

Attachment 1
Academic Affairs
Consent Agenda Supplemental Information

College of Education (5-26-15)

Pages 2-9 (course and curriculum changes)

Graduate course and curriculum changes (5-5 and 9-1-15)

Pages 10-17 (course and curriculum changes)

College of Education (5-26-15)

Non-Expedited Undergraduate New Courses - Curriculum and Instruction

#1 EDEL 520. Physical Education/Health Methods for PK-6 Schools. (3) II. The class includes both theoretical and practical guidelines for analysis and implementation of children's physical education/health. The course focuses on applications of the Kansas standards for elementary educators PK-6 grades. Pre-Requisite: Admission to Teacher Education and Co-Requisite: EDSEC 376, EDEL 521.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK/12 teaching field in the College of Education. When developing and teaching a quality physical education program, the goal is to enhance the student's lives beyond just the physical fitness level. The premise of physical education is to keep children healthy and improve their overall skill levels. According to the National Standards for Physical Education, there are six key components that are necessary to include in lesson plans when designing a physical education program at any level. The elements are: demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, and tactics as they apply to learning and performance; participate regularly in physical activities; achieves and maintain health-enhancing level of physical fitness; exhibits social and responsible behaviors that respects self and others in physical activity settings; and values physical activity for health, enjoyment, challenge, self-expression and/or social interaction (Source: *National Association for Sport and Physical Education (NASPE)*, *Association of AAHPERD* (www.aahperd.org/NASPE)). These are necessary elements of a quality physical education program.

EFFECTIVE DATE: Fall 2016

#2 EDEL 521. Physical Education/Health Practicum for PK-6 Schools. (1) II. This course will provide an opportunity for students to plan, teach, and evaluate Physical Education/Health lessons within a placement at the PK-6 school level. Co-Requisite: EDEL 520.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK/12 teaching field in the College of Education. Additionally, this is a companion to EDEL 520, which includes a field experience in a local elementary school. When developing and teaching a quality physical education program, the goal is to enhance the student's lives beyond just the physical fitness level. The premise of physical education is to keep children healthy and improve their overall skill levels. According to the National Standards for Physical Education, there are six key components that are necessary to include in lesson plans when designing a physical education program at any level. The elements are: demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, and tactics as they apply to learning and performance; participate regularly in physical activities; achieves and maintain health-enhancing level of physical fitness; exhibits

social and responsible behaviors that respects self and others in physical activity settings; and values physical activity for health, enjoyment, challenge, self-expression and/or social interaction (Source: *National Association for Sport and Physical Education (NASPE)*, *Association of AAHPERD* (www.aahperd.org/NASPE). These are necessary elements of a quality physical education program.

EFFECTIVE DATE: Fall 2016

#3 EDSEC 360. Introduction to Physical Education/Health. (3) I. This course includes identification of competency-based, goal-oriented activities appropriate to PK-12 physical education/health. Emphasis on foundations of physical education/health including: exercise science, sport, careers, and challenges for the future. Co-Requisite: EDSEC 200.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK-12 teaching field in the College of Education. Physical education is a part of the total educational program that contributes, primarily through movement exercises, to the total growth and development of all children. Three outcomes of physical education are unique. The first outcome is the achievement of a personalized physical fitness level. Second is the development of competency in a variety of physical skills to assure that students can function effectively in selected physical activities. The third outcome demands that students acquire requisite knowledge related to motor skill performance and fitness maintenance.

EFFECTIVE DATE: Fall 2016

#4 EDSEC 380. Adaptive Physical Education. (2) II. Emphasizes the principles and practices involved in providing activities for individuals who have disabilities or temporary limitations and cannot participate in or benefit from the regular activity program. This course is designed to prepare physical education teachers to provide safe, appropriate, and individualized accommodations to children with disabilities who are included in general physical education programs. Pre-Requisite: EDSEC 360.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK/12 teaching field in the College of Education. In today's public schools, the number of children with disabilities continues to grow, it is important that children with disabilities are provided the same opportunities and quality educational experiences as their peer without disabilities. IDEA 2004 requires that students with disabilities are provided with physical education. School districts must provide physical education as part of the special education program, namely, many children with disabilities benefit from adaptive physical education. Physical education teachers need to learn how to develop and design achievement based programs (i.e., write or utilize adaptive physical education information to design individualized physical education, develop appropriate adaptive physical education IEP goals and objectives and monitor progress, and assist students in maintaining a healthy lifestyles and as they transition from school to post secondary placements or work). Adaptive physical education teachers should learn how to provide age-

appropriate and meaningful physical activity, while understanding the importance of evaluating and assessing performance in physical education to determine strengths and needs of each student.

EFFECTIVE DATE: Fall 2016

#5 EDSEC 546. Physical Education/Health Methods for Secondary and Middle Schools. (3) I. This course provides students opportunities to study, discuss, organize, and practice instructional methods designed specifically for secondary and middle school physical education/health programs. Emphasis will be placed on understanding of the objectives, characteristics, and activities available to satisfy student growth and development. The course addresses movement education, rhythm games of low organization, body manipulative, object manipulative, and specific sport skills. Pre-Requisite: EDSEC 376 and Co-Requisite: EDSEC 477, EDSEC 547.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK/12 teaching field in the College of Education. Physical education is a process that focuses on knowledge, attitudes and behaviors relative to physical activities. The increase of physical activity early in adolescent's lives leads to a healthy lifestyle. To increase healthy lifestyles, physical education contact in schools is necessary. Positive experiences in physical education classes can lead to healthy and active adults, and physical education gives students the skills they need to be active as adults, which also provides immediate and long term health benefits.

EFFECTIVE DATE: Fall 2016

#6 EDSEC 547. Physical Education/Health Practicum for Secondary and Middle Schools. (2) I. This course will provide an opportunity for students to plan, teach, and evaluate physical education/health lessons within a placement at the middle or secondary level. Co-Requisite: EDSEC 546.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK/12 teaching field in the College of Education. This is the companion course to EDSEC 546. This course contains a field experience placement in a local secondary school. Physical education is a process that focuses on knowledge, attitudes and behaviors relative to physical activities. The increase of physical activity early in adolescent's lives leads to a healthy lifestyle. To increase healthy lifestyles, physical education contact in schools is necessary. Positive experiences in physical education classes can lead to healthy and active adults, and physical education gives students the skills they need to be active as adults, which also provides immediate and long term health benefits.

EFFECTIVE DATE: Fall 2016

Non-Expedited
Undergraduate Curriculum Change
Curriculum and Instruction

FROM:

TO:

<p>Minimum of 126 credit hours required Licensure 6-12</p> <p>B.S. degree requirements for Secondary Education</p> <p>General Education requirements (33 credit hours minimum)</p> <p>Communications (8-9 credit hours) (A grade of C or better is required) COMM 105 – Public Speaking IA Credits: (2) Or COMM 106 – Public Speaking I Credits: (3) Or COMM 109 – Public Speaking 1A, Honors Credits: (3) ENGL 100 – Expository Writing 1 Credits: (3) ENGL 200 Expository Writing II Credits: (3)</p> <p>Humanities (6 credit hours)</p> <p>Literature Any department of English literature or Department of Modern Languages literature course Credits: (3)</p> <p>Fine arts appreciation Any nonperformance appreciation class in the Department of Art, Architecture, Modern Languages or School of Music, Theatre and Dance Credits: (3)</p> <p>Social Science (6 credit hours)</p> <p>Elective from Departments of AMETH, ANTH, ECON, GEOG, HIST, POLSC, PSYCH, SOCIO, WOMST Credits: (3)</p> <p>Global Issues and Perspective course (tagged as meeting the K-State 8 requirements) from Departments of AMETH, ANTH, ECON, GEOG, HIST, POLSC, PSYCH, SOCIO, WOMST Credits:(3)</p> <p>Natural Science (7 credit hours) One lab required.</p> <p>Quantitative sciences (6 credit hours)</p>	<p>Minimum of 126 credit hours required Licensure 6-12</p> <p>B.S. degree requirements for Secondary Education</p> <p>General Education requirements (33 credit hours minimum)</p> <p>Communications (8-9 credit hours) (A grade of C or better is required) COMM 105 – Public Speaking IA Credits: (2) Or COMM 106 – Public Speaking I Credits: (3) Or COMM 109 – Public Speaking 1A, Honors Credits: (3) ENGL 100 – Expository Writing 1 Credits: (3) ENGL 200 Expository Writing II Credits: (3)</p> <p>Humanities (6 credit hours)</p> <p>Literature Any department of English literature or Department of Modern Languages literature course Credits: (3)</p> <p>Fine arts appreciation Any nonperformance appreciation class in the Department of Art, Architecture, Modern Languages or School of Music, Theatre and Dance Credits: (3)</p> <p>Social Science (6 credit hours)</p> <p>Elective from Departments of AMETH, ANTH, ECON, GEOG, HIST, POLSC, PSYCH, SOCIO, WOMST Credits: (3)</p> <p>Global Issues and Perspective course (tagged as meeting the K-State 8 requirements) from Departments of AMETH, ANTH, ECON, GEOG, HIST, POLSC, PSYCH, SOCIO, WOMST Credits:(3)</p> <p>Natural Science (7 credit hours) One lab required.</p> <p>Quantitative sciences (6 credit hours)</p>
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<p>MATH 100 – College Algebra Credits (3) (or higher level math course) (Grade of C or better) STAT 325 – Introduction to Statistics Credit (3)</p> <p>Teacher Education Courses (40 credit hours) A grade of C or higher is required in all Teacher Education courses and practica. A 3.0 or higher grade point average in Teacher Education courses and practica is needed before the Professional Semester.</p> <p>Pre-Professional Component (8 Credit hours) DED 075 - Orientation to Teacher Education at KSU Credits: (0) EDSEC 200 - Teaching as a Career Credits: (1) EDSEC 230 - Early Field Experience Credits: (1) EDSEC 310 - Foundations of Education Credits: (3) FSHS 110 - Introduction to Human Development Credits: (3)</p> <p>Professional Component (32 credit hours) Admission to teacher education required.</p> <p>Non-blocked courses (Must be completed before student teaching) DED 318 - Educational Technology for Teaching and Learning Credits: (1) (Must be completed before Block II) EDSEC 405 - Middle-Level Education Credits: (2) (Not required for K-12 majors in art, modern languages, or music.)</p> <p>Students receiving a grade of less than C in a Block 1 course will not be permitted to proceed to Block 2 until a grade of C or higher is recorded (i.e., must retake the Block 1 course first).</p> <p>Block 1 (8 credit hours) Courses must be taken concurrently and prior to Block II. EDCEP 315 - Educational Psychology Credits: (3) EDSEC 376 - Core Teaching Skills: Secondary/Middle Credits: (3) EDSP 323 - Exceptional Students in the Secondary School Credits: (2)</p> <p>Block II (9 credit hours) Courses must be taken concurrently and prior to Student Teaching. EDCEP 525 - Interpersonal Relations in the Schools Credit: (1) EDSEC 455 - Teaching in a Multicultural Society Credit: (1)</p>	<p>MATH 100 – College Algebra Credits (3) (or higher level math course) (Grade of C or better) STAT 325 – Introduction to Statistics Credit (3)</p> <p>Teacher Education Courses (40 credit hours) A grade of C or higher is required in all Teacher Education courses and practica. A 3.0 or higher grade point average in Teacher Education courses and practica is needed before the Professional Semester.</p> <p>Pre-Professional Component (8 Credit hours) DED 075 - Orientation to Teacher Education at KSU Credits: (0) EDSEC 200 - Teaching as a Career Credits: (1) EDSEC 230 - Early Field Experience Credits: (1) EDSEC 310 - Foundations of Education Credits: (3) FSHS 110 - Introduction to Human Development Credits: (3)</p> <p>Professional Component (32 credit hours) Admission to teacher education required.</p> <p>Non-blocked courses (Must be completed before student teaching) DED 318 - Educational Technology for Teaching and Learning Credits: (1) (Must be completed before Block II) EDSEC 405 - Middle-Level Education Credits: (2) (Not required for K-12 majors in art, modern languages, music, or physical education/health)</p> <p>Students receiving a grade of less than C in a Block 1 course will not be permitted to proceed to Block 2 until a grade of C or higher is recorded (i.e., must retake the Block 1 course first).</p> <p>Block 1 (8 credit hours) Courses must be taken concurrently and prior to Block II. EDCEP 315 - Educational Psychology Credits: (3) EDSEC 376 - Core Teaching Skills: Secondary/Middle Credits: (3) EDSP 323 - Exceptional Students in the Secondary School Credits: (2)</p> <p>Block II (9 credit hours) Courses must be taken concurrently and prior to Student Teaching. EDCEP 525 - Interpersonal Relations in the Schools Credit: (1) EDSEC 455 - Teaching in a Multicultural Society Credit: (1)</p>
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<p>EDSEC 477 - Content Area Literacies and Diverse Learners Credits: (2)</p> <p>Choose one of the following that corresponds to your teaching field: EDSEC 530 - Art Methods for Secondary and Middle Schools Credits: (3) EDSEC 532 - Business Methods for Secondary and Middle Schools Credits: (3) EDSEC 534 - Family and Consumer Science Methods for Secondary and Middle Schools Credits: (3) EDSEC 536 - Language Arts Methods for Secondary and Middle Schools Credits: (3) EDSEC 538 - Mathematics Methods for Secondary and Middle Schools Credits: (3) EDSEC 540 - Modern Language Methods for Secondary and Middle Schools Credits: (3) EDSEC 542 - Science Methods for Secondary and Middle Schools Credits: (3) EDSEC 544 - Social Studies Methods for Secondary and Middle Schools Credits: (3)</p> <p>Choose one of the following that corresponds to your teaching field: EDSEC 531 - Art Methods Practicum Credits: (2) EDSEC 533 - Business Methods Practicum Credits: (2) EDSEC 535 - Family and Consumer Science Methods Practicum Credits: (2) EDSEC 537 - Language Arts Methods Practicum Credits: (2) EDSEC 539 - Mathematics Methods Practicum Credits: (2) EDSEC 541 - Modern Language Methods Practicum Credits: (2) EDSEC 543 - Science Methods Practicum Credits: (2) EDSEC 545 - Social Studies Methods Practicum Credits: (2)</p> <p>Professional Semester (12 credit hours) A 3.0 or higher grade point average in Teacher Education courses and practica is needed before the Professional Semester</p> <p>EDSEC 586 - Teaching Internship in Secondary Schools Credits: (Variable 1-12)</p>	<p>EDSEC 477 - Content Area Literacies and Diverse Learners Credits: (2)</p> <p>Choose one of the following that corresponds to your teaching field: EDSEC 530 - Art Methods for Secondary and Middle Schools Credits: (3) EDSEC 532 - Business Methods for Secondary and Middle Schools Credits: (3) EDSEC 534 - Family and Consumer Science Methods for Secondary and Middle Schools Credits: (3) EDSEC 536 - Language Arts Methods for Secondary and Middle Schools Credits: (3) EDSEC 538 - Mathematics Methods for Secondary and Middle Schools Credits: (3) EDSEC 540 - Modern Language Methods for Secondary and Middle Schools Credits: (3) EDSEC 542 - Science Methods for Secondary and Middle Schools Credits: (3) EDSEC 544 - Social Studies Methods for Secondary and Middle Schools Credits: (3) EDSEC 546 – Physical Education/Health Methods for Secondary and Middle Schools Credits: (3)</p> <p>Choose one of the following that corresponds to your teaching field: EDSEC 531 - Art Methods Practicum Credits: (2) EDSEC 533 - Business Methods Practicum Credits: (2) EDSEC 535 - Family and Consumer Science Methods Practicum Credits: (2) EDSEC 537 - Language Arts Methods Practicum Credits: (2) EDSEC 539 - Mathematics Methods Practicum Credits: (2) EDSEC 541 - Modern Language Methods Practicum Credits: (2) EDSEC 543 - Science Methods Practicum Credits: (2) EDSEC 545 - Social Studies Methods Practicum Credits: (2) EDSEC 547 – Physical Education/Health Practicum for Secondary and Middle Schools Credits: (2)</p> <p>Professional Semester (12 credit hours) A 3.0 or higher grade point average in Teacher Education courses and practica is needed before the Professional Semester</p> <p>EDSEC 586 - Teaching Internship in Secondary Schools Credits: (Variable 1-12)</p> <p>Internship requirements may vary by teaching field. The following courses may also be used to complete the 12</p>
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<p>Teaching Field (One of the following areas must be selected)</p> <p>Art (47 credits) Biology (68-69 credits) Business (55 credits) Chemistry (58 credits) Earth and Space Science (64 credits) English (39 credits) English and Journalism (48 credits) Journalism (33 credits) Mathematics (40 credits) Modern Languages (34-36 credits) Physics (65 credits) Speech (42 credits) Social Studies (64 credits)</p> <p>Total hours required for graduation (126)</p>	<p>credit minimum. <u>EDSEC 582 – Teaching Internship in Physical Education (variable 6- 12)</u> <u>EDEL 585 – Teaching Internship in Elementary Schools (variable 1- 15)</u></p> <p>Teaching Field (One of the following areas must be selected)</p> <p>Art (47 credits) Biology (68-69 credits) Business (55 credits) Chemistry (58 credits) Earth and Space Science (64 credits) English (39 credits) English and Journalism (48 credits) Journalism (33 credits) Mathematics (40 credits) Modern Languages (34-36 credits) <u>Physical Education/Health (53 credits)</u> Physics (65 credits) Speech (42 credits) Social Studies (64 credits)</p> <p>Total hours required for graduation (126)</p>
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IMPACT: In collaboration with the College of Human Ecology, Dean Buckwalter, the unit heads in the Departments of Kinesiology, Craig Harms, Human Nutrition chair, Mark Haub, and the School of Family Studies, chair, Dottie Durband have agreed that the Physical Education/Health degree program, in the College of Education, will use selected courses from each unit and are in agreement with this venture.

RATIONALE: This is a proposal for a new teaching PK-12 teaching licensure field. According to the Kansas State Department of Education, there is a definite need for physical education/health teachers and the College of Education is looking to fulfill this need with this program. An additional reason for the program is the interest of students who want to pursue a degree in this field.

EFFECTIVE DATE: Fall 2016

Non-Expedited
Undergraduate New Teaching Field
Curriculum and Instruction

FROM:

TO:

<p>This is a new teaching field for B.S. in Secondary Education.</p>	<p>B.S. in Secondary Education - New Teaching Field</p> <p><u>Physical Education/Health (EDPEH) Teacher Licensure Program (53 credit hours)</u></p> <p><u>BIOL 198 Principles of Biology Credits: (4)</u></p> <p><u>EDEL 520 Physical Education/Health Methods for PK-6 Schools Credits: (3)</u></p> <p><u>EDEL 521 Physical Education/Health Practicum for PK-6 Schools Credits: (1)</u></p> <p><u>EDSEC 360 Introduction to Physical Education/Health Credits (3)</u></p> <p><u>EDSEC 380 Adaptive Physical Education Credits: (2)</u></p> <p><u>FSHS 302 Intro to Human Sexuality Credits: (3)</u></p> <p><u>HN 110 Intro Public Health Credits: (3)</u></p> <p><u>HN 132 Basic Nutrition Credits: (3)</u></p> <p><u>HN 320 Care & Prevention of Athletic Injuries Credits: (3)</u></p> <p><u>HN 352 Personal Wellness Credits: (3)</u></p> <p><u>KIN 220 Biobehavioral Bases of Physical Activity Credits: (4)</u></p> <p><u>KIN 320 Motor Learning and Development Credits: (3)</u></p> <p><u>KIN 330 Biomechanics Credits: (3)</u></p> <p><u>KIN 335 Physiology of Exercise Credits: (4)</u></p> <p><u>KIN 360 Anatomy and Physiology Credits: (8)</u></p> <p><u>PSYCH 110 General Psychology Credits: (3)</u></p> <p><u>Total: 53 credits</u></p>
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IMPACT: In collaboration with the College of Human Ecology, Dean Buckwalter, the unit heads in the Departments of Kinesiology, Craig Harms, Human Nutrition chair, Mark Haub, and the School of Family Studies, chair, Dottie Durband have agreed that the Physical Education/Health degree program, in the College of Education, will use selected courses from each unit and are in agreement with this venture.

RATIONALE: This is a proposal for a new teaching PK-12 teaching licensure field. According to the Kansas State Department of Education, there is a definite need for physical education/health teachers and the College of Education is looking to fulfill this need with this program. An additional reason for the program is the interest of students who want to pursue a degree in this field.

EFFECTIVE DATE: Fall 2016

Graduate course and curriculum changes (5-5 and 9-1-15)

College of Education

EDCI 702. Curriculum, Instruction, and Assessment. (3) S. Develops core concepts and skills necessary for effective teaching in elementary and secondary schools. The course examines curriculum, pedagogy, and assessment techniques.

IMPACT: None.

RATIONALE: This course has been successfully delivered the last two summers as a topics (786) course, and it is a required course in the Graduate Certificate in Teaching and Learning offered by the Department of Curriculum and Instruction. As it is never a long-term solution to use topics numbers to cover essential, required material in a degree or certificate program, the department is ready to move this offering to a permanent course number.

EFFECTIVE DATE: Summer 2015

EDCI 710. Social Foundations of K-12 Education. (3) I, II. Examines the historical, political, philosophical, economic, legal, and sociological intersections of public education in the United States of America; emphasizes freedom, democracy, truth, power, and choice as core concepts of social change and social justice.

IMPACT: None.

RATIONALE: This is a required course in the Master of Arts in Teaching degree proposed by the Department of Curriculum and Instruction. As it is never a long-term solution to use topics numbers to cover essential, required material in a degree or certificate program, the department is ready to move this offering to a permanent course number.

EFFECTIVE DATE: Spring 2016

EDCI 716. Teaching Diverse Learners. (3) S. Examines teaching in a culturally diverse society. Emphasizes historically underrepresented students, culturally and linguistically diverse learners, abilities, exceptionalities, gender, religion, socioeconomic status, sexual orientation and preference. Additionally, this course explores environments that are healthy, respectful, supportive, and challenging for all students.

IMPACT: None.

RATIONALE: This is a required course in the Master of Arts in Teaching degree proposed by the Department of Curriculum and Instruction. As it is never a long-term solution to use topics numbers to cover essential, required material in a degree or certificate program, the department is ready to move this offering to a permanent course number.

EFFECTIVE DATE: Spring 2016

EDCI 724. Fundamentals of Teaching Music. (1) I, II. Techniques, materials, and experiences for a variety of music classes will be examined through discovery. Furthermore, lesson plan development, writing, and implementation will be examined in detail.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning with a concentration in Music Education. Currently, students attend the undergraduate version of the content-specific course while enrolling in a special section of EDCI 786 for two credits and a special section of EDCI 991 for one credit. This one-credit course at the 700 level serves as part of the coursework for the TELRN methods requirement.

EFFECTIVE DATE: Spring 2016

EDCI 725. Music Methods for Elementary Schools. (1) II. The study of the musical characteristics of children and development of appropriate curriculum, instructional materials and techniques, and related technology for teaching musical understanding, literacy, multi-cultural connections, and creative improvisation in grades K-6 instrumental, vocal, and general music.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning with a concentration in Music Education. Currently, students attend the undergraduate version of the content-specific course while enrolling in a special section of EDCI 786 for two credits and a special section of EDCI 991 for one credit. This one-credit course at the 700 level serves as part of the coursework for the TELRN methods requirement.

EFFECTIVE DATE: Spring 2016

EDCI 726. Music Program in Middle and Secondary Schools. (1) I. Organization and administration of the comprehensive music program in middle and secondary high schools; including the study of vocal and instrumental ensemble development, as well as techniques, materials and appropriate instructional technologies.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning with a concentration in Music Education. Currently, students attend the undergraduate version of the content-specific course while enrolling in a special section of EDCI 786 for two credits and a special section of EDCI 991 for one credit. This one-credit course at the 700 level serves as part of the coursework for the TELRN methods requirement.

EFFECTIVE DATE: Spring 2016

EDCI 727. Advanced Methods in Music Education. (1) I, II. Advanced instructional methods and technologies related to the teaching of music in grades preK-12 implemented through field experiences

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning with a concentration in Music Education. Currently, students attend the undergraduate version of the content-specific course while enrolling in a special section of EDCI 786 for two credits and a special section of EDCI 991 for one credit. This one-credit course at the 700 level serves as part of the coursework for the TELRN methods requirement.

EFFECTIVE DATE: Spring 2016

EDCI 791. Teaching Science and Mathematics in the Elementary School. (4) I. Develops knowledge, skills, and dispositions to effectively teach elementary science and mathematics. Introduces content, methods, and materials. Explores curriculum integration. Pre-Requisite: Admission to MAT Program and Co-Requisite: EDCI 800.

IMPACT: None.

RATIONALE: This is a required course in the Master of Arts in Teaching degree proposed by the Department of Curriculum and Instruction. As it is never a long-term solution to use topics numbers to cover essential, required material in a degree or certificate program, the department is ready to move this offering to a permanent course number.

EFFECTIVE DATE: Fall 2016

EDCI 792. Teaching Social Studies, Reading, and Literacy in the Elementary School. (4) I. Develops knowledge, skills, and dispositions to effectively teach elementary social studies, reading, and language arts. Introduces content, methods, and materials. Explores curriculum integration. Pre-Requisite: Admission to MAT Program and Co-Requisite: EDCI 800.

IMPACT: None.

RATIONALE: This is a required course in the Master of Arts in Teaching proposed by the Department of Curriculum and Instruction. As it is never a long-term solution to use topics numbers to cover essential, required material in a degree or certificate program, the department is ready to move this offering to a permanent course number.

EFFECTIVE DATE: Spring 2016

EDCI 793. Teaching Health, Movement, and Fine Arts in Elementary Schools. (4) II. Develops knowledge, skills, and dispositions to effectively teach health, movement, and fine arts. Introduces content, methods, and materials. Explores curriculum integration. Pre-Requisite: Admission to MAT Program.

IMPACT: None.

RATIONALE: This is a required course in the Master of Arts in Teaching by the Department of Curriculum and Instruction. As it is never a long-term solution to use topics numbers to cover essential, required material in a degree or certificate program, the department is ready to move this offering to a permanent course number.

EFFECTIVE DATE: Spring 2016

EDCI 796. Brain-Based Literacy Instruction. (3) On Sufficient Demand. This course provides advanced study of theory and research regarding literacy acquisition related to brain development and function. The intended audience includes K-12 regular classroom teachers, reading teachers, resource room teachers, teacher aides, and other professionals concerned with meeting the literacy needs of children and young adults. The following topics are covered in the course: Cognitive functions, memory systems, sensitive/ critical periods for brain development related to literacy, implications for classroom environment and stress upon student performance, executive functions and research-based instructional strategies found to increase student performance.

IMPACT: No foreseen impact.

RATIONALE: This course has been offered as a Topics course for several semesters. This proposal is to assign it a permanent number.

EFFECTIVE DATE: Spring 2016

EDCI 800. Teaching Practicum. (1-6) I. Participate in supervised field experience in K-12 schools. Apply principles of curriculum, instruction, and assessment to plan, teach, and reflect. Pre-Requisite: Admission to MAT Program and Co-Requisites: EDCI 791, EDCI 792.

IMPACT: None.

RATIONALE: This is a required course in the Master of Arts in Teaching degree proposed by the Department of Curriculum and Instruction. As it is never a long-term solution to use topics numbers to cover essential, required material in a degree or certificate program, the department is ready to move this offering to a permanent course number.

EFFECTIVE DATE: Spring 2016

EDCI 801. Internship in K-12 Schools. (4) I, II. Supervised experience teaching in discipline-specific K-12 school classrooms.

IMPACT: No foreseeable.

RATIONALE: This course provides a fixed graduate number for the internship (student teaching) experience for students in the graduate certificate in teaching and learning. Previously students were enrolled in EDCI 991, an internship course that in actuality is intended for doctoral students in the Ed.D. program. This proposal establishes a master's level number for the internship.

EFFECTIVE DATE: Spring 2016

HUMAN ECOLOGY

School of Family Studies and Human Services

Early Childhood Education

Course Add:
ECED 700: Problems in Early Childhood Education; Credits Variable: <u>(1-6)</u>
Independent study of relevant aspects of early childhood development and education.
When Offered: As needed and upon sufficient demand
K-State 8: None
Pre-Requisites: Consent of Instructor

Rationale: Given the rapidly changing field of early childhood development and education, the need for a special problems course in Early Childhood Education was identified by the faculty. Problems courses are supervised independent studies. Individual student and instructor plan an independent experience geared to the student's interests. Each of these courses has a special title which appears on the transcript. For e.g., ECED 700 PRB/Early childhood special ed.

Note: The variable credits were changed from 1-18 credit to 1-6. This will reduce confusion by students and ensure they do not take more courses than allowed on the program of study.

IMPACT: NONE.

Effective: Spring 2016

Course Add:
ECED 704: Seminar in Early Childhood Education ; Credits Variable: <u>(1-6)</u> Interpretation and evaluation of information on varied topics relating to early childhood education and development. When Offered: As needed and upon sufficient demand K-State 8: None Pre-Requisites: Consent of Instructor

Rationale: Given the rapidly changing field of early childhood development and education, the need for a special seminar course in Early Childhood Education was identified by the faculty. Seminar courses require in-depth study, reading and discussion in the major area. These courses meet weekly (just like regular semester courses) and over time generally develop into courses with their own number. Groups of students are enrolled in completing the weekly seminar. Each of these courses has a special title which appears on the transcript. For e.g., ECED 704 SEM/Challenging beh in EC.

Note: The variable credits were changed from 1-18 credit to 1-6. This will reduce confusion by students and ensure they do not take more courses than allowed on the program of study.

IMPACT: NONE.

Effective: Spring 2016

Course Add:
ECED 708: Topics in Early Childhood Education ;Credits Variable: (1-3) Review of recent research and theory related to early childhood education and development. When Offered: As needed and upon sufficient demand K-State 8: None Pre-Requisites: Consent of Instructor

Rationale: Given the rapidly changing field of early childhood development and education, the need for a special seminar course in Early Childhood Education was identified by the faculty. Topics courses address new or emerging trends. These are courses that may not develop into their

own course number but address issues that are timely and relevant to the professional development of students. These are courses that do not meet weekly, perhaps only meeting face to face once a month. They include significant readings and attention to publication of position papers and other documents from professional associations in child development and early education. Each of these courses has a special title which appears on the transcript. For e.g., ECED 708 TOP/ Adaptive tech for ecse.

IMPACT: NONE.

Effective: Spring 2016

College of Technology and Aviation

ADD: **COT 680. Unmanned Aircraft Systems and Risk Analysis.** (3) Fall. An introductory course in Unmanned Aircraft Systems (UAS) history, elements, US Aviation regulations, operations, use of geospatial data; automation, safety issues; detect and avoid systems; sensors and payloads, human factors, and future. Special attention to UAS Cyber Security Risks, Threats, Impact, Vulnerabilities, and Countermeasures will be identified. The Ryan-Nichols Risk Assessment equations will be used for qualitative risk analysis of Threats so identified.

RATIONALE: This course is designed to provide understating of unmanned aircraft systems, regulatory issues and Cyber Security environment. Additionally, this class will focus on students using Risk Assessment techniques to address UAS Cyber Threats and deployment of Countermeasures.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Spring 2016

ADD: **COT 684. Advanced Topics in Cyber Data Fusion.** (3) Spring. This course is scenario-based applying cyber surveillance techniques and analysis of collected data, to realistic, terrain-oriented problems. Topics include the digital soldier and sailor, 360-degree battlefield awareness and the use of unmanned, semiautonomous technologies. Risk Assessment and Cyber Security countermeasures are the “glue” to successful implementation of data fusion techniques. The Ryan-Nichols Risk Assessment equations and other methods will be used for qualitative risk analysis of identified Cyber Threats.

RATIONALE: This course defines the fusion of Robotics, Cybersecurity and limits of Cyberwar. Students will develop critical thinking, knowledge, and skills to apply to UAS Surveillance techniques to realistic, terrain-oriented problems.

IMPACT: No impact on other departments

EFFECTIVE DATE: Spring 2016

College of Architecture, Planning and Design

LAR 734 – Rivers: Processes & Forms

This course addresses key aspects of hydrology such as precipitation and movement of water from uplands to channels. This movement, generally referred to as “runoff processes,” is responsible for shaping the watershed. It then focuses upon fluvial geomorphology, the science of riverscapes, to examine processes and resultant landforms. This course teaches field observation skills and field survey procedures that allow the classification of natural rivers and streams. Finally, it previews methods of prediction and monitoring of river channel stability parameters.

Credit: (Variable, 2-3)

When Offered: Fall

Effective: Spring 2016

Impact on Other Units: None

Rationale: The course has been offered previously as a problems course (LAR 741, topic: Fluvial Systems) and will continue to be offered regularly

Non-Expedited Course Change

College of Architecture, planning and Design

From: **CDPLN 699 - Special Studies in Community Development**
Independent study on special topics of interest in community development.
Credit: (1-3)

To: **CDPLN 701 - Special Studies in Community Development**
Independent study on special topics of interest in community development.
Credit: (1-3)

Effective: Spring 2016

Impact on Other Units: None

Rationale: Several Community Development electives are offered as problems courses.

Changing the course number from 699 to 701 will allow students to meet the Graduate School's 700-level credit hour requirement more easily.

Non-Expedited Curriculum Changes

Electrical and Computer Engineering

Electrical and Computer Engineering (M.S. and Ph.D.) Program

Effective: Spring 2016

Rationale:

The current graduate degrees within the ECE department are listed as MS and PhD in Electrical Engineering. This fails to capture the scope of a student's coursework and research, which may be focused on a combination of electrical and computer engineering areas, or could be focused mainly on the computer engineering area. The makeup of the ECE department is about 50/50 for the students and close to that for the faculty between the electrical and the computer areas. One additional problem is that the online graduate application system (College Net) only shows the Electrical Engineering area, so prospective graduate students seeking Computer Engineering areas may have been misled by not seeing computer engineering in the program title.

Therefore we are changing the name of the graduate degrees from "Master of science in Electrical Engineering" to "Master of science in Electrical and Computer Engineering", and from "Doctor of philosophy in Electrical Engineering" to "Doctor of philosophy in Electrical and Computer Engineering".

Summary of changes:

Change the name of the graduate degrees in the ECE department from "Master of science in Electrical Engineering" to "Master of science in Electrical and Computer Engineering", and from "Doctor of philosophy in Electrical Engineering" to "Doctor of philosophy in Electrical and Computer Engineering".

Impact (i.e. if this impacts another unit): No significant impacts outside the department are anticipated for any of these changes.