

Attachment 1
Academic Affairs
Consent Agenda Information

College of Education (1-28-14)
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College of Education (1-28-14)

New Courses

Educational Leadership

#1 LEAD 251. Honors Leadership I. (3) I. This is the first of two courses in a year-long curriculum that is designed to explore four tenets of leadership: citizenship, stewardship, humanitarianism, and purposeful passion. Students will begin to clarify and express their core values as they explore questions around effective leadership and followership concepts and strategies. Pre-requisite: Freshman standing with honors.

IMPACT: There is no negative impact to any college, department or unit. The only change is minor course syllabus updating and moving to a permanent 200-level number.

RATIONALE: The course has been offered for 3 years using the number LEAD 502, which is used for a variety of different elective offerings in Leadership Studies. The course will continue to be offered with frequency to School of Leadership Studies students and campus population.

EFFECTIVE DATE: Fall 2014

#2 LEAD 252. Honors Leadership II. (3) II. This is the second of two courses in a year-long curriculum that is designed to explore four tenets of leadership: citizenship, stewardship, humanitarianism, and purposeful passion. Students will continue to explore their values and develop leadership and teamwork skills through service, reflection, and designing a purposeful passion project. Pre-requisite: LEAD 251 Honors Leadership I. Freshman standing with honors. Must be taken in the semester immediately subsequent to LEAD 251 Honors Leadership I.

IMPACT: There is no negative impact to any college, department or unit. The only change is minor course syllabus updating and moving to a permanent 200-level number.

RATIONALE: The course has been offered for 3 years using the number LEAD 502, which is used for a variety of different elective offerings in Leadership Studies. The course will continue to be offered with frequency to School of Leadership Studies students and campus population.

EFFECTIVE DATE: Fall 2014

#3 LEAD 312. Peer Leader Practicum. (0-3) I, II. This course uses experiential learning to prepare students with the personal, relational, planning, and facilitation skills needed to effectively lead a team or organization. Weekly LEAD 212 facilitation, class preparation seminars, and peer feedback will allow for experience, reflection, meaning-making, and experimentation. Pre-requisite: Introduction to Leadership Concepts. Co-requisite: Junior standing.

IMPACT: There is no negative impact to any college, department or unit. The only change is minor course syllabus updating and moving to a permanent 300-level number.

RATIONALE: This course has been taught for years using the number LEAD 502, which is used for a variety of elective offerings in Leadership Studies. The course will continue to be offered with frequency to School of Leadership Studies students serving as peer leaders for LEAD 212 Introduction to Leadership Concepts.

EFFECTIVE DATE: Fall 2014

#4 LEAD 320. Theories of Leadership. (3) I. This course provides an overview of the major theories of leadership and the empirical and theoretical evidence supporting those theories. Students will demonstrate an understanding of the theories and the empirical evidence supporting them as well as develop their ability to critically assess the theoretical and empirical work surrounding leadership theories and models.

IMPACT: There is no negative impact to any college, department or unit. The only change is minor course syllabus updating and moving to a permanent 300-level number.

RATIONALE: The course has been taught for 5 years using the number LEAD 502, which is used for a variety of different elective offerings in Leadership Studies. The course will continue to be offered with frequency to School of Leadership Studies students and campus population.

EFFECTIVE DATE: Fall 2014

#5 LEAD 489. Seminar in International Service-Learning. (3) II. This course is the first phase of the International Service Teams service-learning program. Learning in the course facilitates preparation for the summer service experience. This course is designed around the PARE service-learning model; both the curriculum and class expectations will be reflective of the service-learning process. **Pre-requisite:** Students must complete a program application, interview, and be accepted into the International Service Team program prior to enrollment in the course.

IMPACT: There is no negative impact to any college, department or unit. The only change is minor course syllabus updating and moving to a permanent 400-level number.

RATIONALE: In this course, students prepare for an international service-learning experience. Preparation includes mastery of the PARE service-learning model and the Social Change model of leadership; both the curriculum and class expectations are designed through the service-learning pedagogy. Other course topics include ethical dimensions of international service, and learning how to critically reflect. The course is currently taught using the number LEAD 502, which does not accurately reflect the course work. The course is, and will continue to be offered each spring to the campus. A course number will differentiate this course from others in the leadership program.

EFFECTIVE DATE: Spring 2015

Non-Expedited
Undergraduate Curriculum and Course Change
Educational Leadership

TO:

FROM:

*Subject: LEAD Nbr: 450	Subject Nbr
*Short Title (Description): Length=30 (use Initial Caps) Senior Seminar	*Short Title (Description): Length=30 (use Initial Caps)
*Long Course Title: Length=100 (use Initial Caps) Senior Seminar in Leadership Studies	*Long Course Title: Length=100 (use Initial Caps)
*Course Description: Foundation texts of leadership studies as well as current research will be highlighted. The goal of this course is to assist students in the integration of their academic leadership course work and leadership experiences in preparation for their roles as members of the contemporary work force.	*Course Description: <u>In this capstone course students will integrate and apply learning from the minor. Emphasis will be on the clarification of the students' personal values, their evaluation of codes of ethics for organizations in their proposed professions, and their analysis of current events through the lens of ethical dimensions of leadership.</u>
*Credit Hours/Units: Fixed: <u>2</u> Variable:	*Credit Hours/Units: Fixed: <u>3</u> Variable:

IMPACT: This change may only impact Journalism and Mass Communications, because the leadership minor is an option for their outside concentration. They have been notified and have given their approval of these changes.

RATIONALE: This change in LEAD 450 hours accompanies the overall curriculum change to the leadership studies minor. The change specified an adjustment to core and elective credit hours (core change from 9 to 10 credit hours and elective change from 9 to 6 credit hours).

EFFECTIVE DATE: Fall 2014

Non-Expedited
Undergraduate Curriculum and Course Change
Curriculum and Instruction

TO:

FROM:

<p>Admission Requirements for Teacher Education</p> <p>The application for admission to a teacher education program may be filed when the applicant has satisfied all of the admission requirements. Transfer students who have satisfied all the admission requirements should apply at the time of initial enrollment. Students making changes in degree programs within teacher education must reapply for teacher education.</p> <p>Orientation</p> <p>Successful completion of DED 075 Orientation to Teacher Education at K-State.</p> <p>Hours</p> <p>Fifty total hours for secondary, 42 hours for elementary must be completed, including all transfer and K-State credits.</p> <p>English composition</p> <p>Both Expository Writing I and II must be completed satisfactorily with a grade no lower than C (2.0).</p> <p>Public speaking</p> <p>A grade of C or better is required in COMM 105, 106, or 109. Courses in interpersonal communication do not apply.</p> <p>Quantitative sciences</p>	<p>Admission Requirements for Teacher Education</p> <p>The application for admission to a teacher education program may be filed when the applicant has satisfied all of the admission requirements. Transfer students who have satisfied all the admission requirements should apply at the time of initial enrollment. Students making changes in degree programs within teacher education must reapply for teacher education.</p> <p>Orientation</p> <p>Successful completion of DED 075 Orientation to Teacher Education at K-State.</p> <p>Hours</p> <p>Fifty total hours for secondary, 42 hours for elementary must be completed, including all transfer and K-State credits.</p> <p>English composition</p> <p>Both Expository Writing I and II must be completed satisfactorily with a grade no lower than C (2.0).</p> <p>Public speaking</p> <p>A grade of C or better is required in COMM 105, 106, or 109. Courses in interpersonal communication do not apply.</p> <p>Quantitative sciences</p>
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<p>A grade of C or better is required in six credit hours of mathematics including college algebra, or a higher level of mathematics and a statistics course (for elementary education, MATH 160 is acceptable).</p> <p>Overall Degree Program GPA</p> <p>A 2.75 GPA is required in all attempted courses that meet degree program requirements, including all graded transfer and K-State credits. Probationary admission may be granted if the student has a 2.6 GPA and all other requirements are met. GPA must be 2.75 before the Professional semester.</p> <p>Teaching Field GPA</p> <p>A 2.75 GPA is required in all college work attempted in the required teaching field courses. (This includes work at K-State and other institutions.) Probationary admission may be granted if the student has a 2.6 GPA and all other requirements are met. GPA must be 2.75 before the Professional semester. Note: Elementary education majors do not have a teaching field.</p> <p>Pre-professional skills tests</p> <p>Pre-Professional Skills Test (PPST) will be given throughout the year on dates specified by the testing service and will include sections on reading, writing, and mathematics. Scores of 172 in writing, 173 in reading, and 172 in mathematics are required for admission to teacher education. Students with an ACT composite score of 26 or above are not required to take the PPST.</p> <p>Early field experience</p> <p>Early field experience is completed in EDEL/EDSEC 230. This experience includes 40</p>	<p>A grade of C or better is required in six credit hours of mathematics including college algebra, or a higher level of mathematics and a statistics course (for elementary education, MATH 160 is acceptable).</p> <p>Overall Degree Program GPA</p> <p>A 2.75 GPA is required in all attempted courses that meet degree program requirements, including all graded transfer and K-State credits. Probationary admission may be granted if the student has a 2.6 GPA and all other requirements are met. GPA must be 2.75 before the Professional semester.</p> <p>Teaching Field GPA</p> <p>A 2.75 GPA is required in all college work attempted in the required teaching field courses. (This includes work at K-State and other institutions.) Probationary admission may be granted if the student has a 2.6 GPA and all other requirements are met. GPA must be 2.75 before the Professional semester. Note: Elementary education majors do not have a teaching field.</p> <p>Basic Skills Test</p> <p><u>The Praxis Core Academic Skills for Educators (CORE) is required for admission to teacher education for all students who do not have an ACT composite score of 22 or above. The test includes sections on Reading, Writing, and Math. A minimum passing score will be established when sufficient data is available. Until that time, students must take the CORE test with no required minimum score.</u></p> <p>Early field experience</p> <p>Early field experience is completed in</p>
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<p>hours of observation in a classroom.</p> <p>Application deadlines</p> <ul style="list-style-type: none"> • To early enroll for summer or fall professional classes, apply by: February 15 • To early enroll for spring professional classes, apply by: October 1 <p>When the applications are approved, students are notified of their acceptance into the respective teacher education professional program. Students who do not meet the requirements will be notified of the options available to them.</p>	<p>EDEL/EDSEC 230. This experience includes 40 hours of observation in a classroom.</p> <p>Application deadlines</p> <ul style="list-style-type: none"> • To early enroll for summer or fall professional classes, apply by: February 15 • To early enroll for spring professional classes, apply by: October 1 <p>When the applications are approved, students are notified of their acceptance into the respective teacher education professional program. Students who do not meet the requirements will be notified of the options available to them.</p>
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IMPACT: Faculty from Agriculture, Music, Family and Consumer Science, and Early Childhood Education participated in these policy recommendations.

RATIONALE: Currently students must have a 26 or higher ACT or achieve a minimum passing score on the ETS Praxis I Pre-Professional Skills test for Admission to Teacher Education. ETS will discontinue the Praxis I PPST test after summer 2014. The PPST will be replaced by the CORE Academic Skills for Educators test. Our faculty have reviewed other basic skills tests, examined other education institutions requirements, and analyzed our student data to consider policy revisions in light of the actions of ETS.

EFFECTIVE DATE: Fall 2014