

**Supplemental Information
Course and Curriculum items
FS Academic Affairs Committee Review
May 19, 2015 Meeting**

College of Education (4-28-15)

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Graduate Course and Curriculum changes (5-5-15)

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College of Education (4-28-15)

Non-Expedited **Undergraduate New Courses** **Curriculum and Instruction**

#1 EDEL 270. Arts for Elementary Schools. (3) I, II. Methods, materials, and educational philosophy of the fine arts for elementary school teaching. Students will explore art and design media, techniques, and concepts including drama, movement, music, and visual arts. Emphasis will be placed on designing, implementing, and evaluating arts experiences.

K-STATE 8:



Aesthetic Interpretation

Rationale for K-State 8 tag: The course will examine the fine arts and its implementation in the elementary curriculum.

IMPACT: This series of changes was initiated through contact between the previous art department head and the College of Education Dean. Art suggested that the Curriculum and Instruction Department take on responsibility for the course and Curriculum and Instruction has been doing so through current school year.

RATIONALE: This is an update of the current art course being offered with an updated title to better describe current curriculum. This course was taught as ART 425 in the art department, by mutual agreement the course is being moved to Curriculum and Instruction. The course is being provided a permanent course number and an updated description.

EFFECTIVE DATE: Fall 2015

#2 EDEL 450. Art Methods for Elementary Schools. (3) II. Principles of teaching applied to art instruction in elementary schools including: motivation, child-development and mark making, organization of subject matter, lesson/unit planning, assessment and reporting, organization and management of the classroom, and methodology and materials of elementary school art. Pre-Requisite: Admission to Teacher Education, EDART Teaching Field; Co-Requisite: EDEL 451.

K-STATE 8:



Aesthetic Interpretation

Rationale for K-State 8 tag: The course will examine the visual arts and its implementation in the elementary art curriculum.

IMPACT: This series of changes was initiated through contact between the previous art department head and the College of Education Dean. Art suggested that the Curriculum and Instruction Department take on responsibility for the course and Curriculum and Instruction has been doing so through current school year.

RATIONALE: This new course provides preservice art education students with elementary specific methods and techniques. The program currently does not have art methods for elementary grades. The course provides this preparation. It will help strengthen candidates for PK-12 Art Licensure.

EFFECTIVE DATE: Fall 2015

#3 EDEL 451. Art Practicum for Elementary Schools. (1) II. Field-based experience to help the pre-professional teacher practice the incorporation of art methods, strategies, and techniques in teaching and assessment in the elementary school.

Pre-Requisite: Admission to Teacher Education, EDART Teaching Field; Co-Requisite: EDEL 450.

IMPACT: This series of changes was initiated through contact between the previous art department head and the College of Education Dean. Art suggested that the Curriculum and Instruction Department take on responsibility for the course and Curriculum and Instruction has been doing so through current school year.

RATIONALE: This new course provides preservice art education students with elementary specific experience using art methods and techniques. The program currently does not have art practicum for elementary grades. The course provides this experience. It will help strengthen candidates for PK-12 Art Licensure.

EFFECTIVE DATE: Fall 2015

Non-Expedited **Undergraduate Curriculum Change** **Curriculum and Instruction**

FROM:

TO:

<p>Art (EDART) Teacher Licensure Program</p> <p>Licensure requirements (47 credit hours)</p> <ul style="list-style-type: none"> • ART 180 - 2- Dimensional Design Credits: (3) • ART 190 - Drawing I Credits: (3) • ART 195 - Survey of Art History I Credits: (3) • ART 196 - Survey of Art History II Credits: (3) • ART 200 - 3- Dimensional Design Credits: (3) • ART 210 - Drawing II Credits: (3) • ART 320 - Water Media I Credits: (3) • ART 340 - Sculpture I Credits: (3) • ART 335 - Printmaking I Credits: (3) • ART 345 - Introduction to Oil Painting Credits: (3) • ART 365 - Ceramics I Credits: (3) • ART 370 - Metalsmithing I Credits: (3) • ART 395 - Photography in Art I Credits: (3) • ART 425 - Art for Elementary Schools Credits: (3) • ART 545 - Twentieth Century Art History I Credits: (3) • ART 690 - Techniques in Teaching Art Credits: (1-18) <p>A grade of C or higher in all art content classes. Participate in a portfolio review by three art faculty after ART 200 and ART 210. Student teaching in both elementary and secondary schools.</p>	<p>Art (EDART) Teacher Licensure Program</p> <p>Licensure requirements (48 credit hours)</p> <ul style="list-style-type: none"> • ART 180 - 2- Dimensional Design Credits: (3) • ART 190 - Drawing I Credits: (3) • ART 195 - Survey of Art History I Credits: (3) • ART 196 - Survey of Art History II Credits: (3) • ART 200 - 3- Dimensional Design Credits: (3) • ART 210 - Drawing II Credits: (3) • ART 320 - Water Media I Credits: (3) • ART 340 - Sculpture I Credits: (3) • ART 335 - Printmaking I Credits: (3) • ART 345 - Introduction to Oil Painting Credits: (3) • ART 365 - Ceramics I Credits: (3) • ART 370 - Metalsmithing I Credits: (3) • ART 395 - Photography in Art I Credits: (3) • EDEL 450 - Art Methods for Elementary Schools (3) • EDEL 451- Art Practicum for Elementary Schools (1) • ART 545 - Twentieth Century Art History I Credits (3) • ART 690 - Techniques in Teaching Art Credits: (1-18) <p><u>Minimum of 2 Credits Required of ART 690</u></p> <p>A grade of C or higher in all art content classes. Participate in a portfolio review by art education faculty after ART 200 and ART 210. Student teaching in both elementary and secondary schools.</p>
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IMPACT: This series of changes was initiated through contact between the previous art department head and the College of Education Dean. Art suggested that the Curriculum and Instruction Department take on responsibility for the course and Curriculum and Instruction has been doing so through current school year.

RATIONALE: The addition of two courses will better prepare art teaching majors for the full range of their licensure experiences. The two courses in particular will prepare candidates for a PK-6 setting which as they will be licensed PK-12. These courses will replace ART 425 which will not be offered anymore by the art department.

EFFECTIVE DATE: Fall 2015

Non-Expedited
Undergraduate Curriculum Change
Curriculum and Instruction

BS in Elementary Education

FROM:

TO:

<p>Minimum of 125-126 credit hours required Licensure K–6 Bachelor’s degree requirements General Education Requirements (53 credit hours minimum)</p> <p>Communications (8–9 credit hours)</p> <ul style="list-style-type: none"> • ENGL 100 - Expository Writing I Credits: (3) • ENGL 200 - Expository Writing II Credits: (3) <p>Choose one from the following:</p> <ul style="list-style-type: none"> • COMM 105 - Public Speaking IA Credits: (2) • or • COMM 106 - Public Speaking I Credits: (3) • or • COMM 109 - Public Speaking 1A, Honors Credits: (3) <p>Humanities (12 credit hours)</p> <ul style="list-style-type: none"> • Literature Credits: (3) • ENGL 355 - Literature for Children Credits: (3) • ART 425 - Art for Elementary Schools Credits: (3) • MUSIC 405 - Music for Elementary Teachers Credits: (3) <p>Social Science (12 credit hours)</p> <ul style="list-style-type: none"> • HIST 251 - History of the United States to 1877 Credits: (3) • or • HIST 252 - History of the United States Since 1877 Credits: (3) • GEOG 100 - World Regional Geography Credits: (3) • or • GEOG 200 - Human Geography Credits: (3) 	<p>Minimum of 125-126 credit hours required Licensure K–6 Bachelor’s degree requirements General Education Requirements (53 credit hours minimum)</p> <p>Communications (8–9 credit hours)</p> <ul style="list-style-type: none"> • ENGL 100 - Expository Writing I Credits: (3) • ENGL 200 - Expository Writing II Credits: (3) <p>Choose one from the following:</p> <ul style="list-style-type: none"> • COMM 105 - Public Speaking IA Credits: (2) • or • COMM 106 - Public Speaking I Credits: (3) • or • COMM 109 - Public Speaking 1A, Honors Credits: (3) <p>Humanities (12 credit hours)</p> <ul style="list-style-type: none"> • Literature Credits: (3) • ENGL 355 - Literature for Children Credits: (3) • EDEL 270 Arts for Elementary Schools (3) • MUSIC 405 - Music for Elementary Teachers Credits: (3) <p>Social Science (12 credit hours)</p> <ul style="list-style-type: none"> • HIST 251 - History of the United States to 1877 Credits: (3) • or • HIST 252 - History of the United States Since 1877 Credits: (3) • GEOG 100 - World Regional Geography Credits: (3) • or • GEOG 200 - Human Geography Credits: (3)
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<ul style="list-style-type: none"> • POLSC 110 - Introduction to Political Science Credits: (3) • or • POLSC 115 - U.S. Politics Credits: (3) • Economics course Credits: (3) <p>Natural Science (12 credit hours)</p> <p>Each area requires a lab.</p> <ul style="list-style-type: none"> • Biological Science Credits: (4) • Physical Science Credits: (4) • Earth Science Credits: (4) <p>Quantitative Sciences (9 credit hours)</p> <ul style="list-style-type: none"> • MATH 100 - College Algebra Credits: (3) • Grade C or better required. • MATH 320 - Mathematics for Elementary School Teachers I Credits: (3) <p>Choose from the following: Grade C or better for either course</p> <ul style="list-style-type: none"> • MATH 160 - Introduction to Contemporary Mathematics Credits: (3) • or • STAT 325 - Introduction to Statistics Credits: (3) <p>TEACHER EDUCATION COURSES</p> <p>A grade of C or higher is required in all Teacher Education courses and practica. A 3.0 or higher GPA in Teacher Education courses and practica is needed before the Professional Semester.</p> <p>Pre-Professional Component (10 credit hours)</p> <ul style="list-style-type: none"> • DED 075 - Orientation to Teacher Education at KSU Credits: (0) • EDEL 200 - Teaching as a Career Credits: (1) • EDEL 230 - Early Field Experience Credits: (1) • EDEL 250 - Health and Movement Education in Elementary Classrooms Credits: (2) • EDEL 310 - Foundations of Education Credits: (3) • FSHS 110 - Introduction to Human Development Credits: (3) <p>Professional Component - Admission to Teacher Education is required (47 credit hours)</p> <p>Students receiving a grade of less than a C in a Block A course will not be permitted to proceed to Block B until a grade of C or higher is recorded (i.e., must retake the Block A course first). Students receiving a grade of less than C in a Block B course or practicum will not be permitted to proceed to Block C until a grade of C or higher is recorded.</p>	<ul style="list-style-type: none"> • POLSC 110 - Introduction to Political Science Credits: (3) • or • POLSC 115 - U.S. Politics Credits: (3) • Economics course Credits: (3) <p>Natural Science (12 credit hours)</p> <p>Each area requires a lab.</p> <ul style="list-style-type: none"> • Biological Science Credits: (4) • Physical Science Credits: (4) • Earth Science Credits: (4) <p>Quantitative Sciences (9 credit hours)</p> <ul style="list-style-type: none"> • MATH 100 - College Algebra Credits: (3) • Grade C or better required. • MATH 320 - Mathematics for Elementary School Teachers I Credits: (3) <p>Choose from the following: Grade C or better for either course</p> <ul style="list-style-type: none"> • MATH 160 - Introduction to Contemporary Mathematics Credits: (3) • or • STAT 325 - Introduction to Statistics Credits: (3) <p>TEACHER EDUCATION COURSES</p> <p>A grade of C or higher is required in all Teacher Education courses and practica. A 3.0 or higher GPA in Teacher Education courses and practica is needed before the Professional Semester.</p> <p>Pre-Professional Component (10 credit hours)</p> <ul style="list-style-type: none"> • DED 075 - Orientation to Teacher Education at KSU Credits: (0) • EDEL 200 - Teaching as a Career Credits: (1) • EDEL 230 - Early Field Experience Credits: (1) • EDEL 250 - Health and Movement Education in Elementary Classrooms Credits: (2) • EDEL 310 - Foundations of Education Credits: (3) • FSHS 110 - Introduction to Human Development Credits: (3) <p>Professional Component - Admission to Teacher Education is required (47 credit hours)</p> <p>Students receiving a grade of less than a C in a Block A course will not be permitted to proceed to Block B until a grade of C or higher is recorded (i.e., must retake the Block A course first). Students receiving a grade of less than C in a Block B course or practicum will not be permitted to proceed to Block C until a grade of C or higher is recorded.</p>
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<p>Students receiving a grade of less than C in a Block C course will not be permitted to proceed to the professional semester until a grade of C or higher is recorded.</p> <p>Block A (10 credit hours)</p> <p>Must be taken concurrently and prior to Block B.</p> <ul style="list-style-type: none"> • DED 318 - Educational Technology for Teaching and Learning Credits: (1) • EDCEP 315 - Educational Psychology Credits: (3) • EDEL 320 - Core Teaching Skills and Lab Credits: (3) • EDSP 324 - Exceptional Child in the Regular Classroom Credits: (3) <p>Block B (11 credit hours)</p> <p>Must be taken concurrently and prior to Block C.</p> <ul style="list-style-type: none"> • EDEL 410 - Block B Practicum: K-6 Credits: (1) • EDEL 411 - Teaching Literacy: K-2 Credits: (3) • EDEL 412 - Teaching Science: K-6 Credits: (3) • EDEL 413 - Classroom Assessment: K-6 Credits: (1) • EDEL 414 - Teaching Culturally and Linguistically Diverse Learners Credits: (3) <p>Block C (11 credit hours)</p> <p>Must be taken concurrently and prior to the Professional Semester.</p> <ul style="list-style-type: none"> • EDEL 460 - Block C Practicum: K-6 Credits: (1) • EDEL 461 - Teaching Literacy: Grades 3-6 Credits: (3) • EDEL 462 - Teaching Social Studies: K-6 Credits: (3) • EDEL 463 - Teaching Mathematics: K-6 Credits: (3) • EDEL 464 - Classroom Management and Discipline: K-6 Credits: (1) <p>Professional Semester (15 credit hours)</p> <p>A 3.0 or higher GPA in Teacher Education courses and practica is needed before the Professional Semester.</p> <ul style="list-style-type: none"> • EDEL 585 - Teaching Internship in Elementary Schools Credits: (Variable 1-15) <p>Area of Concentration</p> <p>Requirement: 15 credit hours in one area in addition to general education requirements. One of the following areas must be selected:</p> <ul style="list-style-type: none"> • English • English as a Second Language • Mathematics • Modern Language • Science 	<p>Students receiving a grade of less than C in a Block C course will not be permitted to proceed to the professional semester until a grade of C or higher is recorded.</p> <p>Block A (10 credit hours)</p> <p>Must be taken concurrently and prior to Block B.</p> <ul style="list-style-type: none"> • DED 318 - Educational Technology for Teaching and Learning Credits: (1) • EDCEP 315 - Educational Psychology Credits: (3) • EDEL 320 - Core Teaching Skills and Lab Credits: (3) • EDSP 324 - Exceptional Child in the Regular Classroom Credits: (3) <p>Block B (11 credit hours)</p> <p>Must be taken concurrently and prior to Block C.</p> <ul style="list-style-type: none"> • EDEL 410 - Block B Practicum: K-6 Credits: (1) • EDEL 411 - Teaching Literacy: K-2 Credits: (3) • EDEL 412 - Teaching Science: K-6 Credits: (3) • EDEL 413 - Classroom Assessment: K-6 Credits: (1) • EDEL 414 - Teaching Culturally and Linguistically Diverse Learners Credits: (3) <p>Block C (11 credit hours)</p> <p>Must be taken concurrently and prior to the Professional Semester.</p> <ul style="list-style-type: none"> • EDEL 460 - Block C Practicum: K-6 Credits: (1) • EDEL 461 - Teaching Literacy: Grades 3-6 Credits: (3) • EDEL 462 - Teaching Social Studies: K-6 Credits: (3) • EDEL 463 - Teaching Mathematics: K-6 Credits: (3) • EDEL 464 - Classroom Management and Discipline: K-6 Credits: (1) <p>Professional Semester (15 credit hours)</p> <p>A 3.0 or higher GPA in Teacher Education courses and practica is needed before the Professional Semester.</p> <ul style="list-style-type: none"> • EDEL 585 - Teaching Internship in Elementary Schools Credits: (Variable 1-15) <p>Area of Concentration</p> <p>Requirement: 15 credit hours in one area in addition to general education requirements. One of the following areas must be selected:</p> <ul style="list-style-type: none"> • English • English as a Second Language • Mathematics • Modern Language • Science
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<ul style="list-style-type: none"> • Social Science • Special Education <p>Total credit hours required for graduation (125-126)</p>	<ul style="list-style-type: none"> • Social Science • Special Education <p>Total credit hours required for graduation (125-126)</p>
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IMPACT: This series of changes was initiated through contact between the previous art department head and the College of Education Dean. Art suggested that the Curriculum and Instruction Department take on responsibility for the course and Curriculum and Instruction has been doing so through current school year.

RATIONALE: The change to the elementary program will strengthen the instruction of fine arts and instituting a permanent numbered course. Previously ART 425 was taught as our Art Methods Course. The Art Department has transferred this course to the Department of Curriculum and Instruction. This programmatic change replaces the ART425 requirement with the new course ART 270. That course change is the only change in the program.

EFFECTIVE DATE: Fall 2015

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

Non-Expedited Course Change

Personal Financial Planning

Course Change	
FSHS 762 Investing for the Family's Future Short Title: Inv for Family's Future Credits: (3) An in-depth study of investment options for clients, this course will include common stocks, fixed income securities, convertible securities, and related choices. Relationships between investment options and employee/employer benefit plan choice will be studied. Current and emerging issues, and ethics will be an integral part of the course. When Offered: Fall, Summer K-State 8: None Pre-Requisites: FSHS 405 or FINAN 450 with a grade of "B" or better and KSU cumulative GPA of 2.5 or higher Component: REC/25	PFP 762 Investing for the Family's Future I Short Title: Inv for Family's Future I Credits: (3) An in-depth study of investment options for clients, this course will include common stocks, fixed income securities, convertible securities, and related choices. Relationships between investment options and employee/employer benefit plan choice will be studied. Current and emerging issues, and ethics will be an integral part of the course. When Offered: Fall K-State 8: None Pre-Requisites: FSHS 405 or FINAN 450 with a grade of "B" or better and KSU cumulative GPA of 2.5 or higher Component: <u>LEC/40</u>

Rationale: As a part of our accreditation with the CFP® Board, our courses must cover a number of core standards that are critical to professional competence. For the materials related to investments, the number of relevant competencies is difficult to cover in a single semester, and a number of comparable programs around the country break the investments curriculum into two separate courses as we are proposing to do here. FSHS 762 would remain as Investments I, with the newly developed FSHS 782 serving as a second course in investments. This would allow us to ensure that all of the necessary material is completely covered in enough detail.

IMPACT: NONE.

Effective: Fall 2015

Non-Expedited New Courses

EDCI 788. Teaching the Constitutional Principles of America's Founders. (3) I. Develops constitutional principles; explores perspectives of constitutional interpretation, change, and preservation; raises questions about the immediate and enduring significance of America's founding principles and documents; and introduces sound pedagogical practices to teach about them.

RATIONALE: This is a required course in the online civics and government series 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.

IMPACT: None.

EFFECTIVE DATE: Summer 2015

EDCI 789. Methods and Materials in Civic Education. (3) II. Focuses on the pedagogical aspects of civic education and engagement such as research-based approaches to concept attainment, skill development, discussion, and deliberation as well as analysis of curriculum materials and programs that apply these pedagogies.

RATIONALE: This is a required course in the online civics and government series 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.

IMPACT: None.

EFFECTIVE DATE: Summer 2015

EDCI 790. Engaged Citizens: Public Policy Issues and Processes. (3) S. Examines the teaching of the workings of constitutional government through the lens of the public policymaking processes and the roles of individual voters, organized publics, the media, and state and local governments in that process.

RATIONALE: This course is a required course in the online civics and government series 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.

IMPACT: None.

EFFECTIVE DATE: Fall 2015

English

ENGL 745 – Cultural Studies. (3) I. A topics course in Cultural Studies that applies a theoretical approach or approaches. K-State 8: Aesthetic Interpretation

K-State 8 RATIONALE: The course introduces students to theories of aesthetics and meaning, helping students to analyze, interpret, and respond not only to literary texts but to other cultural forms.

RATIONALE: To add an open topics offering to the cultural studies courses at the advanced undergraduate and graduate level.

IMPACT: None

EFFECTIVE DATE: Fall 2015

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.

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: Fall 2015

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.

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: Fall 2015

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.

IMPACT: NONE.

Effective: Fall 2015

Course Add:
ECED 894: Readings in Early Childhood Education; Credits Variable: (<u>1-6</u>) Implications of research findings in preparation for professional work and research in early childhood education. When Offered: Fall, Spring, Summer K-State 8: None Pre-Requisites: Twelve hours in social-behavioral science; and consent of instructor.

Rationale: Given the rapidly changing early childhood education and development, the need for a Readings course in Early Childhood Education was identified by the faculty.

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: Fall 2015

Course Add:
ECED 899: MS Research in Early Childhood Education; Credits Variable: <u>(1-6)</u> (Credit/No Credit) <u>Maximum of 8 hours can be taken.</u> Individual research problems which may form the basis for the master's thesis or report. When Offered: Fall, Spring, Summer K-State 8: None Pre-Requisites: Consent of major professor.

Rationale: The need for an MS research course in Early Childhood Education was identified by the faculty.

Note: The variable credits were changed from 1-18 credit to 1-6 with a maximum of 8 hours to be taken. This will reduce confusion by students and ensure they do not take more courses than allowed on the program of study.

IMPACT: NONE.

Effective: Fall 2015

Life Span and Human Development

Course Add
LSHD 700: Problems in Life Span Human Development; Credits <u>Variable: (1-6)</u> Relevant topics in life span human development will be explored in a small group setting. When Offered: As needed and upon sufficient demand. K-State 8: None Pre-Requisites: None

Rationale: Given the rapidly changing field of life span human development, the need for a special problems course in Life Span Human Development was identified by the faculty.

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: Fall 2015

Course Add
LSHD 894: Readings in Life Span Human Development; Credits <u>Variable: (1-6)</u>

Implications of research findings in preparation for professional work and research in life span human development.

When Offered: Fall, Spring, Summer

K-State 8:

Pre-Requisites: Twelve hours in social-behavioral science; and consent of instructor

Rationale: Given the rapidly changing field of life span human development, the need for a Readings course in Life Span Human Development was identified by the faculty.

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: Fall 2015

Course Add

LSHD 899: MS Research in Life Span Human Development; Credits Variable: (1-6) Maximum of 8 hours can be taken.

Individual research problems which may form the basis for the master's thesis or report.

When Offered: Fall, Spring, Summer

K-State 8:

Pre-Requisites: Consent of major professor

Rationale: The need for an MS research course in Life Span Human Development was identified by the faculty.

Note: The variable credits were changed from 1-18 credit to 1-6 with a maximum of 8 hours to be taken. This will reduce confusion by students and ensure they do not take more courses than allowed on the program of study.

IMPACT: NONE.

Effective: Fall 2015

Course Add

FPF 782: Investing for the Family's Future II **Short Title: Investments II** Credits: (3)

The focus of this course is to develop a better understanding of the available tools and procedures of investment planning for family and individual goal attainment. Lectures, readings, case studies, and problem sets are designed to help students in preparing for the Investment Planning section of the Certified Financial Planner™ examination.

When Offered: Spring

K-State 8: None

Pre-Requisites: FSHS 762

Rationale: As a part of our accreditation with the CFP® Board, our courses must cover a number of core standards that are critical to professional competence. For the materials related to investments, the number of relevant competencies is difficult to cover in a single semester, and a number of comparable programs around the country break the investments curriculum into two separate courses as we are proposing to do here. FSHS 762 would remain as investments I, with FSHS 782 serving as a second investments course. This would allow us to ensure that all of the necessary material is completely covered in enough detail.

IMPACT: NONE.

Effective: Spring 2016

ECON 695 – Undergraduate Research Methods in Economics. (3) I. Development of a research proposal and completion of a research project under the guidance of a faculty member. Instruction in research design, methods and data. The independent-work phase of the course will be structured with weekly targets for completing economic theory, data/case study description, methods description and analysis and interpretation. Pr.: ECON 110, 120 (or AGE 120 or 121) and 630. (Some prerequisites may be waived with instructor consent). K-State 8: Empirical and Quantitative Reasoning, Social Sciences.

K-State 8 RATIONALE: This course has a focus quantitative research methods.

RATIONALE: This represents a course which will represent the final course in a three course sequence (ECON 630, ECON 686, and ECON 695) where students will have the opportunity to pursue an independent research project with the support of an economics faculty member. Students will be encouraged to submit this project to the Dallas Federal Reserve Economics Scholars Program or to other undergraduate research avenue such as the International Atlantic Economic Society, *Best Undergraduate paper competition*, or The Mid-Continent Regional Science Association, *Student Paper Competition*, or *Crossing Borders: An interdisciplinary Journal of Undergraduate Research* at Kansas State University.

IMPACT: This course should not directly affect any other departments although it will be open to students from other majors who have completed ECON 630 and ECON 686 if there is available space in the class after economics majors have registered.

EFFECTIVE DATE: Fall 2015

ACCTG 831 Fraud and Forensics, Credits: (3)

This is a full semester course focused on the tools needed to conduct a fraud-sensitive audit or to conduct a fraud investigation. As a part of this course, the student will learn numerous techniques used by fraudsters to deceive their victims as they misappropriate resources. In addition, the student will learn how to investigate accusations or suspicions of fraud from the initial gathering of evidence to the ultimate resolution of the investigation which could include criminal and/or civil lawsuits. Such understandings are important to the practicing auditor. Given the recent scandals in financial reporting, the auditor needs to be alert to signals of fraud in order to discharge his or her responsibilities to the profession, client, and public.

Requisites Prerequisite: Must have graduate school status

When Offered: Summer

Rationale: Given the recent scandals in financial reporting, auditors need to be alert to signals of fraud in order to discharge their responsibilities to the profession, client, and public.

Impact On Other Units: None

Effective Date: Summer 2016

ACCTG 846 International and Multijurisdictional Taxation, Credits: (3) To explore the fundamental principles underpinning the US tax law with regard to multijurisdictional activity (international, interstate). At the conclusion of the course, students should be able to identify, analyze and evaluate the following:

1. The theoretical basis of the US approach to international taxation;
2. The US tax treatment of the foreign activity of US citizens, residents and domestic corporations;
3. The US tax treatment of foreigners engaged in business or investment activity in the US;

The key issues surrounding state and local taxation

Requisites: Prerequisite: ACCTG 342

When Offered: Spring, Summer

Rationale: This course will reflect the ever changing global environment of Taxation.

Impact On Other Units: None

Effective Date: Spring 2016

ACCTG 847 Merger and Acquisition Taxation, Credits: (3) A study of the federal taxation of corporations, with an emphasis on tax planning related to mergers & acquisition.

Requisites, Prerequisites: ACCTG 342 and ACCTG 642

When Offered: Fall

Rationale: The complexity of corporate tax laws creates a demand for professionals with knowledge in this specialized field. The course will add depth to the taxation curriculum at the masters level.

Impact On Other Units: None

Effective Date: Spring 2016

ACCTG 852 Accounting Research and Communication, Credits: (3) This is a team taught course that focuses on developing skills at the higher levels of Bloom's Taxonomy (analysis, synthesis and evaluation) to conduct technical research and communicate the results of that research in both oral and written forms.

Requisites Prerequisites: ACCTG 342 and ACCTG 443. May be taken currently with ACCTG 442.

When Offered: Fall, Spring, Summer

Rationale: This course is being offered as a substitute for ACCTG 642 and made available only for MAcc students with accounting degrees from other institutions that do not require a similar research and communication course in their undergraduate curriculum. This course is required by Kansas State University undergraduate accounting majors, so those students that matriculate to the MAcc program from that major would not be taking this course. Students will take this course with one of the ACCTG 642 sections and be required to submit an additional final paper to reflect the additional rigor expected of graduate level students.

Impact On Other Units: None

Effective Date: Spring 2016

ACCTG 855 Financial Statement Analysis and Business Valuation, Credits: (3) This course is about the analysis of financial information for making decisions to invest in businesses. The methods of fundamental analysis will be examined in detail and applied in cases and projects involving listed companies. Topics include models of shareholder value, a comparison of accrual accounting and discounted cash flow approaches to valuation, the analysis of profitability, growth and value generation in a firm, diagnosing accounting quality, forecasting earnings and cash flows, pro-forma analysis for strategy and planning, and the determination of price/earnings (P/E) and market-to-book (P/B) ratios.

Requisites Prerequisites: Must have graduate school status.

When Offered: Fall, Spring, Summer

Rationale: As businesses have become more and more complex in the way they present their financial information to shareholders, professional accountants are being called on to analyze the underlying data using more advanced methodologies. This course is designed to provide the tools needed to meet those needs for Financial Statement Analysis and Business Valuation.

Impact On Other Units:None

Effective Date: Spring 2016

ACCTG 856 Accounting Analytics, Credits: (3) This course will develop in-depth knowledge of the use of Microsoft Excel and other technology to analyze complex accounting information. The course will focus on using large volume data sets to simulate real world analytical problem solving.

Requisites Prerequisites: Must have graduate school status.

When Offered: Spring, Summer

Rationale: With the ever growing complexity of businesses and their transactions, demand for analytical skills and the use of technology to apply those skills has been growing in the accounting profession. Alumni and recruiters that hire our graduates have indicated that these skills are becoming essential not for initial job placement, but also for long-term career success. This course is designed to use some of the latest technology to develop more complex analytical skills targeted at accounting data.

Impact On Other Units: None

Effective Date: Spring 2016

ACCTG 895 Accounting Internship, Credits: (3) This course provides an opportunity for students to experience firsthand the work performed by typical accountants on a day to day basis.

Requisites Prerequisites: Must have graduate school status.

When Offered: Fall, Spring, Summer

Rationale: Graduate level accounting internship for practical experience.

Impact On Other Units: None

Effective Date: Spring 2016

ACCTG 896 Accounting International Experience, Credits: (3) Students will experience a faculty supervised travel abroad experience that will expose them to international issues related to accounting and general business.

Requisites Prerequisites: Must have graduate school status.

When Offered: On demand

Rationale: Graduate level accounting international experience that is consistent with K-State 2025 vision to expand the global nature of the academic experience for all students.

Impact On Other Units:None

Effective Date:Spring 2016

Non-Expedited Curriculum Changes

Master of Science in Food Science

FROM:

TO:

Non-Thesis (course-work only) Option		Non-Thesis (course-work only) Option	
Minimum of 34 credit hours with 20 core credits and at least 18 hours at 700 level. The core courses as outlined below are to ensure that the student possesses the critical graduate level food science knowledge and communication skills required.		Minimum of 34 credit hours with <u>20-22</u> core credits and at least 18 hours at 700 level. The core courses as outlined below are to ensure that the student possesses the critical graduate level food science knowledge and communication skills required.	
Core Courses:		Core Courses:	
		<u>Block A – Required Core Courses (12 credits):</u>	
ENGL 758 - Scientific Writing	3credits	ENGL 758 - Scientific Writing	3credits
or AGCOM 810 - Scientific Communication	3credits	or AGCOM 810 - Scientific Communication	3credits
FDSCI 600 - Microbiology of Food	2 credits	FDSCI 600 - Microbiology of Food	2 credits
FDSCI 690 - Principles of HACCP	2 credits	FDSCI 815 - Food Chemistry	3credits
FDSCI 695 - Quality Assurance of Food Products	3credits	FDSCI 850 - Graduate Seminar/Food Science	1 credit
FDSCI 725 - Food Analysis	3credits	STAT 705 - Regression and Analysis of Variance	3credits
FDSCI 815 - Food Chemistry	3credits		
FDSCI 850 - Graduate Seminar/Food Science	1 credit	<u>Block B – Must take at least 3 out of 5 courses listed below (8-10 credits):</u>	
STAT 705 - Regression and Analysis of Variance	3credits	<u>HN 701 – Sensory Analysis</u>	<u>3 credits</u>
		FDSCI 690 - Principles of HACCP	2 credits
		FDSCI 695 - Quality Assurance of Food Products	3credits

		FDSCI 725 - Food Analysis	3credits
		3 credits	
		<u>FDSCI 740 – Research & Development of Food Products</u>	<u>4 credits</u>
Total core	20 credits	Total core courses	20 credits minimum
*Elective Courses	14 credits	*Elective Courses (<u>may include courses from Block B</u>)	<u>12-14 credits</u>
*Note: It is possible that a student may already have taken one or more of these courses or their equivalent on another degree. Therefore, the graduate advisory committee will determine course substitution as needed		*Note: It is possible that a student may already have taken one or more of these courses or their equivalent on another degree. Therefore, the graduate advisory committee will determine course substitution as needed	

RATIONALE: These changes will keep the core requirements the same as before except the added courses in Core Block B adds more flexibility to the program and allows students to customize learning to their educational objectives.

Impact: The Department of Human Nutrition has been consulted on the proposed change.

EFFECTIVE DATE: Fall 2015

Master of Business Administration

FROM:

TO:

Master of Business Administration (M.B.A.)

The master of business administration (MBA) program, offered through the [College of Business Administration](#), is designed to provide professional business education to individuals who wish to pursue a variety of administrative careers in both the private and public sectors. The theme of the curriculum is intrapreneurship which can be defined as an “entrepreneurial attitude and approach to management and problem-solving within any organization, large or small.” Throughout the program, the focus is “what one needs to know to run a business” while developing the ability to analyze all types of business situations and propose appropriate,

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creative and financially sound solutions. The curriculum combines conceptual, analytical and experiential approaches to learning both in and out of the classroom. Once the foundation of basic problem solving tools and knowledge in each functional area is established, the program deepens the interdisciplinary understanding of problem-solving approaches and their functional, ethical, environmental and international ramifications. The program then culminates with a required capstone practicum. This practicum makes the K-State MBA unique in the area, by providing an interdisciplinary, consulting-type of experience for all students in their last semester of study.

The MBA curriculum is a 45 credit hour program designed to be completed in two years of full-time study or four years of part-time, typically evening study. Four components comprise the curriculum:

- Business core (27 credit hours)
- Integrated Core (6 credit hours)
- Set of Electives (12 credit hours-see below)

On-Campus students may choose to pursue a prespecified, focused Concentration in lieu of the Set of Electives. Students pursuing a master's degree in another field may choose to use 9 credit hours from their other Masters as the Set of Electives in the MBA. Thus, a dual Masters/MBA can be obtained with an additional 39 credit hours.

Both on-campus and online students with more than three years of approved full-time work experience may choose to waive six credit hours of electives.

Online students must have three years of full-time approved work experience and should take GENBA 875 (1 credit) International Business Experience and GENBA 800 (2 credits) Professional Development and one three hour elective in place of the Set of Electives.

The Integrated Core will be composed of a three-credit hour theory component with a three credit hour practicum component. The full time program of study can be completed in 22 months.

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The Integrated Core will be composed of a three-credit hour theory component with a three credit hour practicum component. The full time program of study can be completed in 22 months.

Before beginning the MBA coursework, students must acquire basic competency in mathematical analysis, statistics and economic theory and analysis. These competencies may be acquired through specific undergraduate course work with the number of courses required depending on the applicant's prior academic work. This basic competency coursework may be taken after admission to the MBA program during the student's first semester.

Once admitted, MBA students are responsible for making themselves aware of Graduate School policies and deadlines.

Areas of concentration - Available only to on-campus students

K-State's MBA offers its students the opportunity to gain general business knowledge as well as develop a focus in a particular area of interest. Concentration areas are available in enterprise information systems, finance, management, and technology entrepreneurship. Specific courses have been carefully developed to complement one another and best meet the needs of our students. Students wishing to complete specific concentrations will be restricted to designated course work. MBA students may not take a concentration in accounting. Students interested in accounting should enroll in the Master of Accountancy (MAcc) program.

Enterprise information systems

~~This area of concentration is to teach students how enterprise-wide information systems and key information technologies, such as the Internet, help organizations reinvent their business processes and gather information in support of related key strategic business initiative. Students will get an indepth look at an enterprise-wide information system while focusing on systems design, evaluation and control.~~

Finance

Before beginning the MBA coursework, students must acquire basic competency in mathematical analysis, statistics and economic theory and analysis. These competencies may be acquired through specific undergraduate course work with the number of courses required depending on the applicant's prior academic work. This basic competency coursework may be taken after admission to the MBA program during the student's first semester.

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Data Analytics

Students may pursue a 16-credit sequence of courses in data analytics as approved by their graduate committee. For students pursuing this sequence, the international requirement may be waived at the discretion of the graduate committee.

Finance

The finance concentration will allow students to combine the broad MBA education with specific

The finance concentration will allow students to combine the broad MBA education with specific skills necessary to be a successful financial analyst or manager. Students will specialize in controlling the resource investments required to support an enterprise's operating activities, planning and negotiating appropriate financing arrangements to support these investment requirements, and managing the risks inherent in an enterprise's investment and financing activities.

Management

A concentration in management will allow a student to develop their knowledge in human resource management and/or operations management. Courses are offered in a variety of areas of management such as leadership, entrepreneurship, supply chain management, personnel law, etc.

Technology entrepreneurship

The technology entrepreneurship concentration allows graduate students to gain valuable exposure to the innovation and technology commercialization process at Kansas State University through in-class teaching and on-the-job training programs. Students in the concentration focus on the creation and management of innovation in organizations with a particular emphasis on the commercialization of intellectual property. Students with undergraduate degrees in the sciences and engineering are especially encouraged to consider this concentration as part of their programs.

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Management

A concentration in management will allow a student to develop their knowledge in human resource management and/or operations management. Courses are offered in a variety of areas of management such as leadership, entrepreneurship, supply chain management, personnel law, etc.

Marketing

A concentration in marketing will allow a student to develop their knowledge of marketing strategy, research, analytics and sales management. Courses are offered in a variety of areas in marketing.

Technology entrepreneurship

The technology entrepreneurship concentration allows graduate students to gain valuable exposure to the innovation and technology commercialization process at Kansas State University through in-class teaching and on-the-job training programs. Students in the concentration focus on the creation and management of innovation in organizations with a particular emphasis on the commercialization of intellectual property. Students with undergraduate degrees in the sciences and engineering are especially encouraged to consider this concentration as part of their programs.

Curriculum prerequisite courses

- Six hours of economics

Curriculum prerequisite courses

- Six hours of economics
- MATH 205 General Calculus and Linear Algebra or evidence of equivalent preparation
- [STAT 703 - Introduction to Statistical Methods for the Sciences](#) **Credits:** (3)
- or equivalent preparation

Business core

27 credit hours; may waive 6-12 credit hours if “B” or better is achieved in equivalent courses at the discretion of the program director. Typically waivers are only granted for multiple undergraduate courses taken, and only credits from AACSB accredited institutions are accepted.

- [ACCTG 810 - Foundations of Accounting and Finance](#) **Credits:** (3)
- [ECON 815 - Economic Analysis for Business](#) **Credits:** (3)
- [FINAN 815 - Corporate Finance](#) **Credits:** (3)
- [MANGT 810 - Operations and Supply Chain Management](#) **Credits:** (3)
- [MANGT 820 - Behavioral Management Theory](#) **Credits:** (3)
- [MANGT 830 - Information Technology Strategy and Application](#) **Credits:** (3)
- [MKTG 810 - Marketing Concepts and Research](#) **Credits:** (3)
- [ACCTG 860 - Management Accounting and Business Problem Solving](#) **Credits:** (3)
- [MANGT 860 - Managing the Triple Bottom Line Business](#) **Credits:** (3)

Integrated core

- MATH 205 General Calculus and Linear Algebra or evidence of equivalent preparation
- [STAT 703 - Introduction to Statistical Methods for the Sciences](#) **Credits:** (3)
- or equivalent preparation

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- [MANGT 860 - Managing the Triple Bottom Line Business](#) **Credits:** (3)

Integrated core

- [GENBA 880 - Business Strategy](#) **Credits:** (3)
- [GENBA 890 - Business Capstone](#) **Credits:** (3)

Electives/concentration

- [GENBA 880 - Business Strategy](#) **Credits:** (3)
- [GENBA 890 - Business Capstone](#) **Credits:** (3)

Electives/concentration

12 credit hours; ~~with at least two 800-level courses, with the remainder to be composed of 600-level (and above) courses from any college, with the approval~~ from the student's advisory committee. A limited number of business concentrations will be available on campus only. Students with more than three years of approved full-time work experience may choose to waive six credit hours of electives.

Online students must have the following in lieu of the series of electives

- Three years of full-time approved work experience
- One elective offered for graduate credit **Credits:** (3)
- [GENBA 875 - MBA International Business Experience](#) **Credits:** (1-3)
- ~~[GENBA 800 - MBA Professional Development](#) **Credits:** (1-3)~~

12 credit hours of courses offered at the graduate level (600 or above) from any college, with the approval from the student's advisory committee. Similar courses available at both the upper-division undergraduate (600) and graduate (700-800) level MUST be taken at the graduate level. A limited number of business concentrations will be available on campus only. Students with more than three years of approved full-time work experience may choose to waive six credit hours of electives.

Online students must have the following in lieu of the series of electives

- Three years of full-time approved work experience
- One elective offered for graduate credit **Credits:** (3)
- [GENBA 875 - MBA International Business Experience](#) **Credits:** (3)
- A professional development plan developed in conjunction with the PMBA advisor that identifies areas for professional development to be implemented during the duration of the program of study. Implementation of the professional development plan will be documented through a professional development portfolio.

Rationale:

These changes modify the emphasis areas in the program to reflect changes in course offerings and strategies from Enterprise Information Systems to Data Analytics. An emphasis in Marketing is added, consistent with available courses and courses that students are already taking. To provide students with more flexibility in elective offerings, Electives are allowed at the 600-level, rather than requiring two 800-level courses. Simplifying processes for the PMBA, the international business experience is increased to three credit hours, and the professional development portfolio is make a non-credit curricular requirement rather than a course.

Impact On Other Units:

No other units are impacted

Effective Date:

Spring 2016

Non-Expedited New Curriculum

FROM:

No area of specialization is currently offered.

TO:**G10-Civic Education**

This area of specialization is designed for teachers who wish to further their understandings of civic education curriculum, content, and pedagogy. Courses are designed to provide a contemporary perspective on teaching civic education in K-12 schools.

EDCI 781 Teaching the Theoretical Foundations of Constitutional Government (1 hour)

EDCI 782 Teaching the Historical Origins of Constitutional Government (1 hour)

EDCI 783 Teaching the Development of Constitutional Principles (1 hour)

EDCI 784 Teaching the Institutions of Government (1 hour)

EDCI 785 Teaching the Bill of Rights (1 hour)

EDCI 787 Teaching Citizenship (1 hour)

EDCI 788 Teaching the Constitutional Principles of America's Founders (3 hours)

EDCI 789 Methods and Materials in Civic Education (3 hours)

EDCI 790 Engaged Citizens: Public Policy Issues and Processes (3 hours)

Or other courses approved by the advisor; these hours may include up to six hours in political science, history, or law.

RATIONALE: The Department of Curriculum and Instruction currently offers nine specializations for its Master's degree. This is a proposal to add a 10th area of specialization in civic education.

Civic education is an historic purpose of schooling in the United States. From the Founding until today, scholars, politicians, and citizens have agreed that K-12 schools should prepare students for responsible, humane participation in civic and political life. K-12 schools serve both public and individual purposes. Today, we expect schools to prepare students to be college-ready, career-ready, and citizenship-ready.¹ The mission statements of many school districts include preparation for democratic citizenship. Despite its enduring significance, most elementary and secondary teachers enter the profession unprepared to effectively motivate civic learning.²

The College of Education (COE) offers online courses in each of its required areas of the Curriculum and Instruction Masters degree. The COE seeks to increase high-quality online offerings both to expand potential markets and to increase national reputation and exposure. Currently, only one other specialty area (i.e., Mathematics Education) can be completed exclusively online. Although other universities offer degrees or specializations in social studies or history education, a specialization in civic education appears unique.

Under a grant from KSU's Global Campus, the Center for Social Studies Education in the Department of Curriculum and Instruction has developed and offered a series of online, graduate civic education courses and has identified nationally recognized faculty to teach each of the courses. Funding was used to develop 15 hours of new, graduate, online courses. All of the courses have been successfully piloted and delivered by nationally recognized scholars in civic education. All faculty have been admitted to the graduate faculty at Kansas State University.

¹ Herczog, Michelle M.1. 2014. "Implementing the C3 Framework: Monitoring the Instructional Shifts." *Social Education* 78, no. 4: 165-169.

¹ Vontz, Thomas S. and Robert S. Leming. "Designing and Implementing Effective Professional Development in Civic Education." *International Journal of Social Education* 20, no. 2 (2005): 67-87.

IMPACT: No negative impact.

EFFECTIVE DATE: Fall 2015