3); SPN 325(3), 450(3)

History

Major(s)

History

Bachelor of Science

1. General Education Requirements - see General Education Program and Requirements section of catalog
2. Major Requirements (45-51):
3. Bachelor of Science History Common Requirements (12)
    a. One of the following: PHI 105 or 115
    b. Both of the following: HST 103 and HST 104
    c. One of the following: MTH 340, MTH 545, PSY 200, SOC 302, PHI 305, 325, 341, ANT 320, ENG 321 or 585
4. Core History Courses (18 hours)

    a. HST 121(3) and 122(3)
    b. HST 210(3), 390(3), 598(3)
    c. One of the following: HST 392(3), 393(3), 394(3)

    1. Complete 6 hours of courses chosen from two of the following areas:

        a. Africa: HST 323(3), 335(3), HST 334, HST 338 HST 339
        b. Asia: HST 380(3), 381(3), 571(3)
        c. Latin America: HST 350(3), 587(3), 588(3)
        d. Middle East: HST 370(3), 371(3), 541(3), 542(3), 543(3), 544(3), 573(3), 574(3)
        e. Interregional and Cross-Regional: HST 340(3), 344(3), 345(3), 383(3), 563(3)

    2. Complete 3 hours in European history: HST 343(3), 353(3), 355(3), 356(3), 360(3), 361(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 566(3)
    3. Complete 3 hours in United States history: HST 313, HST 314(3), 315(3), 324(3), 329(3), 330(3), 331(3), 332(3), 375(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3)
    4. Complete an additional 9 hours of upper division history courses: HST 313, HST 314(3), 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 343(3), 344(3), 345(3), 350(3), 353(3), 355(3), 356(3), 360(3), 361(3), 370(3), 371(3), 375(3), 380(3), 381(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 541(3), 542(3), 543(3), 544(3), 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 573(3), 574(3), 587(3), 588(3), 597(3)
    5. Of courses in numbered items 2, 3, 4, and 5 above:
        1. At least two must be pre-modern history courses: HST 313, HST 315(3), 323(3), 324(3), 330(3), 331(3), 335(3), 340(3), 343(3), 344(3), 345(3), 350(3), 360(3), 370(3), 380(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 538(3), 541(3), 542(3), 544(3), 545(3), 548(3), 549(3), 573(3), 574(3), 587(3)

2. At least two must be modern history courses: HST 314(3), 315(3), 323(3), 324(3), 329(3), 330(3), 331(3), 332(3), 335(3), 340(3), 350(3), 353(3), 355(3), HST 334, HST 338, HST 339
3. 356(3), 361(3), 370(3), 371(3), 375(3), 381(3), 383(3), 509(3), 510(3), 515(3), 516(3), 517(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3), 543(3), 544(3), 551(3), 553(3), 559(3), 562(3), 563(3), 566(3), 571(3), 587(3), 588(3)
4. One must be a 500 level American History Course: HST 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3)
5. One must be a 500 level World History Course: HST 545(3), 548(3), 549(3), 551(3), 553(3), 559(3), 562(3), 566(3) 541(3), 542(3), 543(3), 544(3), 573(3), 574(3) 571(3), 587(3), 588(3)
6. Public Affairs Capstone Experience will be fulfilled by completion of HST 598(3)

Tracks: Students must complete one of the following four tracks: No More than Six Hours of History Core may be applied toward any one track.

Constitution and Law (18):

1. Six Hours of Required Courses: HST 517(3) and PLS 419(3)
    a. Nine Hours of Cross-Disciplinary—Liberties and Rights: LAW 231(3), LAW 531(3), LAW 537(3), CRM 210(3), CRM 260(3), ECO 435(3), PLN 570(3), JRN 407(3), PHI 340(3), PLS 515(3), PLS 517(3), PSY 320(3), PSY 359(3) or SOC 380(3)

American Studies: (24)

1. Required: HST 313 (3) American Cultural History
2. Nine Hours from the Following Courses: HST 314(3), 315(3), 324(3), 329(3), 330(3), 331(3), 332(3), 375(3), 509(3), 510(3), 515(3), 516(3), 517(3), 518(3), 519(3), 521(3), 523(3), 524(3), 525(3), 528(3), 531(3), 536(3), 537(3), 538(3).
3. ~~CROSS DISCIPLINARY COURSE WITH AT LEAST 3 HOURS FROM EACH AREA:~~
    a. Society and Culture: AAS100(3), AAS397(3), ANT325(3), ANT390(3), ANT525(3), GRY301(3) , GRY 318(3), OZK 150(3), OZK 300(3), PHI 317(3), REL 131(3), REL 315(3), REL 344(3), REL 346(3), REL 390(3), REL 531(3)
    b. Politics, Economics and the Law: ECO 320(3), PLS 255(3), PLS 301(3), 316(3), 317(3), 413(3), 414(3), 419(3), 515(3), 517(3), 535(3)
    c. Arts and Literature: ART273(3), 485(3), 381(3), 385(3), ENG350(3), 351(3), 354(3), 55(3), 385(3), 386(3), 485(3), 516(3),517(3), 519(3), 553(3), 557(3), 58(3), 559(3), 562(3), MED325(3), 374(3), 375(3), MUS347(3), THE547(3)
4. Politics, Economics and the Law: ECO320(3), PLS255(3), 301(3),316(3), 317(3), 413(3), 414(3), 419(3), 515(3), 517(3), 535(3)
5. Arts and Literature: ART273(3), 485(3), 381(3), 385(3), ENG350(3), 351(3), 354(3), 355(3), 385(3), 386(3), 485(3), 516(3), 517(3), 519(3), 553(3), 557(3), 558(3), 559(3), 562(3), MED325(3), 374(3), 375(3), MUS347(3), THE547(3)

International Studies: Non-Language: (27)

1. 18 credits may count in other areas of degree
2. Twelve Hours of NON- U. S. History courses in Regional Area of Emphasis (6 hours may count in major requirements)
3. Fifteen Hours of CROSS DISCIPLINARY NON-HISTORY COURSES IN AREA OF EMPHASIS (from at least 2 separate disciplines approved by advisor) *
4. One to three hours of optional-Experiential Learning Course w/International Emphasis (Study Away, Internship, or Service Learning)

Recommended Courses: Students may substitute courses only with their advisor's permission.

Africa: ANT 330(3), 331(3), 332(3), 490(3), GRY 507(3), PLS 550(3), ART 27 (3), Art 386(3), ENG 355(3), ENG 363(3), 455(3). CRM 415(3), HST 531(3), SOC 336(3), SWK 219(3).
Asian: REL 355(3), 357(3), 360(3), 334(3) 374(3), ENG 362(3), LLT 215(3), PHI 314(3). ECO 345(3), GRY 305(3), PLS 545(3).
Latin America: GRY 305(3)*; PLS 338(3)*, PLS 548(3) ANT 330(3)*, 331(3); ART 273(3), 385(3), 485(3), ; SOC 336(3): ENG 354(3)*, 362(3)*; LLT 197(3)*, 296(3)*; PTG 297(3)*; SPN 101 (3), 102(3), 201(3), 202(3), 297(3)*, 320(3), 325(3), 326(3), 415(3).
Middle East: ANT 335(3), REL 330(3) 350(3) 397(3) ART 382(3), ARB 101(3), 102(3), 201(3), 202(3); HBW 101(3), 102(3), 201(3), 202(3); LLT 197(3): GRY 305(3), PLS 546(3), SOC 397(3).
European: ART 271(3), 272(3), 472(3), 474(3), 475(3), 478(3), 479(3); ENG 340(3), 341(3), 360(3), 361(3), 510(3), 512(3) 513(3), 514(3), 541(3), 543(3), 544(3), 546(3), 548(3), 598(3); FRN 326(3), 335(3), 414(3), 415(3); GRK 301(3), 302(3), GRM 302(3), 312(3), 320(3), 325(3), 455(3), 465(3), 475(3); LLT 225(3), 240(3), 271(3), 325(3), 326(3), 545(3), 595(3); LTN 450(3), 451(3), 460(3), 461(3), 470(3), 471(3); MCL 303(3); PHI 306(3), 310(3), 312(3); PLN 597(1-5); PLS 205(3), 232(3), 343(3), 547(3); REL 335(3), 340(3); SPN 325(3), 450(3)

INTERNATIONONAL AREA STUDIES-1, LANGUAGE TRACK (27 hours)

1. 18 credits may count in other areas of degree
2. 6 credits of a foreign language; proficiency exam passed for 101 and 102 level foreign language; or, evidence of proficiency approved by History Dept. advisor.
3. Nine to Fifteen Hours of Non U. S History courses in Regional Areas of Emphasis (6 hours may count in major requirements)
4. Twelve Hours of CROSS DISCIPLINARY NON-HISTORY COURSES IN AREA OF EMPHASIS (from at least 2 separate disciplines approved by advisor)
5. One to Three hours of Optional -Experiential Learning Course with International Emphasis (Study Away, Internship, or Service Learning)

Recommended Courses: Students may substitute courses only with their advisor's permission

Africa: ANT 330(3), 331(3), 332(3), 490(3), ENG 363(3), GRY 507(3), PLS 550(3), REL 345(3), 365(3), ART 273(3), 386(3), ENG 355(3), 455(3). CRM 415(3), HST 531(3), SOC 336(3), SWK 219(3).
Asian: REL 355(3), 357(3), 360(3) ART 274(3), 374(3), ENG 362(3), LLT 215(3), PHI 314(3); ECO 345(3), GRY 305(3), PLS 545(3).
Latin America: GRY 305(3)*; PLS 338(3)*, 548(3), ANT 330(3)*, 331(3); ART 273(3), 385(3), 485(3), SOC 336(3): ENG 354(3)*, 362(3)*; LLT 197(3)*, 296(3)*; PTG 297(3)*; SPN 101(3), 102(3), 201(3), 202(3), 297(3)*, 320(3), 325(3), 326(3), 415(3).
Middle East: ANT 335 (3), REL 330(3), 350(3), ART 382(3), ARB 101(3), 102(3), 201(3), 202(3); HBW 101(3), 102(3), 201(3), 202(3); LLT 197(3): GRY 305(3), PLS 546(3), SOC 397(3).
European: ART 271(3), 272(3), 472(3), 474(3), 475(3), 478(3), 479(3); ENG 340(3), 341(3), 360(3), 361(3), 510(3), 512(3) 513(3), 514(3), 541(3), 543(3), 544(3), 546(3), 548(3), 598(3); FRN 326(3), 335(3), 414(3), 415(3); GRK 301(3), 302(3), GRM 302(3), 312(3), 320(3), 325(3), 455(3), 465(3), 475(3);); LLT 225(3), 240(3), 271(3), 325(3), 326(3), 54 (3), 595(3); LTN 450(3), 451(3), 460(3), 461(3), 470(3), 471(3); MCL 303(3); PHI 306(3), 310(3), 312(3); PLN 597(1-5); PLS 205(3), 232(3), 343(3), 547(3); REL 335(3), 340(3); SPN 325(3), 450(3)

RECEIVED
FEB 13 2015

Missouri State University
Curricular Proposal – New Interdisciplinary Program
(Major, Minor, Certificate)

This special form is to be used for internal Missouri State approval of a new interdisciplinary program involving two or more academic departments/schools including graduate programs, undergraduate majors (comprehensive or non-comprehensive), minors, graduate certificates, and undergraduate certificates

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours, require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

Sponsoring Department **(1) (responsible for administration and budget):** Primarily CNAS (with oversight by CHPA and COAL)
Sponsoring Department **(2)** Geography, Geology, and Planning
Sponsoring Department **(3)** Economics
Sponsoring Department **(4)** Art & Design
Sponsoring Department **(5)** School of Agriculture

Proposed Program Title: Sustainability

Check One: □ Major □ Comprehensive Major X Minor □ Undergraduate Certificate □ Graduate Certificate □ Master's Degree

Degree Applicability (i.e., BA, BS, MA, MS, etc.): BA, BAS, BFA, BMus, BME, BS, BSAT, BSEd, BSN, BSW

General Education Courses Required: GRY 108 – Principles of Sustainability Total Hours: 3

General Education Courses Recommended_____ Total Hours_____

Requirements (including Admission) and Limitations for Specific Program: Students will pick courses from at least 2 different tracks and 2 different departments for 12 credits: Technology & the Built Environment, Social Equity & Ethics, Economics & Policy, Environmental Systems. Across tracks, students cannot take more than six credits from the same department or with the same prefix, and cannot count more than six hours of this minor towards another minor or their major. Students will complete a capstone experience with one of the following "Sustainability in Action" experiences for 1-3 credit hours as independent study/research, internship, Study Away, or Service Learning. Total Hours: 16-18

Prerequisites for Required Courses_____
Recommended Electives_____ Total Hours_____
Limitations on Electives_____

DEPARTMENT: Route according to ART VI, SEC 3B (1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply.) If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

X **College Council** (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)
_____ **Professional Education Committee** (All proposals affecting BS and MS in Education and Educational Specialist degrees)
X **Committee on General Education and Intercollegiate Programs** (All general education and multi-college programs)
_____ **Graduate Council** (All graduate programs)

Signatures of department heads:

T. Dahnke Date 1/27/15
Sponsoring Department **(1)** (responsible for administration and budget)

[signature] Date 1/27/15
Sponsoring Department **(2)**

Ken Brown Date 1-27-15
Sponsoring Department **(3)** (if applicable)

Cindy L. Calder Date 1-29-15
Sponsoring Department **(4)** (if applicable)

[signature] Date 1/27/2015
Sponsoring Department **(5)** (if applicable)

ROUTING

1. **SPONSORING COLLEGE COUNCIL (1) (ART VI, SEC 3B)**
   ✓ **APPROVED** After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.
   ____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.
   Comment(s)_____
   Signature Paul Robinson Date 2-10-'15
   Chairperson

   DEAN OF THE SPONSORING COLLEGE (ART VI, SEC 5)
   ✓ **REVIEWED** Return to College Council Chair within ten days of receipt for disposition.
   Comment(s) OK
   Signature T Jahnke Date 2/10/15
   Dean of the College

2. **SPONSORING COLLEGE COUNCIL (2-if applicable) (ART VI, SEC 3B)**
   X **APPROVED** After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.
   ____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.
   Comment(s)_____
   Signature Ralph Sell Date 2/11/15
   Chairperson

   DEAN OF THE SPONSORING COLLEGE (ART VI, SEC 5)
   X **REVIEWED** Return to College Council Chair within ten days of receipt for disposition
   Comment(s)_____
   Signature [illegible] Date 2-11-15
   Dean of the College

3. **SPONSORING COLLEGE COUNCIL (3-if applicable) (ART VI, SEC 3B)**
   ✓ **APPROVED** After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.
   ____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.
   Comment(s)_____
   Signature Paula Patterson Date 2-10-15
   Chairperson

   DEAN OF THE SPONSORING COLLEGE (ART VI, SEC 5)
   ✓ **REVIEWED** Return to College Council Chair within ten days of receipt for disposition.
   Comment(s)_____
   Signature [illegible] Date 2/10/15
   Dean of the College

4. **SPONSORING COLLEGE COUNCIL (4-if applicable) (ART VI, SEC 3B)**
   ✓ **APPROVED** After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.
   ____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.
   Comment(s)_____
   Signature [illegible] Date 2-10-15
   Chairperson

   DEAN OF THE SPONSORING COLLEGE (ART VI, SEC 5)
   ✓ **REVIEWED** Return to College Council Chair within ten days of receipt for disposition.
   Comment(s)_____
   Signature [illegible] Date 2/15/11
   Dean of the College

5. **PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)**
   _____ **APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.
   _____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

   Comment(s)_____

   Signature_____ Date_____
   Chairperson

6. **COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)**
   __✓__ **APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.
   _____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

   Comment(s)_____

   Signature RA Swearingen Date 2-11-15
   Chairperson

7. **GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)**
   _____ **APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition.
   _____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

   Comment(s)_____

   Signature_____ Date_____
   Chairperson

8. **BUDGET AND PRIORITES COMMITTEE (ART I, SEC 9)**
   _____ **REVIEWED** Return to Faculty Senate for disposition.

   Comment(s)_____

   Signature_____ Date_____
   Chair of the Budget and Priorities Committee

9. **FACULTY SENATE (ART VI, SEC 9)**
   _____ **APPROVED**
   _____ **DISAPPROVED**

   Comment(s)_____

   Signature_____ Date_____
   Chairperson

10. **PROVOST (ART I, SEC 6; ART VI, SEC 9)**
    _____ **RECOMMENDED TO PRESIDENT**
    _____ **NOT RECOMMENDED TO PRESIDENT**

    Comment(s)_____

    Signature_____ Date_____
    Provost

11. **PRESIDENT**
    _____ **APPROVED**
    _____ **DISAPPROVED**

    Comment(s)_____

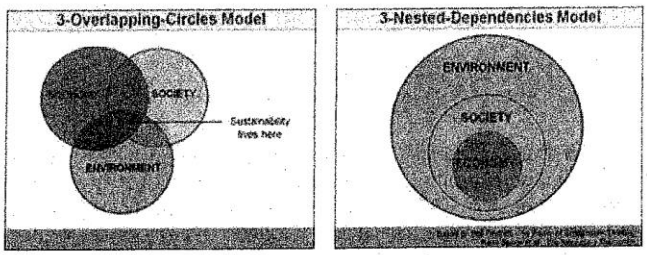
    Signature_____ Date_____
    President

List of Contents

1) Statement of Rationale and Objectives

A minor in sustainability complements most degree programs and disciplines, from the arts to the sciences. Knowledge of sustainability is highly sought in agriculture, business, construction and design, health related fields, social sciences, environmental sciences and the arts. Sustainability coursework should complement most degree programs while providing the research, writing, and critical thinking skills associated with sustainability that is desired by many employers across many disciplines.

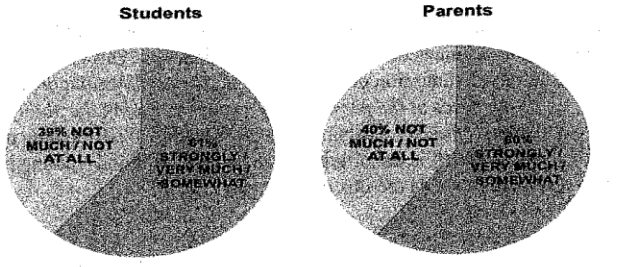
We are relying on broadly accepted definitions of sustainability. For example, The Brundtland Commission drew on many notions of sustainability to define it in "Our Common Ground" in 1987. That United Nations Commission defined sustainability as: *"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs".* Sustainability is defined by the following models (see boxes below). The box on the left is the original model (from the initial framing in 1987), where the most currently adopted model is the box on the right.



Beyond the three surveys we have included in the application packet that directly address the need for a minor in sustainability at MSU, the following provides evidence for strong recruitment to an institution by having strong sustainability related and focused programs and initiatives. Although the survey includes the word "environmental" and "green", it should not be construed to be only about "environmental" sustainability. And the goal of the minor is to graduate students who are broadly trained to address sustainability in ways that are realistic, equitable and ethical.

According to the Princeton Review's fifth annual Guide to 332 Green Colleges, "going green" is not merely an altruistic pursuit; it has become a deciding factor for students when choosing a college, compelling universities to boast about their sustainability efforts as a means of recruitment.

If you (your child) had a way to compare colleges based on their commitment to environmental issues (from academic offerings to practices concerning energy use, recycling, etc.), how much would this contribute to your (your child's) decision to apply to or attend a school?



The majority of respondents overall (students and parents combined), care about colleges' commitments to "green" issues: 61% said having such information would contribute to their decision to apply to or attend the school.

According to the U.S. Bureau of Labor Statistics, the demand for graduates educated in concentrations related to sustainability is expected to increase at least 20 percent between 2008 and 2018. A survey of more than 1,300 business professionals, conducted by the National Environmental Education Foundation, found that 65 percent of these professionals see environment and sustainability knowledge as valuable, particularly in new hires. Furthermore, 78 percent said that the importance of this knowledge would increase. An emphasis on sustainability education is coming out of the realization that participation from all employees is needed to advance a company's sustainability goals. Eventually, sustainability might even be written into all job descriptions.

Missouri State University has 11 Benchmark Institutions, nine of which offer a sustainability related minor, with six offering at least one major degree program related to sustainability. To address the need for a sustainability minor, a group of faculty petitioned the Provosts Office to appoint the following as a standing committee: Sustainability Minor Action Committee*. The committee was approved in 2011.

A sustainability minor was developed based on an examination of other sustainability minors across the country (e.g., see AASHE http://www.aashe.org/). Sustainability-focused courses for each track (see below) were determined by a committee (see below) using the following definition of a "sustainability-focused" course:

> **"Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens".**

Because the minor is interdisciplinary and will have courses from five colleges, it will be housed across three colleges (CNAS, COAL, CHPA). Flexible course offerings across Departments and Colleges will allow students to select courses that best fit with how sustainability is being addressed and promoted within their area of study. All courses in the minor will be evaluated every two years on a rotating basis that is either random or based on evaluations of courses. Evaluations will be sent to all minors once per year to assess learning objectives (see goals below). The Sustainability Minor Action Committee will be required to have one member from each college with courses in the minor. The committee will be responsible for having a table at the majors fair every year and making presentations to academic programs annually on a rotating basis. Terms for committee members are two years with possibility of renewal for two terms.

*Sustainability Minor Action Committee: Kara Andres** (Student Representative); Jill Black (Geography); Carol Gosselink (Gerontology); Kurt Heinlein (Theater); John Kent** (Business); Bob Jones (Psychology); Tina Liang (Kinesiology); Judy Meyer (Geography); Marciann Patton (Fashion and Interior Design); Abindra Rimal (Agriculture); Ralph Shain (Philosophy); Diann Thomas (Chemistry); Lauren Bansbach** (Sustainability Coordinator); Alexander Wait (Biology-Chair). Members with ** are no longer at MSU and will be replaced.

Objectives:

- To graduate students who are broadly trained to address sustainability in ways that are realistic, equitable and ethical.
- To graduate university-educated persons with technical, administrative and organizational knowledge, as well as critical thinking skills, associated with sustainability.

To meet these objectives, the minor was developed as follows:

1) All students will take intro course: **GRY 108 Principles of Sustainability.** This is currently a General Education Course (Knowledge of Human Cultures: Focus on Social and Behavioral Sciences). Course enrollment is currently 70 in fall and 50 in spring.
   Course Description: An introduction to the multidisciplinary concept of "sustainability," including the difficulty of defining sustainability and implementing sustainable development programs. Emphasis is placed on understanding basic environmental and social processes and patterns and how they relate to current events.
2) Students will pick courses from at least 2 different tracks and 2 different departments for 12 credits:
   Technology & the Built Environment
   Social Equity & Ethics
   Economics & Policy
   Environmental Systems
3) Students will complete a capstone experience with one of the following **"Sustainability in Action"** experiences for 1-3 credit hours as independent study, internship, Study Away, or Service Learning.

2) Estimated Costs For First Five Years: See Resource Pages

3) Complete Catalog Description

Sustainability

Bachelor of Applied Science
Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Music Education (Non-Certifiable)
Bachelor of Science
Bachelor of Science in Athletic Training
Bachelor of Science in Education (Non-Certifiable)
Bachelor of Science in Nursing
Bachelor of Social Work

Program Advisors: Alice A. (Jill) Black, PhD. (Geography); Carol Gosselink, PhD. (Gerontology); Kurt Heinlein, PhD. (Theater); Robert Jones, PhD. (Psychology); Yating Liang, PhD. (Kinesiology); Judith Meyer, PhD. (Geography); Carol Miller, Ph.D. (Finance and General Business); Marciann Patton, M.Ed. (Fashion and Interior Design); Arbindra Rimal, PhD. (Agriculture); Ralph Shain, PhD. (Philosophy); Diann Thomas, PhD. (Chemistry); Alexander Wait, PhD. (Biology-Chair)

Description of Minor: A minor in sustainability complements most degree programs and disciplines, from the arts to the sciences. The flexible course offerings allow students to select courses that best fit with how sustainability is being addressed and promoted within their area of study. Knowledge of sustainability is highly sought in agriculture, business, construction and design, health related fields, social sciences, environmental sciences and the arts. The coursework complements the degree program while providing the research, writing, and critical thinking skills associated with sustainability that is desired by many employers across many disciplines.

Administration of the program
Courses must be approved by the Sustainability Action Minor Committee for inclusion in the minor. The administrator of the program (Chair of committee) must approve the course of study for each student who wishes to complete a Sustainability minor.

The minor in Sustainability requires a total of 16-18 hours.

A. GRY 108 Principles of Sustainability (3)

B. Complete 12 hours from the following areas with courses from at least 2 different tracks and 2 different departments:
   1. Technology and the Built Environment:
      a. GLG 573 Engineering Geology (3)
      b. GRY 322 Urban Geography (3)
      c. HID 340 Sustainable Design (3)
      d. PLN 574 Open Space Planning (3)
   2. Social Equity and Ethics:
      a. ART 385 Art of the Americas (3)
      b. ART 386 Art of Africa (3)

c. ART 485 Art of Mesoamerica (3)
d. ART 488 Basic Conservation of Art and Artifacts (3)
e. ECO 101 Economics of Social Issues (3)
f. GRY 100 World Regional Geography (3)
g. GRY 316 Geography of Global Health and Disease (3)
h. PHI 302 Environmental Ethics (3)
i. PHI 342 Global Ethics (3)
j. PLN 505 Social Planning (3)
k. REC 211 Principles of Outdoor Recreation (3)
l. SOC 319 Environmental Sociology (3)

3. Economics and Policy:
   a. AGB 354 Land Economics (2)
   b. CRM 487 Green Criminology (3)
   c. ECO 346 International Economic Development (3)
   d. ECO 450 Urban and Regional Economics (3)
   e. ECO 540 Economics of the Environment (3)
   f. GRY 321 Economic Geography (3)
   g. LAW 537 Environmental Regulation (3)
   h. PLS 555 Public Policy for a Global Environment (3)
   i. PSY 379 Environmental Psychology (3)
4. Environmental Systems:
   a. AGN 115 Sustainable Agriculture and the Environment (3)
   b. AGN 215 Soils (3)
   c. AGN 335 Soil Conservation and Water Management (3)
   d. AGR 370 Animal Welfare, Animal Rights, and Ethics of Food (3)
   e. BIO 485 Marine Conservation (1-3)
   f. BIO 579 Conservation Biology (4)
   g. CHM 107 Chemistry for the Citizen (3)
   h. GLG 171 Environmental Geology (3)
   i. GLG 350 Speleology (3)
   j. GRY 301 Geography of the Ozarks (3)
   k. GRY 310 Fundamentals of Tourism (3)
   l. GRY 328 Principles of Geotourism (3)
   m. GRY 348 Geomorphology (3)
   n. GRY 351 Conservation of Natural Resources (3)
   o. GRY 510 Applications in Sustainability (3)

C. Complete 1-3 hours from one of the following as approved by the Administrator:
   1. Study Away
   2. Internship
   3. Service Learning
   4. Independent Study

D. No more than 6 hours of elective coursework from the same department or with the same prefix will be allowed.

E. No more than 6 hours of coursework can be applied towards another minor or major.

FS-2006

NEW PROGRAM RESOURCE INFORMATION

1/24/2015 Draft

Program Title and Degree: ___Sustainability Minor_____

Department: _____CNAS_____

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? __X__Yes _____No
   The Environmental Sciences and Policy Minor will be deleted.

2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? ___X__Yes _____No
   All colleges have been informed of this proposal via email. Most recent email has been attached.

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)
   This program is a goal of the sustainability advisory committee, fits into our public affairs mission and has been developed because of student demand. Letters of support from SGA, MSU facilities, City of Springfield, Mercy Hospital System, James River Basin Partnership, Watershed Committee of the Ozarks are attached

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.
   Survey done by Alexander Wait of all freshman and sophomores at MSU.. Survey done by Abindra Ramal for individual majors in School of Agriculture. Survey done by Judy Myer in GRY 108. Survey results are attached (25 pages).

5. What are the present/future projected enrollments for this program?

   1st year__50_____ 3rd year___100_____

   In five years, how many students must be:

   a) declared minors to justify this new minors continuation ____50___
   b) declared majors to justify this new majors continuation _____

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	_____Yes	__X__No
Additional technology or other supplies?	_____Yes	__X__No
Additional or remodeled facilities?	_____Yes	__X__No
Additional travel funds?	_____Yes	__X__No
Additional faculty?	_____Yes	__X__No

Additional support staff? ____Yes __X__No
Other additional expenses? __X__Yes ____No

This program will need to be supported in some way so that they can produce a recruitment brochure and website. The Associate Provost of Public Affairs has agreed to fund these initially (email attached). CNAS has agreed to keep the website updated.

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

__X__Yes ____No ____Yes, but cannot ensure availability
See additional resource pages and email from Associate Provost's office

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

See pages 3-4 that shows that within CNAS we have the capacity to handle additional students in the minor.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.
A committee will be formed with faculty representation across campus to monitor the curriculum. This committee will be responsible for designing the recruitment brochure and website. They will also be responsible for recruiting students annually at the majors fair and for informing advisors on campus about the program on a regular basis.

CNAS has agreed to provide support by running the list of minors at least once/semester to provide to the faculty committee. CNAS has also agreed to reserve the table for majors fair for the faculty committee.

Deans of CNAS, COAL and CHPA have agreed to have joint oversight of this group and will meet with them at least annually.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

Tamera Jahnke
College Dean

Department Head

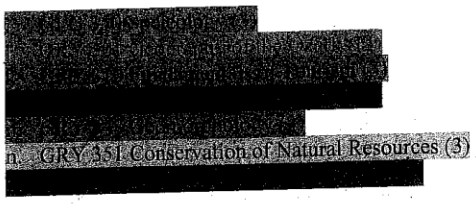
Key

Course offered both Spring and Fall

A. GRY 108 Principles of Sustainability (3)

B. Complete 12 hours from the following areas with courses from at least two areas:

1. Technology and the Built Environment:
   c. HID 340 Sustainable Design (3)
2. Social Equity and Ethics:
   a. ART 385 Art of the Americas (3)
   b. ART 386 Art of Africa (3)
   c. ART 485 Art of Mesoamerica (3)
   d. ART 488 Basic Conservation of Art and Artifacts (3)
   e. ECO 101 Economics of Social Issues (3)
   f. GRY 100 World Regional Geography (3)
   h. PHI 302 Environmental Ethics (3)
   i. PHI 342 Global Ethics (3)
   k. REC 211 Principles of Outdoor Recreation (3)
   l. SOC 319 Environmental Sociology (3)
3. Economics and Policy:
   a. AGB 354 Land Economics (2)
   b. ECO 346 International Economic Development (3)
   c. ECO 450 Urban and Regional Economics (3)
   d. ECO 540 Economics of the Environment (3)
   f. LAW 537 Environmental Regulation (3)
   g. PLS 555 Public Policy for a Global Environment (3)
   h. PSY 379 Environmental Psychology (3)
4. Environmental Systems:
   a. AGN 115 Sustainable Agriculture and the Environment (3)
   b. AGN 215 Soils (3)
   c. AGN 335 Soil Conservation and Water Management (3)
   d. AGR 370 Animal Welfare, Animal Rights, and Ethics of Food (3)
   g. CHM 107 Chemistry for the Citizen (3)
   h. GLG 171 Environmental Geology (3)



Seat Availability for 2014/2015 for the CNAS courses offered.

GRY108	50-60 seats/semester
Spring Courses (CNAS)	198 seats available
Fall Courses (CNAS)	80-100 seats available

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Sustainability Minor

Department: Geography, Geology, and Planning

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? ____Yes __X*__No

   *I understand there will be discussions in the near future whether to propose deletion of the existing minor in Environmental Science and Policy, but this proposal is not tied to that decision.

2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? __X__Yes ____No

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)

   Please see Attachment #1--"Statement of Rationale and Objectives"

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

5. What are the present/future projected enrollments for this program?

   1st year__50____ 3rd year__100____

   In five years, how many students must be:

   a) declared minors to justify this new minors continuation 50
   b) declared majors to justify this new majors continuation N/A

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	____Yes	__X__No
Additional technology or other supplies?	____Yes	__X__No
Additional or remodeled facilities?	____Yes	__X__No
Additional travel funds?	____Yes	__X__No
Additional faculty?	____Yes	__X__No
Additional support staff?	____Yes	__X__No
Other additional expenses?	____Yes	__X__No

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

_X_ Yes ____ No ____ Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

All of the GGP courses that will be incorporated in the proposed new Sustainability Minor are currently being offered on a regular basis in support of our existing major and minor programs. For each of the past two academic years, each of these courses has had excess, unutilized capacity.

The only GGP course required in the proposed new Sustainability Minor (in fact, the ***only*** course ***required*** in the proposed new Sustainability Minor) is GRY 108—Principles of Sustainability. We offer a section of GRY 108 in a 154-seat lecture hall each semester, for a total potential capacity of 308 students per academic year. Our enrollments in GRY 108 have averaged 143 students per year for the past two academic years. Therefore, we already have more than enough excess capacity in this course to accommodate the anticipated demand for the proposed new minor.

All of the other GGP courses that will be incorporated in the new Sustainability Minor will serve as electives within that minor, so it is unlikely that any one of those courses would be taken by more than half of the students in the minor at any given time. As documented in Attachment #2, we have had more than enough excess capacity in each of these courses over the past two academic years to satisfy the anticipated demand.

Therefore, we truly anticipate no additional cost in terms of GGP teaching load by the addition of the proposed new Sustainability Minor.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

Department Head

College Dean

Attachment #1

1) Statement of Rationale and Objectives

A minor in sustainability complements most degree programs and disciplines, from the arts to the sciences. Knowledge of sustainability is highly sought in agriculture, business, construction and design, health related fields, social sciences, environmental sciences and the arts. Sustainability coursework should complement most degree programs while providing the research, writing, and critical thinking skills associated with sustainability that is desired by many employers across many disciplines.

Missouri State University has 11 Benchmark Institutions, nine of which offer a sustainability related minor, with six offering at least one major degree program related to sustainability. To address the need for a sustainability minor, a group of faculty petitioned the Provosts Office to appoint the following as a standing committee: Sustainability Minor Action Committee*. The committee was approved in 2011.

A sustainability minor was developed based on an examination of other sustainability minors across the country. Sustainability-focused courses for each track (see below) were determined by a committee (see below) using the following definition of a "sustainability-focused" course:

> "Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens".

Because the minor is interdisciplinary and will have courses from five colleges, it will be housed in the Provosts Office, but oversight will be from one or more College Dean's. Flexible course offerings across Departments and Colleges will allow students to select courses that best fit with how sustainability is being addressed and promoted within their area of study.

*Sustainability Minor Action Committee: Kara Andres** (Student Representative); Jill Black (Geography); Carol Gosselink (Gerontology); Kurt Heinlein (Theater); John Kent** (Business); Bob Jones (Psychology); Tina Liang (Kinesiology); Judy Meyer (Geography); Marciann Patton (Fashion and Interior Design); Abindra Rimal (Agriculture); Ralph Shain (Philosophy); Diann Thomas (Chemistry); Lauren Bansbach** (Sustainability Coordinator); Alexander Wait (Biology-Chair). Members with ** are no longer at MSU and will be replaced.

Objectives:

- To graduate students who are broadly trained to address sustainability in ways that are realistic, equitable and ethical.
- To graduate university-educated persons with technical, administrative and organizational knowledge, as well as critical thinking skills, associated with sustainability.

To meet these objectives, the minor was developed as follows:

1) All students will take intro course: **GRY 108 Principles of Sustainability.** This is currently a General Education Course (Knowledge of Human Cultures: Focus on Social and Behavioral Sciences). Course enrollment is currently 70 in fall and 50 in spring.

   Course Description: An introduction to the multidisciplinary concept of "sustainability," including the difficulty of defining sustainability and implementing sustainable development programs. Emphasis is placed on

understanding basic environmental and social processes and patterns and how they relate to current events.

2) Students will pick courses from at least 2 different tracks and 2 different departments for 12 credits:
   - **Technology & the Built Environment**
   - **Social Equity & Ethics**
   - **Economics & Policy**
   - **Environmental Systems**

3) Students will complete a capstone experience with one of the following **"Sustainability in Action"** experiences for 1-3 credit hours as independent study, internship, Study Away, or Service Learning.

2) Estimated Costs For First Five Years = $0

3) Complete Catalog Description

Sustainability

Bachelor of Applied Science
Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Music Education (Non-Certifiable)
Bachelor of Science
Bachelor of Science in Athletic Training
Bachelor of Science in Education (Non-Certifiable)
Bachelor of Science in Nursing
Bachelor of Social Work

Program Advisors: Alice A. (Jill) Black, PhD. (Geography); Carol Gosselink, PhD. (Gerontology); Kurt Heinlein, PhD. (Theater); Robert Jones, PhD. (Psychology); Yating Liang, PhD. (Kinesiology); Judith Meyer, PhD. (Geography); Marciann Patton, M.Ed. (Fashion and Interior Design); Arbindra Rimal, PhD. (Agriculture); Ralph Shain, PhD. (Philosophy); Diann Thomas, PhD. (Chemistry); Alexander Wait, PhD. (Biology-Chair)

Description of Minor: A minor in sustainability complements most degree programs and disciplines, from the arts to the sciences. The flexible course offerings allow students to select courses that best fit with how sustainability is being addressed and promoted within their area of study. Knowledge of sustainability is highly sought in agriculture, business, construction and design, health related fields, social sciences, environmental sciences and the arts. The coursework complements the degree program while providing the research, writing, and critical thinking skills associated with sustainability that is desired by many employers across many disciplines.

Administration of the program
Courses must be approved by the faculty of the Sustainability Action Minor Committee for inclusion in the minor. The administrator of the program must approve the course of study for each student who wishes to complete a Sustainability minor.

The minor in Sustainability requires a total of 16-18 hours.

A. GRY 108 Principles of Sustainability (3)

B. Complete 12 hours from the following areas with courses from at least two areas:
   1. Technology and the Built Environment:
      a. GLG 573 Engineering Geology (3)
      b. GRY 322 Urban Geography (3)
      c. HID 340 Sustainable Design (3)
      d. PLN 574 Open Space Planning (3)
   2. Social Equity and Ethics:
      a. ART 385 Art of the Americas (3)
      b. ART 386 Art of Africa (3)
      c. ART 485 Art of Mesoamerica (3)
      d. ART 488 Basic Conservation of Art and Artifacts (3)
      e. ECO 101 Economics of Social Issues (3)
      f. GRY 100 World Regional Geography (3)
      g. GRY 316 Geography of Global Health and Disease (3)
      h. PHI 302 Environmental Ethics (3)
      i. PLN 505 Social Planning (3)
      j. REC 211 Principles of Outdoor Recreation (3)
      k. SOC 319 Environmental Sociology (3)
   3. Economics and Policy:
      a. AGB 354 Land Economics (2)
      b. CRM 487 Green Criminology (3)
      c. ECO 346 International Economic Development (3)
      d. ECO 450 Urban and Regional Economics (3)
      e. ECO 540 Economics of the Environment (3)
      f. GRY 321 Economic Geography (3)
      g. LAW 537 Environmental Regulation (3)
      h. PLS 555 Public Policy for a Global Environment (3)
      i. PSY 379 Environmental Psychology (3)
   4. Environmental Systems:
      a. AGN 115 Sustainable Agriculture and the Environment (3)
      b. AGN 215 Soils (3)
      c. AGN 335 Soil Conservation and Water Management (3)
      d. AGR 370 Animal Welfare, Animal Rights, and Ethics of Food (3)
      e. BIO 485 Marine Conservation (1-3)
      f. BIO 597 Conservation Biology (1-4)
      g. CHM 107 Chemistry for the Citizen (3)
      h. GLG 171 Environmental Geology (3)
      i. GLG 350 Speleology (3)
      j. GRY 301 Geography of the Ozarks (3)
      k. GRY 310 Fundamentals of Tourism (3)
      l. GRY 328 Principles of Geotourism (3)
      m. GRY 348 Geomorphology (3)
      n. GRY 351 Conservation of Natural Resources (3)
      o. GRY 510 Applications in Sustainability (3)

Attachment #2

Missouri State
UNIVERSITY

January 27, 2015

To the CNAS College Council:

The purpose of this letter is to support the assertion of the Sustainability Action Minor Committee that there should be no additional costs associated with the proposed new Minor in Sustainability, at least so far as the Department of Geography, Geology, and Planning is concerned.

All of the GGP courses that will be incorporated into the proposed new Minor in Sustainability are currently being offered on a regular basis in support of our existing major and minor programs. For each of the past several academic years, each of these courses has had excess, unutilized capacity, as follows:

	2014-2015 Enrollment	2014-2015 Open Seats	2013-2014 Enrollment	2013-2014 Open Seats
GRY 108—Principles of Sustainability	181	127	105	203
GLG 573—Engineering Geology	9	15	0*	--*
GRY 322—Urban Geography	11	34	17	28
PLN 574—Open Space Planning	3	17	8	12
GRY 100—World Regional Geography	1046	27	828	262
GRY 316—Geography of Global Health and Disease	31	24	21	7
PLN 505—Social Planning	1	13	0*	--*
GRY 321—Economic Geography	26	34	32	28
GLG 171—Environmental Geology	399	458	566	187
GLG 350—Speleology	22	2	17	7
GRY 301—Geography of the Ozarks	18	11	0*	--*
GRY 310—Fundamentals of Tourism	30	25	39	16
GRY 328—Principles of Geotourism	13	11	21	3
GRY 348—Geomorphology	16	8	17	7
GRY 351—Conservation of Natural Resources	34	21	20	12
GRY 510—Applications in Sustainable Geotourism	6	14	13	7
*offered only every other year				

We do not anticipate the proposed new minor will attract more students than could be accommodated by the existing excess capacity in our courses. Therefore, we truly anticipate no additional cost in terms of GGP teaching load by the addition of the proposed new minor.

Sincerely,

Thomas G. Plymate
Professor of Geology and Department Head

DEPARTMENT OF GEOGRAPHY, GEOLOGY, AND PLANNING
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FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: ___Minor in Sustainability_____

Department: ___Economics_____

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? _____Yes ___X__No

2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? __X___Yes _____No

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)

   Please see attached program proposal packet.

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

   Please see attached program proposal packet.

5. What are the present/future projected enrollments for this program?

   1st year_____ 3rd year_____

   In five years, how many students must be:

   a) declared minors to justify this new minors continuation _____
   b) declared majors to justify this new majors continuation _____

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	_____Yes	__X__No
Additional technology or other supplies?	_____Yes	__X__No
Additional or remodeled facilities?	_____Yes	__X__No
Additional travel funds?	_____Yes	__X__No
Additional faculty?	_____Yes	__X__No
Additional support staff?	_____Yes	__X__No
Other additional expenses?	_____Yes	__X__No

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

__X__Yes _____No _____Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

   The four Economics courses included in this minor are already existing courses taught on a regular basis. In addition, these courses have historically had enrollments at less than full capacity. As a result, we expect any students in this new minor who opt to enroll in one of these Economics courses will fill in these empty seats. The only costs we foresee are the small marginal costs to faculty teaching these courses associated with increased grading. The faculty in the Economics Department are aware of the potential for increased enrollments in these classes and are in full support of this new minor.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

   As discussed in the previous question, the Economics Department does not foresee the need for any additional resources related to involvement in this minor. The four courses Economics has included in the minor are already taught on a regular basis and typically have available seats for additional students to enroll. We believe the increased enrollments in Economics resulting from this new minor will be relatively small and that these students will enroll in the existing empty seats creating only a small marginal cost to the faculty teaching these courses associated with increased grading.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

Department Head

College Dean

From: Brown, Kenneth H
Sent: Tuesday, January 27, 2015 9:13 AM
To: Wait, D Alexander
Subject: RE: Minor in Sustainability/costs

Hi Alexander,

I met with the Dean this morning to have him sign the resource form I completed, which he did. While we were talking, he asked me to send you information on the periodicity in which our courses are offered as well as the prerequisites for those courses and to ask you to be sure to include this info in the program proposal packet (which you may already have done). In any event, here's the info for our courses:

- ECO 101: Economics of Social Issues
  - Taught every fall and spring semester and occasionally in the summer depending on resources
  - Prerequisites: none
- ECO 346: International Economic Development
  - Taught every fall semester
  - Prerequisites: ECO 155 and ECO 165
- ECO 450: Urban and Regional Economics
  - Taught every third semester
  - Prerequisites: ECO 155 and ECO 165
- ECO 540: Economics of the Environment
  - Taught every fall semester
  - Prerequisites: ECO 165

Thanks!

Take care,
Ken

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Minor in Sustainability
Department: Art + Design Department
Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? _____Yes ____No N/A

2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? ____Yes ____No N/A

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.) See Main Resource Page.

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program. See Attached.

5. What are the present/future projected enrollments for this program? See Attached.
   1st year_____ 3rd year_____

   In five years, how many students must be:

   a) declared minors to justify this new minors continuation ___N/A____
   b) declared majors to justify this new majors continuation ___N/A___

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	_____Yes	__x__No
Additional technology or other supplies?	_____Yes	__x__No
Additional or remodeled facilities?	_____Yes	__x__No
Additional travel funds?	_____Yes	__x__No
Additional faculty?	_____Yes	__x__No
Additional support staff?	_____Yes	__x__No
Other additional expenses?	_____Yes	__x__No

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

   __x__Yes _____No _____Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased

enrollments in existing courses which are to be included in the proposed new program. See Attached.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5. See Atrached

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

Department Head

College Dean

Out of the courses offered in the semesters they were offered, seats open and available to students outside the Art majors and the Museum Studies minors:

Spring 2015

- 488 Not offered √
- 485 Not offered √
- 386 Not offered √
- 385 Not offered √
- 388 Not offered √
- 273 Not offered √

Fall 2014
Courses were offered:

- 488 (20 seats offered to Art majors and Museum Studies minors) - filled with 21 Art majors and museum studies minors combined during registration: no seats available to others.
- 273 (35 seats in each of 2 sections were offered to any student with pre req ENG 110). Sections combined had 11 seats available after registration left to any major or minors out of the 70 seats offered to all majors and minors.
- 485 Not offered √
- 385 Not offered √
- 386 Not offered √
- 388 Not offered √

Spring 2014:

- 488 Not Offered √
- 485 (30 Seats offered to students with pre-req 273.) Enrolled 23 seats to variety of majors and minors during registration, and 7 seats were available after registration to different majors and minors.
- 385 Not offered √
- 386 Not offered √
- 388 (15 seats offered to students with pre-req of 271, 272, 273 or 274 and permission of the instructor.) 20 Art majors and Museum Studies combined enrolled during registration: no seats available to others.
- 273 (35 seats in each of 2 sections were offered to any student with pre req ENG 110). Sections combined with variety of majors and minors had 21 seats available after registration to any major or minors out of the 70 seats offered.)

Sorry to be so obtuse. I was trying to anticipate the information you might need to know why the reasons are for the periodicity and how we staff the courses. Essentially Billie is on sabbatical now, and she is basically the only one who can teach them··· she has to offer them in a tightly scheduled rotation normally .

As you can see, unless I am missing something, Sustainability minor can work with us and is doable with 200 level non-western surveys and 485 every other semester.

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: ___Minor in Sustainability_____

Department: _____School of Agriculture Plant Science & Natural Resources Unit__

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? _____Yes _x____No

2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? _x____Yes _____No

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.) Current research

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

5. What are the present/future projected enrollments for this program?

   1st year____4_ 3rd year____8____

   In five years, how many students must be:

   a) declared minors to justify this new minors continuation __12___
   b) declared majors to justify this new majors continuation __n/a___

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	_____Yes	___x__No
Additional technology or other supplies?	_____Yes	___x__No
Additional or remodeled facilities?	_____Yes	___x__No
Additional travel funds?	_____Yes	___x__No
Additional faculty?	_____Yes	___x__No
Additional support staff?	_____Yes	___x__No
Other additional expenses?	_____Yes	___x__No

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

   __x___Yes _____No _____Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

Department Head

College Dean

1. Technology and the Built Environment:
   a. GLG 573 Engineering Geology (3)
   b. GRY 322 Urban Geography (3)
   c. HID 340 Sustainable Design (3)
   d. PLN 574 Open Space Planning (3)
2. Social Equity and Ethics:
   a. ART 385 Art of the Americas (3)
   b. ART 386 Art of Africa (3)
   c. ART 485 Art of Mesoamerica (3)
   d. ART 488 Basic Conservation of Art and Artifacts (3)
   e. ECO 101 Economics of Social Issues (3)
   f. GRY 100 World Regional Geography (3)
   g. GRY 316 Geography of Global Health and Disease (3)
   h. PHI 302 Environmental Ethics (3)
   i. PHI 342 Global Ethics (3)
   j. PLN 505 Social Planning (3)
   k. REC 211 Principles of Outdoor Recreation (3)
   l. SOC 319 Environmental Sociology (3)
3. Economics and Policy:
   a. AGB 354 Land Economics (2) held in Karls 102, room capacity 79, enrollment 51
   b. CRM 487 Green Criminology (3)
   c. ECO 346 International Economic Development (3)
   d. ECO 450 Urban and Regional Economics (3)
   e. ECO 540 Economics of the Environment (3)
   f. GRY 321 Economic Geography (3)
   g. LAW 537 Environmental Regulation (3)
   h. PLS 555 Public Policy for a Global Environment (3)
   i. PSY 379 Environmental Psychology (3)
4. Environmental Systems:
   a. AGN 115 Sustainable Agriculture and the Environment (3) Karls 101 capacity is 110, enrollment 87
   b. AGN 215 Soils (3) , Karls 102, capacity 79, enrollment 60
   c. AGN 335 Soil Conservation and Water Management (3), Karls 102, capacity is 79, enrollment is 43
   d. AGR 370 Animal Welfare, Animal Rights, and Ethics of Food (3), Karls 239, capacity is 42, enrollment is 25.
   e. BIO 485 Marine Conservation (1-3)
   f. BIO 579 Conservation Biology (4)
   g. CHM 107 Chemistry for the Citizen (3)
   h. GLG 171 Environmental Geology (3)
   i. GLG 350 Speleology (3)
   j. GRY 301 Geography of the Ozarks (3)
   k. GRY 310 Fundamentals of Tourism (3)
   l. GRY 328 Principles of Geotourism (3)
   m. GRY 348 Geomorphology (3)
   n. GRY 351 Conservation of Natural Resources (3)
   o. GRY 510 Applications in Sustainability (3)

Wait, D Alexander

Subject: FW: Minor in Sustainability Being Proposed

From: Wait, D Alexander
Sent: Friday, October 31, 2014 1:08 PM
To: Cardenas, Carolyn; Biggs, Mark M; Galanes, Gloria J; Wahl, Shawn T; Blackmon, W D; Pardue, Mary J; Jolley, Jason R; Combs, Julie C; Herr, Christopher J; Williams, John R; Bryant, Stephanie M; Meinert, David B; Rozell, Elizabeth J; Chin, Jerry M; Ragan, Kent P; Donoher, William J; Coulter, Ronald L; Callahan, Richard N; Breault, Donna; Brown, Gilbert; Hough, David L; Sottile, James; Arthaud, Tamara J; Duncan, Janice R; Pearman, Cathy J; Feeney, Sylvia M; Witkowski, Colette M; Duitsman, Dalen M; Reid, Helen C; Oswalt, Jill; White, Letitia J; McCallister, Sarah G; Capps, Steven C; Hope, Kathryn L; Cook, Jeanne L; Newton, Sean C; Dodge, Steven T; Jones, Robert G; Day, Michele L; Langer, Carol L; Hetzler, Tona M; Matthews, Victor H; Sailors, Pamela R; Salinas, Patti J; Lopinot, Neal H; Payne, Keith B; Brown, Kenneth H; Kennedy, Kathleen A; Connor, George E; Berkwitz, Stephen C; Rohall, David; Durham, Paul L; Mathis, S Alicia; Schick, G Alan; Beckman, Daniel W; Jahnke, Tamera S; Sun, Xingping; Vollmar, Kenneth R; Plymate, Thomas G; Hein, Stephanie G; Bray, William O; Cornelison, David M; Pawankahol@missouristate.edu; Tomasi, Thomas E; Peters, Thomas A; Franklin, Keri R; Norris, Joye H; Craig, Christopher J; Einhellig, Frank A; Darabi, Rachelle L; Elliott, W Anson
Subject: Minor in Sustainability Being Proposed

Dear Department Heads and Deans,

The Sustainability Minor Action Committee, a standing committee approved by the Provost in 2012, has been working on proposing a Minor in Sustainability since 2011. I am the chair of the committee.

The committee solicited courses in 2012, and then subcommittees made decisions about inclusion of courses. However, movement forward stalled because the co-chair of thee committee left the university, a sabbatical, and I am only now following through (although the committee has met at least once a semester since 2012).

Five of six Colleges have Departments with courses in the current draft of the minor. Ten of 52 Departments have courses in the minor. The minor is interdisciplinary and will be housed in the Office of the Provost.

Please see the attached for the proposed course catalog description and courses approved by the committee.

I will be contacting every faculty member who proposed a course to make sure they still want the course included and that it is still offered. I will cc the Department Head, since approval of a department head was part of the proposal.

The committee is also seeking additional courses to be considered. I have attached our original proposal form.

Please let me know if you have any concerns or questions or comments. Members of the Sustainability Minor Action Committee will be going to every College Council to present the minor as soon as is possible.

Sincerely,
Alexander

D. Alexander Wait, Ph.D.
Professor and Graduate Director – Department of Biology
alexanderwait@missouristate.edu
417.836.5802

Call for Courses for Sustainability Minor

The Sustainability Minor Action Committee is soliciting courses for inclusion in a sustainability minor at MSU. This is an interdisciplinary minor that will be housed in the Associate Provosts Office for Public Affairs. To submit a course for consideration send course description and a copy of the syllabus to Alexanderwait@missouristate.edu

Description of Minor:
Sustainability

Bachelor of Arts
Bachelor of Science

Administration of the program. Courses must be approved by the faculty of the Sustainability Action Minor Committee for inclusion in the minor. The administrator of the program must approve the course of study for each student who wishes to complete a Sustainability minor.

The minor in Sustainability requires a total of 16-19 hours. The minor complements majors in any of the six colleges at Missouri State University.

A. GRY 108 (3) (Principles of Sustainability)
B. Complete 12 hours from the following areas with courses from at least two areas:
    1. Technology and the Built Environment:
    2. Social Equity and Ethics:
    3. Economics and Policy:
    4. Environmental Systems:
C. Complete 1-4 hours from one of the following as approved by the Administrator.
    1. Study Away
    2. Internship
    3. Service Learning
    4. Independent Study

Courses should meet the definition of a sustainability-focused course. A "sustainability-focused" course concentrates on the concept of sustainability, including its social, economic, and environmental dimensions, or examines an issue or topic using sustainability as a lens. A focused course includes both depth and breadth of key sustainability concepts.

Examples of a course already approved for each track is available in the draft catalog document.

Sustainability does not have to be in the title or course description. Course content cannot be strictly related to *who* teaches the course. Department Head approval is required for all submissions.

To submit proposals for classes, please include the following:

1. Course description (from catalog)
2. Attach a syllabus (most recent)
3. Choose a track that the course would fall under.
    a. Technology and the Built Environment;
    b. Social Equity and Ethics
    c. Economics and Policy
    d. Environmental Systems

Proposals will be evaluated by the Sustainability Minor Action Committee (a subcommittee for each track will initially review each submission). Accepted courses will need to include a clear statement of sustainability in their course learning objectives and course reading materials and/or deliverables.

Missouri State University
Curricular Proposal – New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

RECEIVED
FEB 11 2015
BY:

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department: Psychology **Date:** February 2, 2015

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM: **Forensic Child Psychology, (undergraduate certificate)**

Major____ Comprehensive Major____ Option____ Minor____ Certificate__X_ Certification____ Academic Rules____ Other____

Degree Applicability ***(None)***

General Education Courses Required: ***(None)*** Total Hours **0.0**

General Education Courses Recommended ***(None)*** Total Hours **0.0**

Requirements (including Admission) and Limitations for Specific Degree: *Admission Requirements: 60 hours and GPA of 3.0*

Courses Required in Department: ***PSY 505*** *(Forensic Child Psychology);* ***PSY 514*** *(Psychology of Child Abuse and Exploitation);* ***PSY 557*** *(Forensic Psychology: Child Abuse Law)* Total Hours **9.0**

Courses Required in Other Departments: ***CFD 562*** *(Prevention of Child Abuse and Neglect)* Total Hours **3.0**

Prerequisites for Required Courses: *PSY 505 = (PSY 121); PSY 514 and PSY 557 = (PSY 121 + 60 hrs); CFD 562 = (none)*

Recommended Electives in Department ***(none)*** Total Hours **0.0**

Recommended Electives in Other Departments ***(none)*** Total Hours **0.0**

Limitations on Electives

DEPARTMENT **Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.**

X **College Council**	(Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)
_____ **Professional Education Committee**	(All proposals affecting BS and MS in Education and Educational Specialist degrees)
_____ **Committee on General Education and Intercollegiate Programs**	(All general education and multi-college programs)
_____ **Graduate Council**	(All graduate programs)

Signature _____ Department Head **Date** 2-2-15

ROUTING

1. **COLLEGE COUNCIL (ART VI, SEC 3B)**

   X **APPROVED** After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

   _____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

   Comment(s) _____

   Signature _____ **Date** 2/10/2015
   Chairperson

2. **DEAN OF THE COLLEGE (ART VI, SEC 5)**

   ✓ **REVIEWED** Return to College Council Chair within ten days of receipt for disposition.

   Comment(s) _____

   Signature _____ **Date** 2/11/15
   Dean of the College

3. **PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)**

   _____ **APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

   _____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

   Comment(s) _____

   Signature _____ **Date** _____
   Chairperson

4. **COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)**

   _____ **APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

   _____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

   Comment(s) _____

   Signature _____ **Date** _____
   Chairperson

5. **GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)**

   _____ **APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition.

   _____ **DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

   Comment(s) _____

   Signature _____ **Date** _____
   Chairperson

6. **FACULTY SENATE (ART VI, SEC 9)**

   _____ **APPROVED**

   _____ **DISAPPROVED**

   Comment(s) _____

   Signature _____ **Date** _____
   Chairperson

7. **PROVOST (ART I, SEC 6; ART VI, SEC 9)**

   _____ **RECOMMENDED TO PRESIDENT**

   _____ **NOT RECOMMENDED TO PRESIDENT**

   Comment(s) _____

   Signature _____ **Date** _____
   Provost

8. **PRESIDENT**

   _____ **APPROVED**

   _____ **DISAPPROVED**

   Comment(s) _____

   Signature _____ **Date** _____
   President

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: **Forensic Child Psychology, undergraduate certificate**

Department: **Psychology**

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? ____Yes __X__No

2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? __X__Yes ____No

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)

   Courses are already being taught and filled regularly as part of the graduate certificate in Forensic Child Psychology. Courses are taught at 500/600 level. This new undergraduate certificate will allow undergraduates to receive a certificate. Currently there is a legislative movement to require this type of training for all professionals that work with children in a forensic environment or are mandated reporters. Community agencies will utilize the certificate as a means to establish that specific training has been completed by an undergraduate student. The related graduate certificate in Forensic Child Psychology already does this for graduate students.

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

   See response to #3.

5. What are the present/future projected enrollments for this program?

   1st year__10__ 3rd year__10__

   In five years, how many students must be:

   a) declared minors to justify this new minors continuation ___NA___
   b) declared majors to justify this new majors continuation ___NA___

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	____Yes	__X__No
Additional technology or other supplies?	____Yes	__X__No
Additional or remodeled facilities?	____Yes	__X__No
Additional travel funds?	____Yes	__X__No
Additional faculty?	____Yes	__X__No
Additional support staff?	____Yes	__X__No
Other additional expenses?	____Yes	__X__No

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

_(NA)_ Yes _____No _____Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

Courses are already regularly taught. If necessary, additional seats will be added to existing courses.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

Courses are already taught. There is no expected increase in course enrollment. If necessary, additional seats will be added to existing courses.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

Department Head

College Dean

1. Rationale and Objectives

The proposed graduate certificate in child forensic psychology is designed to address a need expressed to Missouri State University by two community partner agencies; the Greene County Prosecutor's Office (GCPO) and the Child Advocacy Center, Inc. of Springfield (CAC). These agencies requested assistance from the department of psychology at MSU.

When investigating cases of child sexual abuse, child physical abuse, child neglect, child witnessing of crime and even child perpetrators of crime, children usually must be interviewed. The purpose of such interviews is generally to collect information about the child's memory of the specific events in question.

Such interviews of children are more difficult than those of adults, because children are more susceptible to contaminating influences in the interview process, or even such experiences prior to the interview. Contaminating influences can be things globally labeled as 'leading question', but can take many differing forms. One study examining these forms found 17 different and reliably identifiable forms of contaminating influence. When interviewers are well trained, such problems in interaction with the child can be minimized or eliminated. The interviewers at the CAC are well-trained to avoid these problems.

However, the child will be exposed to many 'screening' interviews, many investigative personnel and many experiences related to the abuse prior to ever reaching the CAC. Any of these professionals can unintentionally use such contaminating influences, thereby seriously limiting the ability of the CAC and the GCPO to establish the accuracy and reliability of the child's report of their experiences. In essence, well-intentioned professionals sometimes destroy the utility of a child's report of their experience, simply because they have not been trained to understand children's memory, or how the child investigative process works.

The goal of the proposed certificate is to provide a straight-forward process by which these important professionals (e.g., police officers, teachers, nurses, physicians, child protective workers, psychologists, etc) can learn about child memory research and how to effectively interact with children in a forensic setting. In addition, the certificate provides a mechanism to demonstrate to employers that this training has been obtained.

A similar graduate certificate currently exists. The courses are taught as mixed undergrad/grad enrollment (i.e., PSY 505/604). Undergraduates have requested an undergraduate certificate which indicates that they too have received this training.

2. **Estimated costs**

There are four mandatory courses for the certificate. Two of these courses are classroom-based (i.e., PSY 505 and PSY557) and two are online courses (i.e., PSY 514 and CFD 562). There is anticipated to be no additional expense to the Department of Psychology for the certificate because all courses are currently offered regularly and no extra sections are being requested. While there will, of course, be new enrollment in the certificate program, we do not expect additional enrollment in the courses. We believe that the students that will enroll on the certificate program have already been seeking out and taking these courses. If demand increases, class sizes will be increased to accommodate the demand.

3. **Catalog Description**

Child Forensic Psychology

A 12 credit hour Certificate in Forensic Child Psychology is available to undergraduate students of Missouri State University. The certificate is offered to support professionals in the fields of criminology, social work, medicine and other related specialties who must interact with children in a forensic setting (e.g., forensic child interviewers or law enforcement officers) or who are first-line service providers (e.g, teachers, counselors, social workers and nurses). Students will be trained in 1) general forensic psychology with children, 2) child abuse detection, assessment, intervention and prevention, 3) child abuse law, and 4) mandated reporting of child abuse.

Admission

To be admitted students must have completed 60 credit hours and have a GPA of at least 3.0 and submit a personal statement explaining their reasons for seeking the certificate and how the program will meet their professional goals. Meeting these minimum requirements does not guarantee admission to the certificate.

Program Requirements (12 hours)

- PSY 505. Forensic Child Psychology (3 hrs)
- PSY 514. Psychology of Child Abuse and Exploitation (3 hrs)
- PSY 557. Legal Issues for Professionals Working with Children (3 hrs)
- CFD 562: Prevention of Child Abuse and Neglect (3 hrs)

Assessment Plan

Post-graduation evaluations of students completing the certificate program will be conducted to identify rates of employment as well as satisfaction with the program including perceptions of preparedness.

For more information on the Forensic Child PSychology certificate program, please contact:

Matthew Fanetti, Ph.D.
Certificate Coordinator
Hill Hall, Room 443
Phone (417) 836-6842
mfanetti@missouristate.edu

Fanetti, Matthew N

From: Cunningham, Denise D
Sent: Friday, November 07, 2014 8:44 AM
To: Fanetti, Matthew N
Cc: Breault, Donna
Subject: RE: Undergraduate Certificate in Forensic Child Psychology

Dr. Fanetti,
The Child & Family Development is pleased to be included in your Forensic Child Psychology certificate requirements.We currently offer two sections of the course each semester. If you see that an additional section is needed to meet the demands of your students, please let me know.
Best wishes with your new certificate.

Denise D. Cunningham, Ph. D.
Associate Professor – Early Childhood Education Program Director – CFD & ECE COE Faculty Fellow – Counselors to Campus Childhood Education & Family Studies Dept.
Missouri State University
Hill 121
417 836-4492
DeniseCunningham@MissouriStat.edu

-----Original Message-----
From: Fanetti, Matthew N
Sent: Thursday, November 06, 2014 2:44 PM
To: Cunningham, Denise D
Subject: Undergraduate Certificate in Forensic Child Psychology

Dr. Cummingham,

I am writing to inform you about the development of an undergraduate certificate in Forensic Child Psychology. Additionally, we need to ask for your permission to include one of your courses as a requirement for completion of the certificate. Specifically, we would like to include CFD: Prevention of Child Abuse and Neglect as one of four required courses. The certificate requirements would be as follows:

1) PSY 505: Forensic Child Psychology
2) PSY 514: Psychology of Child Abuse and Exploitation
3) PSY 557: Forensic Psychology: Child Abuse Law
4) CFD562: Prevention of Child Abuse and Neglect

This certificate would complement our existing graduate certificate in Forensic Child Psychology, but make the option available for undergraduates, and include your course (CFD562) as a requirement. We do not expect a significant increase in actual course enrollment, but rather that students already taking these courses would be able to use the certificate as a way to easily demonstrate the specific training they received in future job pursuits related to children.

Please let me know if you find this inclusion acceptable, so that I can forward the proposal through the curricular screening process.

Best wishes,
Matthew

Matthew N. Fanetti, Ph.D.
Professor
Coordinator of Forensic Child Psychology Certification Department of Psychology Missouri State University Springfield, MO 65897
417-836-6842
mfanetti@missouristate.edu

Senate Action on Adopting Electronic Curricular Format

Whereas the responsibility for dealing with curricular matters is assigned to the faculty by the Board of Governors (ART VI SEC 1); and

Whereas the process of carrying out any curricular change or introducing a new course has involved paper forms that need to be physically transferred from committee to committee; and

Whereas the current use of paper forms for the curricular process is wasteful of resources and unnecessarily time-consuming (due to the very nature of the format which requires each individual committee to reject and return, or review, and/or approve each individual paper form before it can progress to the next committee), and

Whereas the current use of paper forms for the curricular process is prone to human error that further delays and complicates the process, and

Whereas the Committee of Electronic Curricular process has been working on transforming the existing pen-and-paper format of carrying out the curricular process to an electronic one, and

Whereas an electronic curricular process reduces waste of time and resources and is a more sustainable and modern method of carrying out the curricular process, and

Whereas an electronic curricular process greatly enhances the ease of record keeping, and

Whereas, at its March 2015 meeting, the Faculty Senate approved the modified curricular forms which will be utilized in the electronic curricular process,

Be it resolved that the method of carrying out the curricular process at Missouri State University be transformed to an electronic format (other than unavoidable exceptions when the electronic format is not a viable option).

Be it further resolved that the University community adopt the electronic curricular process as the method of carrying out the curricular process no later than fall 2015.

Be it further resolved that the Faculty Senate Executive Committee determine the best way to ensure oversight of this Senate Action.