

**Supplemental Information
Course and Curriculum items
FS Academic Affairs Committee Review
October 20, 2015 Meeting**

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College of Arts and Sciences (10-1-15)

Art

ADD: ART 523 – Digital/Experimental Media Special Topics. (3) I, II.
Specialized studio art course exploring technology and experimental media in the context of contemporary fine art production. Topics may include community art practice, systems art, ecology based art, interactive media, code-based art and locative media. This course will engage grant writing for the arts as well as both formal and experimental models for contemporary art exhibition. Pr.: ART 330 or permission of instructor. Co-r: ART 575. K-State 8: None. Repeat for Credit: May be repeated for up to 9 credit hours. Topics: New Media & Community; Systems Art; DX Media Lab; Code, Electronics and Sensors; Interactive Time-Based Media.

RATIONALE: We are proposing some changes to the digital curriculum to better reflect developments with technology-based contemporary fine art practice and production. We will add one DX Media Special Topics course to offer an intermediate course in DX Media exploring emerging topics in a rapidly evolving field.

IMPACT: None

EFFECTIVE DATE: Spring 2016

English

ADD: ENGL 309 – Introduction to Classical Literature in Translation. (3) I, II.
Introduction to canonical works of Greek and Roman Literature in translation. Discussion of classical texts with attention to material culture, visual media, and classical culture. Cross listed with CLSCS 309. K-State 8: Aesthetic Interpretation; Historical Perspectives.

K-STATE 8 RATIONALE: Through this course's focus on Greek and Roman perspectives on their world, as reflected in their literature, students will be exposed to varying perspectives on aesthetics, sometimes familiar, sometimes wildly different from their own. Inasmuch as this class also offers a focused look on classical societies and cultures, students will be exposed to ancient, often extinct perspectives on humanity in the world.

RATIONALE: ENGL 309 will cross-list with CLSCS 309. CLSCS 309 will serve as an introduction to the canonical works of Greek and Roman literature for the new minor in Classical Studies, offered through Modern Languages.

IMPACT: Modern Languages

EFFECTIVE DATE: Spring 2016

ADD: ENGL 501 – Topics in Classical Literature in Translation. (3) I, II. A detailed study of Greek and/or Roman literature in translation in a small discussion setting. Either an open survey of classical literature or the consideration of a specific question. K-State 8: Aesthetic Interpretation; Historical Perspectives.

K-STATE 8 RATIONALE: Through this course's focus on Greek and Roman perspectives on their world, as reflected in their literature, students will be exposed to varying perspectives on aesthetics, sometimes familiar, sometimes wildly different from their own. Students discover ancient, often extinct perspectives on humanity and the world.

RATIONALE: ENGL 501 will cross-list with CLSCS 501 (previously LATIN 501). CLSCS 501 will serve as an advanced study of the canonical works of Greek and Roman literature for the new minor in Classical Studies, offered through Modern Languages.

IMPACT: Modern Languages

EFFECTIVE DATE: Spring 2016

History

ADD: HIST 589 – Lost Kansas Communities. (3) I, II. Combined lecture-field research course in the history of vanished Kansas towns. Overview of settlement, persistence, and decline. Students also research a lost community of their choosing. Open to all majors with no pre-requisites, sophomore standing required. Pr.: None. K-State 8: Social Sciences.

K-STATE 8 RATIONALE: This is an American history course but also includes strong aspects of historical geography and cartography.

RATIONALE: This class first existed as a special topics course, Life and Death of American Communities that I developed at the request of the department in 2006. The major research goal was recovering the history of Broughton, Kansas, through directed research projects. The class was underwritten each semester by Mark Chapman. It was not certain if it would continue after the completion of the Broughton Project. After the writing/publication of *Broughton, Kansas: Portrait of a Lost Town, 1869-1966* (2010), Mark Chapman then funded the new Chapman Center facilities with the proviso of continued research into lost Kansas communities.

With the Chapman bequest to the Center in 2014, it is now certain that we will continue to offer Lost Kansas Communities.

The class is a 500-level American History course that will satisfy the requirements for the major (21 credits of 500-level courses). The education department accepts this class to fulfill its Kansas history course requirement. It is also a guided research course providing able students with a forum for their work: publication in a digital archive.

IMPACT: This course will have impact for secondary education majors, social studies, as it is an alternate Kansas history course approved by the education department. I often have social studies education majors in this class. Discussions with former dept. head Louise Breen were ongoing in fall, 2014 and early spring, 2015, and she encouraged me to submit this course as a permanent catalog inclusion. I then submitted a course rationale, short catalog description, and syllabus to history faculty for approval on May 6, 2015. They voted to approve it.

EFFECTIVE DATE: Spring 2016

Journalism and Mass Communication

FROM:

MC 241 – Editing. (3) I, II. Fundamentals of micro and macro journalistic editing for print and digital media, including industry standards, practices and ethics. Pr.: MC 200 with a grade of C or better.

MC 251 – Digital News. (3) I, II. Basic audio, video and Web reporting, writing and production. Pr.: MC 200 with a grade of C or better.

MC 280 – Public Relations Writing. (3) I, II, S. Examines various forms of contemporary public relations writing, with special emphasis on preparation of messages for different media and audiences. Pr.: MC 180 and MC 200 with a grade of C or better.

TO:

MC 241 – Editing. (3) I, II. Fundamentals of micro and macro journalistic editing for print and digital media, including industry standards, practices and ethics. Pr.: MC 200 with a grade of C or better; majors have priority, others by department consent.

MC 251 – Digital News. (3) I, II. Basic audio, video and Web reporting, writing and production. Pr.: MC 200 with a grade of C or better; majors have priority, others by department consent.

MC 280 – Public Relations Writing. (3) I, II, S. Examines various forms of contemporary public relations writing, with special emphasis on preparation of messages for different media and audiences. Pr.: MC 180 and MC 200 with a grade of C or better; majors have priority, others by department consent.

<p>MC 303 – Advanced News Writing. (3) I, II. Intensive course emphasizing advanced reportorial principles and practices. Pr.: MC 200 with grade of C or better.</p> <p>MC 316 – Computer-Assisted Reporting. (3) I, II. Issues and practices associated with using the computer as a tool in news gathering and data analysis, as well as other advanced reporting applications. Pr.: MC 200 with a C or better.</p> <p>MC 380 – Public Relations Research, Strategy and Planning. (3) I, II. Public relations planning, including theory, techniques and models related to setting long-range and short-term goals and objectives; designing strategies and tactics; segmenting publics and designing effective messages; identifying appropriate message channels; communicating with top management; developing budgets; and issue management. Pr.: MC 280 with a grade of C or better.</p> <p>MC 382 – Public Relations Case Studies. (3) I, II. Study of historic and contemporary public relations using a case-method approach. The course focuses on strategic planning and implementation by public relations programs under a variety of conditions. Pr.: MC 180 with a grade of C or better.</p> <p>MC 396 – Mass Communication Research. (3) I, II. Formulation of mass communication research and design. Appropriate methods of data collection and data analysis. Pr.: MC 110, a 2.5</p>	<p>MC 303 – Advanced News Writing. (3) I, II. Intensive course emphasizing advanced reportorial principles and practices. Pr.: MC 200 with grade of C or better; <u>majors have priority, others by department consent.</u></p> <p>MC 316 – Computer-Assisted Reporting. (3) I, II. Issues and practices associated with using the computer as a tool in news gathering and data analysis, as well as other advanced reporting applications. Pr.: MC 200 with a C or better; <u>majors have priority, others by department consent.</u></p> <p>MC 380 – Public Relations Research, Strategy and Planning. (3) I, II. Public relations planning, including theory, techniques and models related to setting long-range and short-term goals and objectives; designing strategies and tactics; segmenting publics and designing effective messages; identifying appropriate message channels; communicating with top management; developing budgets; and issue management. Pr.: MC 280 with a grade of C or better; <u>majors have priority, others by department consent.</u></p> <p>MC 382 – Public Relations Case Studies. (3) I, II. Study of historic and contemporary public relations using a case-method approach. The course focuses on strategic planning and implementation by public relations programs under a variety of conditions. Pr.: MC 180 with a grade of C or better; <u>majors have priority, others by department consent.</u></p> <p>MC 396 – Mass Communication Research. (3) I, II. Formulation of mass communication research and design. Appropriate methods of data collection and data analysis. Pr.: MC 110, a 2.5 GPA</p>
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<p>GPA upon completion of 30 or more hours, and completion of a mathematics or statistics course.</p> <p>MC 406 – Advanced Digital News. (3) I, II. Advanced techniques of reporting, writing and producing news for audio, video and Web-related media. Pr.: MC 251 with grade of C or better.</p> <p>MC 408 – Producing Digital News. (3) I, II. An advanced production course that emphasizes producing and directing techniques for video news and other information-orientated programming. Pr.: MC 406 with a grade of C or better.</p> <p>MC 416 – Photojournalism. (3) I, II. The materials, principles, and processes of photography directed toward visual reporting in newspapers, magazines and other media. Lectures, demonstrations and laboratory. Pr.: MC 331 with grades of C or better.</p> <p>MC 426 – Magazine and Feature Writing. (3) I. Preparation of feature stories and articles; techniques of market analysis and marketing of articles written in course. Pr.: MC 200.</p> <p>MC 446 – Advertising Media Planning. (3) I, II. The selection, scheduling, selling and buying of the various advertising media. Pr.: MC 221 with grade of C or better.</p> <p>MC 466 – Law of Mass Communications. (3) I, II, S. A study of the legal issues relating to mass communication.</p>	<p>upon completion of 30 or more hours, and completion of a mathematics or statistics course; <u>majors have priority, others by department consent.</u></p> <p>MC 406 – Advanced Digital News. (3) I, II. Advanced techniques of reporting, writing and producing news for audio, video and Web-related media. Pr.: MC 251 with grade of C or better: <u>majors have priority, others by department consent.</u></p> <p>MC 408 – Producing Digital News. (3) I, II. An advanced production course that emphasizes producing and directing techniques for video news and other information-orientated programming. Pr.: MC 406 with a grade of C or better; <u>majors have priority, others by department consent.</u></p> <p>MC 416 – Photojournalism. (3) I, II. The materials, principles, and processes of photography directed toward visual reporting in newspapers, magazines and other media. Lectures, demonstrations and laboratory. Pr.: MC 331 with grades of C or better; <u>majors have priority, others by department consent.</u></p> <p>MC 426 – Magazine and Feature Writing. (3) I. Preparation of feature stories and articles; techniques of market analysis and marketing of articles written in course. Pr.: MC 200; <u>majors have priority, others by department consent.</u></p> <p>MC 446 – Advertising Media Planning. (3) I, II. The selection, scheduling, selling and buying of the various advertising media. Pr.: MC 221 with grade of C or better; <u>majors have priority, others by department consent.</u></p> <p>MC 466 – Law of Mass Communications. (3) I, II, S. A study of the legal issues relating to mass communication. Emphasis</p>
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<p>Emphasis on defamation, privacy, copyright, administrative controls and other areas related to mass media. Pr.: Junior standing and MC 110 with a grade of C or better.</p>	<p>on defamation, privacy, copyright, administrative controls and other areas related to mass media. Pr.: Junior standing and MC 110 with a grade of C or better; <u>majors have priority, others by department consent.</u></p>
<p>MC 471 – Audio and Video production. (3) I, II. Emphasis on aesthetics of audio and video writing, producing, directing, sound recording, lighting, camera work, editing and mixing. Field and studio assignments. Pr.: MC 251 with grade of C or better.</p>	<p>MC 471 – Audio and Video production. (3) I, II. Emphasis on aesthetics of audio and video writing, producing, directing, sound recording, lighting, camera work, editing and mixing. Field and studio assignments. Pr.: MC 251 with grade of C or better; <u>majors have priority, others by department consent.</u></p>
<p>MC 480 – Advertising and Public Relations Design and Production. (3) I, II. Conceptual and strategic exploration of the process and effects that public relations and advertising messages visually convey to target audiences in a converged media environment. Pr.: MC majors and minors and AG communication majors only. MC 221 or MC 280 with a grade of C or better (PR students may take MC 280 and MC 480 concurrently).</p>	<p>MC 480 – Advertising and Public Relations Design and Production. (3) I, II. Conceptual and strategic exploration of the process and effects that public relations and advertising messages visually convey to target audiences in a converged media environment. Pr.: MC majors and minors and AG communication majors only. MC 221 or MC 280 with a grade of C or better (PR students may take MC 280 and MC 480 concurrently); <u>majors have priority, others by department consent.</u></p>
<p>MC 491 – Mass Communication Internship. (1-3) I, II, S. The student works in a professional capacity under proper professional and faculty supervision with reports from student and supervisor required. Pr.: Consent of instructor and specified MC courses (PR: MC 280, AD: MC 480, JDM: MC 251).</p>	<p>MC 491 – Mass Communication Internship. (1-3) I, II, S. The student works in a professional capacity under proper professional and faculty supervision with reports from student and supervisor required. Pr.: Consent of instructor and specified MC courses (PR: MC 280, AD: MC 480, JDM: MC 251); <u>majors have priority, others by department consent.</u></p>
<p>MC 580 – Convergence Reporting. (3) I, II, S. Reporting, writing and producing across multi-media platforms. Students produce stories for submission to campus media outlets, including the <i>Collegian</i>, the <i>e-Collegian</i>, the <i>Royal Purple</i> yearbook,</p>	<p>MC 580 – Convergence Reporting. (3) I, II, S. Reporting, writing and producing across multi-media platforms. Students produce stories for submission to campus media outlets, including the <i>Collegian</i>, the <i>e-Collegian</i>, the <i>Royal Purple</i> yearbook,</p>

KSDB-FM and the Cable Channel 8 television newscast. Pr.: MC 303 or MC 406, senior standing.	KSDB-FM and the Cable Channel 8 television newscast. Pr.: MC 303 or MC 406, senior standing; <u>majors have priority, others by department consent.</u>
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RATIONALE: Currently, most required class in the A.Q. Miller School curriculum do not have a “majors only” designation.

As we have unprecedented demand for our courses, we are increasingly noticing two undesirable situations: 1) students classified as “pre-majors” who are not yet accepted into the program somehow gain access to many mid-to-upper-level JMC classes anyway, or 2) students from outside the program sometimes get access to these courses. Many of our skills courses must be restricted in size due to accreditation guidelines. We cannot simply schedule extra sections since we do not have the requisite numbers of faculty to do so. Without enrollment restrictions that establish first priority for JMC majors, we find that non-majors, especially upperclassmen who have seniority and resultant earlier enrollment times, often secure seats in classes that JMC students are required to take. This leaves bonafide JMC majors without seats in courses they need to matriculate through our curriculum in a timely manner, often delaying graduation. Restricting enrollment by adding the requirement “majors only or department consent” will go a long way in taking care of this problem. While we welcome students from other majors to take our classes if we have room, we feel that our first duty is to students who apply for the major and attempt to follow the curriculum structure.

IMPACT: Three units besides the A.Q. Miller School require completion of JMC courses for their majors: Animal Science and Industry (the Communications and Marketing sequence), Agriculture Communications and Journalism and the College of Education. All three departments have agreed that as long as we can accommodate their needs by reserving a certain number of seats for their students, they will agree to have their students gain department consent (in lieu of automatically enrolling). The College of Education responded on 3/31/2015 that they have no problem with moving some MC courses to “major only”, as long as their Journalism Education majors are also allowed spots in these classes. Agricultural Communications and Journalism (email on 3/30/2015) support the restriction to JMC students and allocate a given amount of seats for AG Comm and Journalism students based on projections provided. Email of 3/18/2015 from Department of Animal Sciences and Industry, Dave Nichols, supports the changes proposed to manage enrollment.

EFFECTIVE DATE: Spring 2016

Modern Languages

ADD: CLSCS 309 – Introduction to Classical Literature in Translation. (3) I, or II. Introduction to the canonical works of Greek and Roman literature in translation. Discussion of classical texts in English translation with ample attention paid to material culture, visual media and classical culture. Pr.: None. K-State 8: Aesthetic Interpretation; Historical Perspectives.

K-STATE 8 RATIONALE: Through this course's focus on Greek and Roman perspectives on their world, students will be exposed to varying perspectives on aesthetics, sometimes familiar, sometimes wildly different from their own. Inasmuch as this class also offers a focused look on classical societies and cultures, students will be exposed to ancient, often extinct perspectives on humanity and the world.

RATIONALE: This class serves as an introduction to the canonical works of Greek and Roman literature. Students' readings of classical texts in translation will be guided by lectures on the texts. The students will be exposed to representative examples of epic poetry, classical drama, novels, historiography and romantic poetry, among other genres.

IMPACT: English; discussion with department head Karin Westman in December 2014. Outcome will be to cross-list this course with English.

EFFECTIVE DATE: Spring 2016

ADD: CLSCS 310 – Introduction to Classical Mythology in Translation. (3) I, II, or S. Introduction to the mythology of Greece and Rome through examinations of their literature (in English) and material culture. Pr.: None. K-State 8: Aesthetic Interpretation; Historical Perspectives.

K-STATE 8 RATIONALE: Through this course's focus on Greek and Roman religious and mythological beliefs, as reflected in their literature, students will be exposed to varying perspectives on aesthetics, sometimes familiar, sometimes wildly different from their own. Inasmuch as this class also offers a focused look on classical societies and cultures, students will be exposed to ancient, often extinct perspectives on humanity and the world.

RATIONALE: This course provides an introduction to the mythology of Greek and Rome. Inasmuch as Greek and Roman gods, myths, beliefs and legends pervade modern American society, this course provides a foundation for students to understand their contemporary world as well as to begin to understand the thoughts and beliefs of the ancient Greeks and Romans.

IMPACT: None

EFFECTIVE DATE: Spring 2016

ADD: CLSCS 502 – Topics in Classical Studies. (3) I, or II. Focuses on different aspects of ancient Greek and Roman culture. Greek society and culture, Roman society and culture, Greco-Roman religion, and ancient

ethnography are among the potential topics of this course. Lecture and discussions. All readings will be in English. Pr.: None. K-State 8: Historical Perspectives; Global Issues and Perspectives.

K-STATE 8 RATIONALE: This course's varied range of topics are all unified by a focus on teaching two things: how the Greeks and Romans lived and how the Greeks and Romans thought. Inasmuch as students will be presented with what to them will appear to be unfamiliar, bizarre, and even offensive modes of life and belief, their perspectives will be widened and their knowledge of the range of potential human behavior will be expanded.

RATIONALE: This is a topics course which will, in a small discussion setting, pursue a variable range of topics, including Greek civilization or Roman civilization. This class will primarily focus on the general culture and civilization of Greece or Rome, though they will include a literary component.

IMPACT: None

EFFECTIVE DATE: Spring 2016

ADD: GREEK 101 – Classical Greek I. (5) I, occasionally II. An introduction to the grammar, vocabulary, and structure of Attic Greek. Pr.: None. K-State 8: Aesthetic Interpretation; Global Issues and Perspectives.

K-STATE 8 RATIONALE: Inasmuch as languages are shaped by the worldviews and perspectives of their speakers, students of Greek will be confronted with the necessity of learning and understanding how the Greeks' views shaped their language. Students will learn how to appropriately interpret Greek thoughts, which are often radically different from our own, widening their understanding of global perspectives and aesthetic principles.

RATIONALE: This course will serve as the first introduction to the Attic Greek dialect, including the Attic alphabet, vocabulary, and grammar.

IMPACT: None

EFFECTIVE DATE: Spring 2016

ADD: GREEK 102 – Classical Greek II. (5) II, occasionally I. Develops reading and comprehension skills in the language of classical Athens, with a focus on further developing knowledge of grammar, vocabulary, and reading. Critical reading of texts in the original Greek. Pr.: GREEK 101 or 1-2 years of high school or equivalent. K-State 8: Aesthetic Interpretation; Global Issues and Perspectives.

K-STATE 8 RATIONALE: Inasmuch as languages are shaped by the worldviews and perspectives of their speakers, students of Greek will be confronted with the necessity of learning and understanding how the Greeks' views shaped their language. Students will learn how to appropriately interpret Greek thoughts, which are often radically different from our own, widening their understanding of global perspectives and aesthetic principles.

RATIONALE: This course continues the introduction to Classical Greek begun in GREEK 101. It will continue the introduction to the grammar, vocabulary, and language of ancient Greece.

IMPACT: None

EFFECTIVE DATE: Spring 2016

ADD: GREEK 301 – Intermediate Greek-Prose. (3) I, occasionally II. The reading of classical Greek prose at an intermediate level. Pr.: GREEK 102 or 3-4 years of high school or equivalent. K-State 8: Aesthetic Interpretation; Global Issues and Perspectives.

K-STATE 8 RATIONALE: Inasmuch as languages are shaped by the worldviews and perspectives of their speakers, students of Greek will be confronted with the necessity of learning and understanding how the Greeks' views shaped their language. Students will learn how to appropriately interpret Greek thoughts, which are often radically different from our own, widening their understanding of global perspectives and aesthetic principles.

RATIONALE: This course serves two purposes. First, to solidify the basics of Greek grammar, vocabulary and style learned in Greek 1 and Greek 2 through review and instruction in aspects of grammar not introduced in the textbook. Second, this course gradually transitions to a focus on hermeneutics in conjunction with reading. Core texts will rotate by semester, but include Plato's *Apology*. Xenophon's *Anabasis*, and Xenophon's *Memorabilia*.

IMPACT: None

EFFECTIVE DATE: Spring 2016

ADD: GREEK 302 – Intermediate Greek – Poetry. (3) II, occasionally I. Intermediate readings in classical Greek poetry. Renewed focus on Greek grammar, style, and vocabulary. Introduces a new dialect of Greek. Critical reading of texts. Pr.: GREEK 301 or 4-5 years of high school or equivalent. K-STATE 8: Aesthetic Interpretation; Global Issues and Perspectives.

K-STATE 8 RATIONALE: Inasmuch as languages are shaped by the worldviews and perspectives of their speakers, students of Greek will be confronted with the necessity of learning and understanding how the Greeks' views shaped their language. Students will learn how to appropriately interpret Greek thoughts, which are often radically different from our own, widening their understanding of global perspectives and aesthetic principles.

RATIONALE: The purpose of this course is two-fold. First, students will be asked to read and discuss stylistically challenging text in the original, including Homer's *Iliad* or *Odyssey*. These texts pose a considerable challenge over the texts read in Greek 3, and reflect an advancement in the students' abilities. Second, the course will introduce students to a new dialect of classical Greek – Epic – in addition to the Attic dialect that provided their introduction to Greek. Topics include Homer's *Iliad*, Homer's *Odyssey*, or Hesiod's *Theogony*.

IMPACT: None

EFFECTIVE DATE: Spring 2016

Sociology, Anthropology, and Social Work

ADD: SOCIO 537 – Sociology of Emotions. (3) II. Examines different sociological perspectives on the role of emotions in social life, from the level of self and identity, through social interaction, to the macro level of social structure, social order, and social change. Emotions as both social products, and as factors constitutive of social life. K-State 8: Aesthetic Interpretation; Social Sciences.

K-State 8 RATIONALE: This is a course in Sociology of Emotions and is closely related to Social Sciences. It also contains the interpretive understanding of emotions.

RATIONALE: While emotions are present in every social situation and action, in every aspect of social life, sociologists have only recently recognized the importance of emotion and made emotion a topic of systemic analysis. In examining the role of emotions in social life, we see that not only are most emotions generated through social experiences, but emotions themselves are crucial for how we understand, respond to, and thus shape social experiences. Emotions thus play a major role in social life and social change.

IMPACT: None. Even programs that might be expected to offer courses on emotion (e.g., Philosophy, Psychology) do not seem to offer one.

EFFECTIVE DATE: Spring 2016

ADD: SOCIO 538 – Sociology of Culture. (3) I. Introduction to the concept of “culture” and the role of culture and collective meaning in social life and social change. How we make sense of the world, and how this affects our responses and actions in the world. Relationship between cultural change and social change. K-State 8: Aesthetic Experience; Social Sciences.

K-State 8 RATIONALE: This is a course in Sociology of Culture and is closely related to Social Sciences. It also contains the interpretive understanding of culture.

RATIONALE: “Culture” in the medium through which we understand the world – it is the world of meaning and the processes of meaning-making (Spillman 2002, pp.1-2). The study of culture thus helps us become more conscious of why we see some things as meaningful while others pass unnoticed, as well as why and how we assign the meanings we do to the things we do notice. At the same time, it sensitized us to the fact that other people may assign very different meanings to things and/or notice quite different things or aspects of things than we do.

IMPACT: The English Department offers a Cultural Studies course (ENGL 315). While some of the topics may occasionally overlap, the approach is distinct. For example, SOCIO 538 is itself set up to be an exercise in “meaning making” and concentrates on the social aspects of culture in general (via everyday life, music, literature, film, education, politics, economics, etc...). The Anthropology program also offers several courses on Culture, including Introduction to Cultural Anthropology (which is a 200-level course that shouldn’t compete with this 500-level course), as well as a number of 500-level “special topics” courses such as “Creativity and Culture” (ANTH 515) and “Language and Culture” (ANTH 514). The latter are more specifically focused and narrow than the general approach taken in SOCIO 538, though some of the same issues may be raised within the broader context and discussion.

EFFECTIVE DATE: Spring 2016

ADD: ANTH 541 – Applied Archaeology. (3) II. Training in professional and ethical practice in cultural resource management and public archaeology. Pr.: ANTH 260 or its equivalent. K-STATE 8: Ethical Reasoning and Responsibility.

K-STATE 8 RATIONALE: Approximately 40% of the course will deal with ethical issues in archaeology including site preservation, reporting and publication, artifact and documentation curation, stewardship, public education and outreach, and community and Native American issues.

RATIONALE: A course in applied archaeology is added as a practical course in professional archaeological practice and ethics as an upper-level undergraduate course (with possibility for graduate credit for non-anthropology students). This will prepare students for employment in cultural resource management (applied archaeology). The course is tagged as K-State 8 Ethical Reasoning and Responsibility to reflect emphasis of ethics in archaeological practice.

IMPACT: None

EFFECTIVE DATE: Fall 2016

NON-EXPEDITED CURRICULUM PROPOSALS

Undergraduate

Economics

Economics B.A./B.S.

FROM:

TO:

<p>Bachelor's degree requirements Requirements</p> <ul style="list-style-type: none"> • ECON 110 - Principles of Macroeconomics Credits: (3) • ECON 120 - Principles of Microeconomics Credits: (3) 	<p><u>Student must meet all of the general requirements of the major which include the general requirements from the College of Arts and Sciences. There are minor exceptions to these requirements for students who are double majoring in economics and a discipline outside of the College of Arts and Sciences. Students should discuss with their advisor.</u></p> <p><u>Sophomore/Junior Seminar. Students are strongly encouraged to take the one hour Sophomore/Junior Seminar in Economics class (ECON 401) although this cannot be used as one of the five required economics electives.</u></p> <p>Bachelor's degree requirements</p> <ul style="list-style-type: none"> • ECON 110 - Principles of Macroeconomics Credits: (3) • ECON 120 - Principles of Microeconomics Credits: (3)
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<ul style="list-style-type: none"> • ECON 510 - Intermediate Macroeconomics Credits: (3) • ECON 520 - Intermediate Microeconomics Credits: (3) • or • ECON 521 - Intermediate Microeconomic Theory Credits: (3) • ECON 580 - Senior Seminar in Economics Credits: (3) <p>Five additional economics department courses at the 500 level or above (except ECON 505 and 523)</p> <p>Two courses in statistics. One course must be an introductory course:</p> <ul style="list-style-type: none"> • STAT 325 - Introduction to Statistics Credits: (3) • STAT 340 - Biometrics I Credits: (3) • STAT 350 - Business and Economic Statistics I Credits: (3) • STAT 510 - Introductory Probability and Statistics I Credits: (3) • STAT 703 - Introduction to Statistical Methods for the Sciences Credits: (3) <p><i>The other course must be one of the following:</i></p> <ul style="list-style-type: none"> • STAT 351 - Business and Economic Statistics II Credits: (3) • STAT 511 - Introductory Probability and Statistics II Credits: (3) • STAT 705 - Regression and Analysis of Variance Credits: (3) <p>Choose one from the following:</p> <ul style="list-style-type: none"> • MATH 205 - General Calculus and Linear Algebra Credits: (3) • MATH 220 - Analytic Geometry and Calculus I Credits: (4) 	<ul style="list-style-type: none"> • ECON 510 - Intermediate Macroeconomics Credits: (3) • ECON 520 - Intermediate Microeconomics Credits: (3) • or • ECON 521 - Intermediate Microeconomic Theory Credits: (3) • ECON 580 - Senior Seminar in Economics Credits: (3) <p>Five additional economics department courses at the 500 level or above (except ECON 505 and 523)</p> <p>Two courses in statistics. One course must be an introductory course:</p> <ul style="list-style-type: none"> • STAT 325 - Introduction to Statistics Credits: (3) • STAT 340 - Biometrics I Credits: (3) • STAT 350 - Business and Economic Statistics I Credits: (3) • STAT 510 - Introductory Probability and Statistics I Credits: (3) • STAT 703 - Introduction to Statistical Methods for the Sciences Credits: (3) <p><i>The other course must be one of the following:</i></p> <ul style="list-style-type: none"> • STAT 351 - Business and Economic Statistics II Credits: (3) • STAT 511 - Introductory Probability and Statistics II Credits: (3) • STAT 705 - Regression and Analysis of Variance Credits: (3) <p>Choose one from the following:</p> <ul style="list-style-type: none"> • MATH 205 - General Calculus and Linear Algebra Credits: (3) • MATH 220 - Analytic Geometry and Calculus I Credits: (4)
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<p>Notes</p> <p>To graduate, a student must receive a grade of C or higher in Intermediate Macroeconomics and Intermediate Microeconomics. In addition, a student must either (a) receive a grade of C or higher in all other 500-level or higher economics courses used to satisfy the degree requirements or (b) have a GPA of at least 2.50 in all economics courses used to satisfy the degree requirements.</p> <p>Courses taken A/Pass/F may not be used to fulfill these requirements.</p> <p>Students interested in graduate study in economics should take MATH 220 and 221. Additional courses in calculus, matrix algebra, and statistics are also recommended. Early counsel with an advisor is encouraged.</p> <p>Total credit hours required for graduation: (120)</p>	<p>Notes. To graduate, a student must receive a grade of C or higher in Intermediate Macroeconomics and Intermediate Microeconomics. In addition, a student must either (a) receive a grade of C or higher in all other 500-level or higher economics courses used to satisfy the degree requirements or (b) have a GPA of at least 2.50 in all economics courses used to satisfy the degree requirements.</p> <p>Courses taken A/Pass/F may not be used to fulfill these requirements.</p> <p>Total credit hours required for graduation: (120)</p> <p><u>Tracks.</u> Students may elect to earn a BA or a BS in the department through a course of study based on one of the following four tracks: <i>Economic Analysis</i>, <i>Economic Policy</i>, <i>Financial Economics</i>, or <i>Business Economics</i>. These tracks are optional additions to the requirements to the major listed above. In each case the above bachelor degree requirements must be met. Tracks include additional requirements. They do not generally require an increase in the number of credit hours required but instead focus the student's choices.</p> <p><u>Economic Analyst Track: additional requirements.</u></p> <ul style="list-style-type: none"> • <u>STAT 510 – Introductory Probability and Statistics I.</u> Credits: (3) • <u>STAT 511 – Introductory Probability and Statistics II</u> Credits: (3) • <u>Math 220 – Analytic Geometry and Calculus I</u> Credits: (3) • <u>Math 221– Analytic Geometry and Calculus II</u> Credits: (3)
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- ECON 521 instead of 520 **Credits:** (3)
- ECON 630 – Intro to Econometrics **Credits:** (3)
- ECON 686 – Economic Forecasting **Credits:** (3)

Substitutions may be allowed by appeal to the Director of Undergraduate Studies under extraordinary circumstances.

Economic Policy Track: additional requirements.

- PHILO 110 – Intro to Formal Logic or PHILO 130 – Intro to Moral Philosophy **Credits:** (3)
- POLSC 115 – U.S. Politics or POLSC 301 Intro to Political Thought. **Credits:** (3)
- Students are required to complete at least two of the following four courses.
 - ECON 620 – Labor Economics **Credits:** (3)
 - ECON 630 – Introduction to Econometrics **Credits:** (3)
 - ECON 633 – Public Finance **Credits:** (3)
 - ECON 640 – Industrial Organization and Public Policy **Credits:** (3)
- For the remaining three electives, students may choose from the list above or from the following list.
 - ECON 524 – Sports Economics **Credits:** (3)
 - ECON 527 – Environmental Economics **Credits:** (3)
 - ECON 530 – Money and Banking **Credits:** (3)
 - ECON 536 – Comparative Economics **Credits:** (3)
 - ECON 555 – Urban and Regional Economics **Credits:** (3)

	<ul style="list-style-type: none"> ○ <u>(ECON 605 – Strategic Behavior and Game Theory) Credits: (3)</u> ○ <u>ECON 631 – Principles of Transportation Credits: (3)</u> ○ <u>ECON 682 – Development Economics Credits: (3)</u> ○ <u>ECON 688 – Health Economics Credits: (3)</u> ○ <u>ECON 710 – History of Economic Thought Credits: (3)</u> <p><u>Business Economics Track: additional requirement.</u></p> <ul style="list-style-type: none"> • <u>ACCTING 231 – Accounting for Business Operations Credits: (3)</u> • <u>FINAN 410 – Principles of Finance Credits: (3)</u> • <u>Also students must complete one of the following three courses.</u> • <u>ACCTING 241(Accounting for Investing and Finance) or MANGT 420 (Management Concepts) or MKTG 400 (Principles of Marketing) Credits: (3)</u> • <u>Out of the five economics elective courses students are required to take four of the following courses.</u> <ul style="list-style-type: none"> ○ <u>ECON 530 – Money and Banking Credits: (3)</u> ○ <u>ECON 540 – Managerial Economics Credits: (3)</u> ○ <u>ECON 605 – Strategic Behavior and Game Theory</u> ○ <u>ECON 620 – Labor Economics Credits: (3)</u> ○ <u>ECON 631 – Principles of Transportation Credits: (3)</u> ○ <u>ECON 633 – Public Finance Credits: (3)</u> ○ <u>ECON 640 – Industrial Organization and Public Policy Credits: (3)</u>
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	<ul style="list-style-type: none"> ○ <u>ECON 681 – International Economics</u> Credits: (3) ○ <u>ECON 684– International Finance and Open Economy Macroeconomics</u> Credits: (3) <p><u>Financial Economics Track: additional requirements.</u></p> <ul style="list-style-type: none"> • <u>ACCTING 231 –Accounting for Business Operations</u> Credits: (3) • <u>FINAN 450 –Principles of Finance</u> Credits: (3) • <u>FINAN 520 – Investments</u> Credits: (3) • <u>Students must complete two of the following three courses and are encouraged to take all three courses.</u> <ul style="list-style-type: none"> ○ <u>ECON 530 – Money and Banking</u> Credits: (3) ○ <u>ECON 630 - Introduction to Econometrics</u> Credits: (3) ○ <u>ECON 684 - International Finance and Open Economy Macroeconomics</u> Credits: (3) • <u>Of the remaining three elective students must choose at least two from the list above or from the following list.</u> <ul style="list-style-type: none"> ○ <u>ECON 605 – Strategic Behavior and Game Theory</u> Credits: (3) ○ <u>ECON 640 – Industrial Organization and Public Policy</u> Credits: (3) ○ <u>ECON 681 – International Economics</u> Credits: (3) ○ <u>ECON 686 – Economic Forecasting</u> Credits: (3) ○ <u>ECON 690 – Money, Credit, and Fiscal Policy</u> Credits: (3)
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RATIONALE: We are implementing a “track” approach to our major to allow student to better focus their studies. It is part of our K-State 2025 goals. These tracks result from a careful study of other universities and input from our students and advisory council.

IMPACT: The overall impact on other departments will be small since students who will be in the various tracks already often take the courses that will now be recommended or required. Some business classes will be required or recommended. The College of Business Administration was contacted. We worked with Finance, where the largest impact is, to make some changes and have the support of this department. We did not hear from Management, Accounting, or the Dean’s office. Mathematics, Statistics, Political Science and Philosophy were contacted since some of their courses will be required or recommended. Political Science and Philosophy have approved. We did not hear from other departments.

EFFECTIVE DATE: Spring 2016

Modern Languages

Minor in Classical Studies

ADD:

The minor requires 18 hours at or above the 200-level that are passed with a C or better or a 2.5 GPA; they cannot be taken pass/fail. As part of the 18 hours students must complete to attain the minor, they must fulfill the requirements within the Humanities Core of the minor and the Language Requirements of the minor.

The courses listed below are the courses offered by the Department of Modern Languages as part of the curriculum of the minor that will count toward the 18 hour requirement for attaining the minor.

Students may, but are not required to take a number of courses offered by other programs at K-State that include discussion of classical topics. The list of accepted ancillary courses is included below, under heading C. Ancillary courses with Classical Content.

Language Courses (6 credits):

- LATIN 301 – Intermediate Latin – Prose **Credits:** (3)
- LATIN 302 – Intermediate Latin – Poetry **Credits:** (3)
- or
- GREEK 301 – Intermediate Greek – Prose **Credits:** (3)
- GREEK 302 – Intermediate Greek – Poetry **Credits:** (3)

Core Humanities Courses (6 credits):

- CLSCS 501 – Topics in Classics Literature in Translation **Credits: (3)**
- CLSCS 502 – Topics in Classical Studies **Credits: (3)**

Ancillary Courses with Classical Content (6 credits):

- CLSCS 309 – Introduction to Classical Literature in Translation **Credits: (3)**
- CLSCS 310 – Introduction to Classical Mythology in Translation **Credits: (3)**
- CLSCS 549 – Special Topics in Classics **Credits: (var.)**
- ENGL 230 – Classical Cultures
- ENVD 250 – History of the Designed Environment I
- HIST 567 – Europe in the Middle Ages
- HIST 585 – Medieval Religion and Politics
- MUSIC 530 – Music History I: Ancient Greece through 1700
- POLSC 661 – Political Thought: Classical to Sixteenth Century
- THTRE 572 – History of Theatre I

Study Abroad:

- Students will be encouraged, but not required, to study abroad in Greece, Turkey, or Italy or elsewhere at programs that offer courses in classical languages and cultures. Students currently have the opportunity, through the Office of International Programs, to study at universities that offer courses on classical topics including Boğaziçi University in Istanbul. In the future, a faculty-led summer study abroad trip to Italy, Greece, or Turkey will be organized. Transfer credit may fulfill requirements in the Humanities Core, the Language Requirements, and/or the Ancillary Requirements if approved by the Director of the minor in Classical Studies. At least two courses for the minor at or above the 300-level must be taken at K-State's Manhattan campus.

RATIONALE: To establish a minor in Classical Studies, housed within the existing degree program of Modern Languages and involving the participation of departments from across the university. It will include instruction in Latin and classical Greek along with cultural and literary studies.

IMPACT: 1) Architecture, Planning, and Design: Environmental Design (contacted 4/10/14; responded in the affirmative); 2) Arts and Sciences: English (contacted 4/10/14; responded in the affirmative); History (contacted 4/10/2014; responded in the affirmative); Music, Theatre, and Dance: Music (contacted 4/10/14; responded in the affirmative); Theatre (contacted 4/10/14; responded in the affirmative); Political Science (contacted 4/10/2014; responded in the affirmative).

EFFECTIVE DATE: Spring 2016

ASSESSMENT: 1) Knowledge – University SLO: Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied disciplines. Minor

SLO: Students will gain an overview of the history, cultures, and languages of Greece and/or Rome. 2) Critical Thinking – University SLO: Students will demonstrate the ability to access and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions. Minor SLO: Students will be able to critically analyze the texts and cultures of Greece and/or Rome, both in translation and in the original languages. 3) Communication – University SLO: Students will demonstrate the ability to communicate clearly and effectively. Minor SLO: Students will be able to demonstrate the ability to read and evaluate extended excerpts of individual authors of prose and poetry with the aid of a dictionary. 4) Diversity – University SLO: Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world. Minor SLO: Students will evaluate the differences in cultural values between Greece and Rome and the United States.

3) Classical Studies Minor Assessment Planning: The Student Learning Outcomes that will be assessed in the first three years of the Classical Studies Minor assessment plan are: 1) Knowledge. 2) Critical Thinking. 3) Communication. 4) Diversity. This three year plan will assess all students enrolled in Greek and Latin language courses at the 300-level and above. It will assess all students enrolled in Classics courses at the 500-level. It will assess only those students enrolled in ancillary courses who are taking it for minor credit.

Assessment will be made on the following information: 1) Direct: TVASs, meetings between students enrolled in the minor and the minor director. 2) Indirect: Grades, feedback to minor director. 3) Quantitative: Grades and, for the minor as a whole, the number of students enrolled in the minor. 4) Qualitative: TVALs, feedback from students and instructors of ancillary courses.

Minor SLOs	Greek 301	Greek 302	Latin 301	Latin 302	Classics 501	Classics 502	Ancillaries
Knowledge	X	X	X	X	X	X	X
Critical Thinking	X	X	X	X	X	X	X
Communication	X	X	X	X	X	X	C
Diversity	C	C	C	C	X	X	X

X = directly related to the SLO

C = contributes to SLO

Courses will be assessed according to the following schedule:

Language Courses – Greek/Latin 301 and 302: each time they are offered.

Core Humanities Courses – Classics 501 and 502: each time they are offered.

Ancillaries: each time they are offered and a minor student is enrolled.

The results will be discussed annually with the director of the minor and any instructors offering language or core humanities courses. The results will be discussed annually with the director of the minor and instructors representing all participating colleges.

Music, Theatre, and Dance

Theatre B.A./B.S.

FROM:

TO:

<p>Bachelor's degree requirements</p> <p>Theatre Forum</p> <p>Four semesters are required</p> <ul style="list-style-type: none"> • THTRE 080 - Theatre Forum Credits: (0) <p>A theatre core of 35 credit hours:</p> <ul style="list-style-type: none"> • THTRE 162 - Concepts of Theatre Production Credits: (1) • THTRE 261 - Fundamentals of Acting Credits: (3) • THTRE 268 - Techniques of Makeup Credits: (1) • THTRE 280 - Script Analysis Credits: (3) • THTRE 366 - Fundamentals of Theatre Management Credits: (3) • THTRE 368 - Fundamentals of Technical Production Credits: (3) • THTRE 369 - Fundamentals of Theatrical Design Credits: (3) • THTRE 370 - Dramatic Structure Credits: (3) • THTRE 565 - Principles of Directing Credits: (3) • THTRE 572 - History of Theatre I Credits: (3) 	<p>Bachelor's degree requirements</p> <p>Theatre Forum</p> <p><u>Two semesters are required</u></p> <ul style="list-style-type: none"> • THTRE 080 - Theatre Forum Credits: (0) <p>A theatre core of 35 credit hours:</p> <ul style="list-style-type: none"> • THTRE 162 - Concepts of Theatre Production Credits: (1) • THTRE 261 - Fundamentals of Acting Credits: (3) • THTRE 268 - Techniques of Makeup Credits: (1) • THTRE 280 - Script Analysis Credits: (3) • THTRE 366 - Fundamentals of Theatre Management Credits: (3) • THTRE 368 - Fundamentals of Technical Production Credits: (3) <u>Concurrent enrollment in at least one credit of THTRE 212</u> • THTRE 369 - Fundamentals of Theatrical Design Credits: (3) <u>Concurrent enrollment in at least one credit of THTRE 211</u> • THTRE 565 - Principles of Directing Credits: (3)
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<ul style="list-style-type: none"> • THTRE 573 - History of Theatre II Credits: (3) • THTRE 567 - Introduction to Costume Design Credits: (3) • or • THTRE 568 - Fundamentals of Scene Design Credits: (3) • or • THTRE 579 - Fundamentals of Stage Lighting Credits: (3) • THTRE 599 - Senior Seminar Credits: (3) <p>Advanced Work (12 credit hours)</p> <ul style="list-style-type: none"> • Theatre courses (excluding THTRE 566 and 710) numbered 500 or above Credits: (12) <p>Four credit hours of production work distributed as follows:</p> <ul style="list-style-type: none"> • THTRE 211 - Run Crew Credits: (0-2) enroll for (+) 1 hour in conjunction with THTRE 369 • THTRE 212 - Wardrobe Crew Credits: (0-2) enroll for (+) 1 hour in conjunction with THTRE 368 • THTRE 566 - Rehearsal Techniques Credits: (0-12) (2 credit hours) 2 semesters • or • THTRE 710 - Practicum in Theatre Credits: (0-6) (2 credit hours) 2 semesters <p>Total credit hours required for graduation: (120)</p>	<ul style="list-style-type: none"> • THTRE 572 - History of Theatre I Credits: (3) • THTRE 573 - History of Theatre II Credits: (3) • THTRE 567 - Introduction to Costume Design Credits: (3) • or • THTRE 568 - Fundamentals of Scene Design Credits: (3) • or • THTRE 579 - Fundamentals of Stage Lighting Credits: (3) • THTRE 599 - Senior Seminar Credits: (3) <p>Advanced Work (12 credit hours)</p> <ul style="list-style-type: none"> • Theatre courses (excluding THTRE 566 and 710) numbered 500 or above Credits: (12) <p>Four credit hours of production work distributed as follows:</p> <ul style="list-style-type: none"> • THTRE 211 - Run Crew Credits: (0-2) enroll for 1 hour in conjunction with THTRE 369 • THTRE 212 - Wardrobe Crew Credits: (0-2) enroll for 1 hour in conjunction with THTRE 368 • THTRE 566 - Rehearsal Techniques Credits: (0-12) (2 credit hours) 2 semesters • or • THTRE 710 - Practicum in Theatre Credits: (0-6) (2 credit hours) 2 semesters <p>Total credit hours required for graduation: (120)</p>
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RATIONALE: Recently the Design/Tech faculty have decided to tale the contents of one required course and disperse its content among 3 other courses currently on the books (THTRE 268 – Makeup, THTRE 368 – Fundamentals of Technical

Production, and THTRE 369 – Fundamentals of Technical Design) and add in an opportunity for students to focus on one design area through a course.

IMPACT: None

EFFECTIVE DATE: Spring 2016

College of Architecture, Planning and Design (10-2-15)

Non-Expedited Proposals – Courses Numbered 000-599

Department of Interior Architecture & Product Design

(Master of Interior Architecture & Product Design, Non-Baccalaureate & Post-Baccalaureate Tracks)

New Courses

Effective: Spring 2016

Impact on Other Units: None

Course: IAPD 210 Introduction to Digital Applications

Catalog Description: This course introduces basic design software skills in development of both 3D digital models and 2D graphics renderings and diagramming. Additionally, this course introduces best practices with regard to basic computer skills (ie, assembly, file management, etc.).

Credits: (1)

Requisites: Prerequisite: Admission to the professional program in interior architecture and product design.

Co-Requisite: IAPD 320

When Offered: Spring

K-State 8: None

Rationale: Creation of this course will provide better collaboration with other required courses as content of this course is strongly related to those courses required within the same semester.

Course: IAPD 310 Digital Applications

Catalog Description: This course addresses current digital media as it is used by the profession to draft and visualize design projects. Survey a wide variety of contemporary design and visualization software. The intention is not mastery of any single software but instead to form an understanding of the interface and use of the tools and when they are appropriate. Enable the thoughtful discussion and understanding of design representation and process in both drafting and visualization. Enable and empower the student to comfortably engage design software as they continue to evolve.

Credits: (2)

Requisites: Prerequisite: Admission to the professional program in interior architecture and product design.

When Offered: Fall, Summer

K-State 8: Aesthetic Interpretation

Rationale: Creation of this course will provide better collaboration with other required courses as content of this course is strongly related to those courses required within the same semester.

College of Human Ecology (10-2-15)

Non-expedited Undergraduate Course Change Proposals 599 and below

Department of Apparel, Textiles and Interior Design

Course Add
AT 450 Showcase of Excellence Event Planning Credits: (3) Planning, promotion, and production of apparel and textile runway event and static exhibit. When Offered: Spring

Rationale: A growing number of apparel and textile students are pursuing event planning and public relation careers specific to the apparel and textile industry, which frequently involves the planning and execution of fashion shows. Therefore, this course will provide the necessary and industry specific knowledge and skills related to planning special events, while creating an active learning opportunity to practice leadership, problem solving, teamwork, and communication. A number of our peer institutions already have established courses and related events; therefore, the addition of this course is necessary to stay competitive with these programs. Further, our students have been requesting this course for years, so there is a demand amongst our students. During spring 2015, the department offered the course as a problems course with great success and student interest. Finally, the course and related events were recommended by the apparel and textiles advisory board to provide opportunities for leadership as well as for exposure of student work.

IMPACT: This course is already being taught as a special topics course and is assigned to an AT faculty member as part of her regular teaching load. Because the Department of Hospitality, Management and Dietetics (HMD) has a Convention, Meeting, and Event Management track, the department head of HMD was notified, via email, of this proposed course on 05/05/15 and the hospitality management faculty in the department responded on 05/07/15 that they are fine with the proposal.

Effective: Spring 2016

Non-expedited Undergraduate Curriculum Change Proposal

Department of Human Nutrition

FROM:

TO:

Human Nutrition (B.S.) - Nutritional Sciences	Human Nutrition (B.S.) - Nutritional Sciences
General requirements (34-38) credit hours) Grades of C or higher required	General requirements (33-35) credit hours) Grades of C or higher required
Communications (11-12 credit hours)	Communications (11-12 credit hours)
<ul style="list-style-type: none"> • <u>ENGL 100 - Expository Writing I</u> Credits: (3) • <u>ENGL 200 - Expository Writing II</u> Credits: (3) • <u>ENGL 516 - Written Communication for the Sciences</u> Credits: (3) 	<ul style="list-style-type: none"> • <u>ENGL 100 - Expository Writing I</u> Credits: (3) • <u>ENGL 200 - Expository Writing II</u> Credits: (3) • <u>ENGL 516 - Written Communication for the Sciences</u> Credits: (3)
<i>One of the following courses</i>	<i>One of the following courses</i>
<ul style="list-style-type: none"> • <u>COMM 105 - Public Speaking IA</u> Credits: (2) • or • <u>COMM 106 - Public Speaking I</u> Credits: (3) 	<ul style="list-style-type: none"> • <u>COMM 105 - Public Speaking IA</u> Credits: (2) • or • <u>COMM 106 - Public Speaking I</u> Credits: (3)
Social Science (9 credit hours)	Social Science (9 credit hours)
<ul style="list-style-type: none"> • <u>ECON 110 - Principles of Macroeconomics</u> Credits: (3) • <u>PSYCH 110 - General Psychology</u> Credits: (3) • <u>SOCIO 211 - Introduction to Sociology</u> Credits: (3) 	<ul style="list-style-type: none"> • <u>ECON 110 - Principles of Macroeconomics</u> Credits: (3) • <u>PSYCH 110 - General Psychology</u> Credits: (3) • <u>SOCIO 211 - Introduction to Sociology</u> Credits: (3)
Humanities electives (6 credit hours)	Humanities electives (6 credit hours)
<i>(Only a course of 3 credits or more will apply.)</i>	<i>(Only a course of 3 credits or more will apply.)</i>
Natural and Physical Sciences	Natural and Physical Sciences
<i>(See Professional Studies)</i>	<i>(See Professional Studies)</i>
Quantitative Studies (6-7 credit hours)	Quantitative Studies (6-7 credit hours)
	<ul style="list-style-type: none"> • <u>STAT 325 - Introduction to Statistics</u> Credits: (3)

<p>One of the following courses</p> <hr/> <ul style="list-style-type: none"> • MATH 150 – Plane Trigonometry (3) • or • <u>MATH 220 - Analytic Geometry and Calculus</u> I (4) <p>One of the following courses</p> <hr/> <ul style="list-style-type: none"> • <u>STAT 325 - Introduction to Statistics</u> Credits: (3) • or • <u>STAT 340 – Biometrics I</u> Credits: (3) <hr/> <p>Integrative Human Ecology Courses (2-4 hours)</p> <ul style="list-style-type: none"> • GNHE 210 – Foundations of Human Ecology Credits: (1) • <u>College of Human Ecology Electives</u> Credits: (1-3) <hr/> <p>Professional studies (75 credit hours)</p> <hr/> <p><i>(Grade of C or higher required.)</i></p> <p>Biological Sciences (20 credit hours)</p> <hr/> <ul style="list-style-type: none"> • <u>BIOL 198 - Principles of Biology</u> Credits: (4) • <u>BIOL 340 - Structure and Function of the Human Body</u> Credits: (8) • <u>BIOL 450 - Modern Genetics</u> Credits: (4) • <u>BIOL 455 - General Microbiology</u> Credits: (4) <hr/> <p>Physical Sciences (27 credit hours)</p> <hr/> <ul style="list-style-type: none"> • <u>PHYS 113 - General Physics I</u> Credits: (4) • <u>PHYS 114 - General Physics II</u> Credits: (4) • CHM 210 – Chemistry 1 Credits: (4) • CHM 230 – Chemistry II Credits: (4) • CHM 531 – Organic Chemistry I Credits: (3) • CHM 550 – Organic Chemistry II Credits: (3) • CHM 532 – Organic Chemistry LAB Credits: (2) • BIOCH 521 – General Biochemistry Credits: (3) <hr/> <p>Nutrition (28 hours)</p> <ul style="list-style-type: none"> • <u>HN 132 - Basic Nutrition</u> Credits: (3) • <u>HN 400 - Human Nutrition</u> Credits: (3) 	<p>One of the following courses</p> <hr/> <ul style="list-style-type: none"> • MATH 150 – Plane Trigonometry (3) • or • <u>MATH 220 - Analytic Geometry and Calculus</u> I (4) <hr/> <p>Integrative Human Ecology Course (1 hour)</p> <ul style="list-style-type: none"> • GNHE 210 – Foundations of Human Ecology Credits: (1) <hr/> <p>Professional studies (76 credit hours)</p> <hr/> <p><i>(Grade of C or higher required.)</i></p> <p>Biological Sciences (20 credit hours)</p> <hr/> <ul style="list-style-type: none"> • <u>BIOL 198 - Principles of Biology</u> Credits: (4) • <u>BIOL 340 - Structure and Function of the Human Body</u> Credits: (8) • <u>BIOL 450 - Modern Genetics</u> Credits: (4) • <u>BIOL 455 - General Microbiology</u> Credits: (4) <hr/> <p>Physical Sciences (27 credit hours)</p> <hr/> <ul style="list-style-type: none"> • <u>PHYS 113 - General Physics I</u> Credits: (4) • <u>PHYS 114 - General Physics II</u> Credits: (4) • CHM 210 – Chemistry 1 Credits: (4) • CHM 230 – Chemistry II Credits: (4) • CHM 531 – Organic Chemistry I Credits: (3) • CHM 550 – Organic Chemistry II Credits: (3) • CHM 532 – Organic Chemistry LAB Credits: (2) • BIOCH 521 – General Biochemistry Credits: (3) <hr/> <p>Nutrition (29 hours)</p> <ul style="list-style-type: none"> • <u>HN 132 - Basic Nutrition</u> Credits: (3) • <u>HN 400 - Human Nutrition</u> Credits: (3)
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<ul style="list-style-type: none"> • <u>HN 413 - Science of Food</u> Credits: (4) • <u>HN 450 - Nutritional Assessment</u> Credits: (2) • <u>HN 510 - Life Span Nutrition</u> Credits: (3) • <u>HN 535 - Energy Balance</u> Credits: (2) • <u>HN 600 - Public Health Nutrition</u> Credits: (3) • <u>HN 620 - Nutrient Metabolism</u> Credits: (3) • <u>HN 631 - Clinical Nutrition I</u> Credits: (2) • <u>HN 632 - Clinical Nutrition II</u> Credits: (3) <hr/> <p>Unrestricted electives (7-11 credit hours)</p> <hr/> <p>Total credit hours required for graduation (120)</p> <hr/>	<ul style="list-style-type: none"> • <u>HN 413 - Science of Food</u> Credits: (4) • <u>HN 450 - Nutritional Assessment</u> Credits: (2) • <u>HN 510 - Life Span Nutrition</u> Credits: (3) • <u>HN 535 - Energy Balance</u> Credits: (2) • <u>HN 600 - Public Health Nutrition</u> Credits: (3) • <u>HN 620 - Nutrient Metabolism</u> Credits: (3) • <u>HN 631 - Clinical Nutrition I</u> Credits: (3) • <u>HN 632 - Clinical Nutrition II</u> Credits: (3) <hr/> <p>Unrestricted electives (9-11 credit hours)</p> <hr/> <p>Total credit hours required for graduation (120)</p> <hr/>
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Rationale: HN 631 has changed from 2 to 3 hours. This change meant that the College of Human Ecology elective is no longer needed to meet the 30 hours of College of Human Ecology required to graduate. As such the College of Human Ecology elective has been removed and the hours adjusted accordingly. STAT 340 has also been removed as a statistical course option, because students were not taking it. Dr. Lindshield, the advisor for the major, can only recall 1 student in the past 7 years. Thus, to simplify the curriculum it has been removed.

Impact: There is a small impact on the statistics department since STAT 340 is being removed from the curriculum. Gary Gadbury, head of the Department of Statistics was contacted on 5/1 by email and he indicated that this change is fine.

Effective Term: Spring 2016

Graduate Course and Curriculum changes (10-6-15)

Non-Expedited New Courses

EDCI 703. Math Methods and Practicum for Teaching and Learning. (3) I, II. Principles of teaching applied to mathematics instruction in the secondary and middle schools including: motivation, organization of subject matter, lesson/unit planning, assessment and reporting, organization and management of the classroom, and methodology and materials of the secondary and middle schools.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning. These students are required to take a specific content area teaching methods course together with a field experience in which they are placed in an area secondary school. 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 single three-credit course at the 700 level combines the lecture and field experience and is discipline specific (in this case, mathematics).

EFFECTIVE DATE: Spring 2016

EDCI 704. Science Methods and Practicum for Teaching and Learning. (3) I, II. This course addresses principles of teaching applied to science instruction in the secondary school. These principles include: motivation; organization of subject matter; lesson planning for direct, inquiry, and social/personal instructional emphases; assessment; meeting the needs of individual students; organization and management of the classroom; and methodology and materials of the secondary school science classroom.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning. These students are required to take a specific content area teaching methods course together with a field experience in which they are placed in an area secondary school. 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 single three-credit course at the 700 level combines the lecture and field experience and is discipline specific (in this case, science).

EFFECTIVE DATE: Spring 2016

EDCI 705. Social Studies Methods and Practicum for Teaching and Learning. (3) I, II. Principles of teaching applied to social studies instruction in the secondary and middle schools including: motivation, organization of subject matter, lesson/unit planning, assessment and reporting, organization and management of the classroom, and methodology and materials of the secondary and middle schools.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning. These students are required to take a specific content area teaching methods course together with a field experience in which they are placed in an area secondary school. 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 single three-credit course at the 700 level combines the lecture and field experience and is discipline specific (in this case, social studies).

EFFECTIVE DATE: Spring 2016

EDCI 706. English, Speech/Theater, and Journalism Methods and Practicum for Teaching and Learning. (3) I, II. Principles of teaching applied to language arts instruction in the secondary and middle schools including: motivation, organization of subject matter, lesson/unit planning, assessment and reporting, organization and management of the classroom, and methodology and materials of secondary and middle schools.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning. These students are required to take a specific content area teaching methods course together with a field experience in which they are placed in an area secondary school. 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 single three-credit course at the 700 level combines the lecture and field experience and is discipline specific (in this case, English, speech/theatre, and journalism).

EFFECTIVE DATE: Spring 2016

EDCI 707. FACS Methods and Practicum for Teaching and Learning. (3) I. This course focuses on the principles of teaching applied to Family and Consumer Sciences instruction; organization of subject matter, unit and lesson planning, evaluation and assessment, classroom management, motivation, learning styles, methodology and materials related to teaching Family and Consumer Sciences in the middle school and secondary classroom.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning. These students are required to take a specific content area teaching methods course together with a field experience in which they are placed in an area secondary school. 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 single three-credit course at the 700 level combines the lecture and field experience and is discipline specific (in this case, FACS).

EFFECTIVE DATE: Spring 2016

EDCI 708. Business Methods and Practicum for Teaching and Learning. (3) I. Principles of teaching applied to business education instruction in the secondary and middle schools including: motivation, organization of subject matter, lesson/unit planning, assessment and reporting, organization and management of the classroom, and methodology and materials of the secondary and middle schools.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning. These students are required to take a specific content area teaching methods course together with a field experience in which they are placed in an area secondary school. 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 single three-credit course at the 700 level combines the lecture and field experience and is discipline specific (in this case, business).

EFFECTIVE DATE: Spring 2016

EDCI 709. Agricultural Education Methods and Practicum for Teaching and Learning. (3) I. Principles of teaching applied to agriculture education instruction in the secondary and middle schools including: motivation, organization of subject matter, lesson/unit planning, assessment and reporting, organization and management of the classroom, and methodology and materials of the secondary and middle schools.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning. These students are required to take a specific content area teaching methods course together with a field experience in which they are placed in an area secondary school. 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 single three-credit course at the 700 level combines the lecture and field experience and is discipline specific (in this case, agriculture).

EFFECTIVE DATE: Spring 2016

EDCI 711. Art Methods and Practicum for Teaching and Learning. (3) I. Principles of teaching applied to art instruction in the secondary and middle schools including: motivation, organization of subject matter, lesson/unit planning, assessment and reporting, organization and management of the classroom, and methodology and materials of the secondary and middle schools. Field-based experience to help the pre-professional teacher practice the incorporation of art with reading methods and demonstrate application of technology into teaching and assessment in the secondary and middle schools.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning. These students are required to take a specific content area teaching methods course together with a field experience in which they are placed in an area secondary school. 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 single three-credit course at the 700 level combines the lecture and field experience and is discipline specific (in this case, art).

EFFECTIVE DATE: Spring 2016

EDCI 712. Modern Language Methods/Practicum for Teaching and Learning (3) I. Principles of teaching applied to foreign language instruction in the secondary and middle schools including: motivation, organization of subject matter, lesson/unit planning, assessment and

reporting, organization and management of the classroom, and methodology and materials of the secondary and middle schools.

IMPACT: No foreseeable.

RATIONALE: This course provides a permanent graduate number for students in the graduate certificate in teaching and learning. These students are required to take a specific content area teaching methods course together with a field experience in which they are placed in an area secondary school. 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 single three-credit course at the 700 level combines the lecture and field experience and is discipline specific (in this case, modern language education).

EFFECTIVE DATE: Spring 2016

ADD: **COT 682. Open Source Cyber Surveillance.** (3) Fall. One of the key public concerns for safe integration of Unmanned Aircraft Systems (UAS) into the National Air Space (NAS) is *privacy*. This course questions the technical gaps, Intelligence Community (IC) assumptions, and important legal issues related to open source cyber surveillance with emphasis on UAS activities/deployment. Topics addressed include the responsible, legal, and ethical use of data and information gathered from the use of unmanned, semiautonomous systems, web data mining, social networks, and other modern technological systems.

RATIONALE: This course provides coverage of information/intelligence gathered from the use of Unmanned, semi-autonomous systems. Further this course will provide understanding of responsible, legal, and ethical use of data and information gathered from the use of unmanned systems.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Spring 2016

ADD: **COT 686. Risk Management for Unmanned Aircraft Systems Operators, Pilots, and Ground Personnel.** (3) Spring. Unmanned Aircraft Systems (UAS) Operators, Pilots, and Ground Personnel must be committed to safety if the goal of UAS integration into National Air Space (NAS) is to be accomplished. The best tool for assessment and determination of safest possible flight is Risk Management. This course introduces three risk assessment tools for UAS Operators, Pilots, and Ground Personnel to manage the workloads associated with each phase of flight.

RATIONALE: This course prepares students in understanding the importance of advanced Risk Management for Pilots, UAS Operators, and Ground Personnel for each phase of flight per Federal Aviation Administration (FAA) standards. In addition to FAA standards, three different Risk

Assessment (RA)/Management tools will be demonstrated so students will learn apply these techniques to various test scenarios.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Spring 2016

ADD: **COT 688. Sense and Avoid Technologies in Unmanned Aircraft Systems.** (3) Fall. An advanced course in Sense and Avoid (SAA) technologies for Unmanned Aircraft Systems (UAS). SAA is an extremely important concept and is the main obstacle for wider application of UAS in non-segregated airspace related to traffic safety in civilian and military/defense domains. This course presents the state-of-the-art research results from British, American, Australian and European universities, as well as corporate organizations such as Boeing and MITRE.

RATIONALE: This course presents a unique view as to the cyber aspects of UAS SAA, the goal being protecting the information and cryptographic exchanges from cyber terrorism or espionage.

IMPACT: No impact on other departments.

EFFECTIVE DATE: Spring 2016

NON-EXPEDITED GRADUATE CURRICULUM CHANGE

Curriculum and Instruction Changes to the Graduate Certificate in Teaching and Learning

FROM:	TO:
<p>ORTL-001 Orientation to Teaching and Learning</p> <p>Block I</p> <p>FSHS 506 – Middle Childhood and Adolescence (3 credits)</p> <p>EDCEP 786 – Curriculum, Pedagogy and Assessment (3 credits)</p> <p>EDSP 710 - Education of Exceptional Individuals (3 credits)</p> <p>Block II</p>	<p>Block I</p> <p><u>EDCI 702 – Curriculum, Instruction, and Assessment (3 credits)</u></p> <p><u>EDCI 715 – Literacy and Diverse Learners in the Content Areas (3 credits)</u></p> <p>EDSP 710 – Education of Exceptional Individuals (3 credits)</p> <p>Block II</p> <p><u>Foundations, one of the following:</u></p>

EDCEP 525 - Interpersonal Relations (1 credit hour) EDCI 786 - Topics/Methods of Teaching Content and Reading (2 credits) EDCI 812 - History of American Education (3 credits) or EDCI 813 - Philosophy of American Education (3 credits) EDCI 991 - Internship/Curriculum and Instruction (1 credits)	EDCI 812 - History of American Education (3 credits) or EDCI 813 - Philosophy of American Education (3 credits) <u>Content Area Teaching Methods, one of the following:</u> <u>EDCI 703 – Math Methods and Practicum for Teaching and Learning (3 credits)</u> or <u>EDCI 704 -- Science Methods and Practicum for Teaching and Learning (3 credits)</u> or <u>EDCI 705 – Social Studies Methods and Practicum for Teaching and Learning (3 credits)</u> or <u>EDCI 706 – English, Speech/Theater, and Journalism Methods and Practicum for Teaching and Learning (3 credits)</u> or <u>EDCI 707 – FACS Methods and Practicum for Teaching and Learning (3 credits)</u> or <u>EDCI 708 – Business Methods and Practicum for Teaching and Learning (3 credits)</u> or <u>EDCI 709 – Agricultural Education Methods and Practicum for Teaching and Learning (3 credits)</u> or <u>EDCI 711 – Art Methods and Practicum for Teaching and Learning (3 credits)</u> or
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<p>Block III</p> <p>EDCI 991 – Internship/Curriculum and Instruction (4 credits)</p> <p>(This serves as your student teaching semester)</p> <p>Total: 20 Credit Hours</p>	<p><u>EDCI 712 – Modern Language Methods/Practicum for Teaching and Learning (3 credits)</u></p> <p><u>or</u></p> <p><u>EDCI 724 – Fundamentals of Teaching Music (1 credit)</u></p> <p><u>and</u></p> <p><u>EDCI 725 – Music Methods for Elementary Schools (1 credit)</u></p> <p><u>and</u></p> <p><u>EDCI 726 – Music Program in Middle and Secondary Schools (1 credit)</u></p> <p><u>and</u></p> <p><u>EDCI 727 – Advanced Methods in Music Education (1 credit)</u></p> <p><u>Block III</u></p> <p><u>EDCI 801 Internship in K-12 Schools (4 credits)</u></p> <p>Total: <u>19/20</u> Credit Hours</p>
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RATIONALE: This proposal addresses clean up issues in the graduate certificate in teaching and learning. Topics courses (786) are replaced with regular graduate numbered courses, and 500-level courses are replaced with graduate courses.

IMPACT: This proposal impacts the Family Studies and Human Services (FSHS 506 is being removed from the certificate). Dorothy Durband, department head, was contacted by email on March 13, and she replied with her support of the program on March 15. The proposal also impacts the Department of Special Education, Counseling, and Student Affairs (EDCEP 525 is being removed from the certificate). Kenneth Hughey, department chair, was contacted personally on March 24, and he indicated his support of the proposal.

EFFECTIVE DATE: Fall 2015

University Honors Program – Informational

<p>University Honors Program</p> <p>K-State's University Honors Program provides exceptional students with an understanding of contemporary concepts of common and diverse intellectual traditions, as well as discipline-specific knowledge and abilities. Our community of scholars will possess global awareness and competence in dealing with an increasingly diverse world, having had educational experiences that emphasize scholarship, critical thinking, and intellectual curiosity. Students in the program will possess superior written and oral communication skills and will become active participants in the lively discourse of today's world.</p> <p>Admission requirements</p> <p>The general criteria for admission to the university honors program are as follows:</p> <ol style="list-style-type: none"> 1. ACT composite of 28 or greater. 2. A high school GPA of 3.75 or greater (weighted or un-weighted). 3. Completion of the UHP application together with one letter of support from an individual who can attest to the student's motivation and ability to perform honors-level work. <p>Students who have notable extracurricular experience and/or leadership activities and who, for whatever reason, do not quite achieve the GPA and/or ACT cutoffs are still encouraged to apply. Because of the high quality and number of applicants, meeting the above criteria does not necessarily guarantee admission. All components of the application are used to reach a final decision.</p> <p>Current students wishing to enter the university honors program should have a cumulative GPA of 3.5</p>	<p>University Honors Program</p> <p><u>The University Honors Program, or the UHP, encourages students to grow in the intellectual craft of scholarship. Through cultural and performing arts events, skill-development workshops, travel opportunities, and challenging course work, UHP students will increase their intellectual curiosity about the world, its wonders and its complexity. The UHP will challenge students to reach their full potential as scholarly, competent and fulfilled leaders.</u></p> <p>Admission requirements</p> <p>The general criteria for admission to the <u>UHP</u> are as follows:</p> <ol style="list-style-type: none"> 1. ACT composite of <u>29</u> or greater. 2. A high school GPA of 3.75 or greater (weighted or un-weighted). 3. Completion of the UHP application <u>through the Honors Administration Link: www.k-state.edu/ksuhonors/hal</u> <p>Students who have notable extracurricular experience and/or leadership activities and who, for whatever reason, do not quite achieve the GPA and/or ACT <u>scores</u> are still encouraged to apply. All components of the application are used to reach a final decision.</p> <p>Current students wishing to enter the <u>UHP</u> should have a cumulative GPA of 3.5 or higher (K-State</p>
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<p>or higher (K-State grades only) and are encouraged to visit with the staff about their specific situation.</p> <p>Students transferring from other institutions who are interested in a possible honors curriculum are also encouraged to consult with the University Honors Program staff.</p> <p>University Honors Program – Completion requirements Minimum of 15 Credit Hours (minimum of 16 credit hours in the College of Arts and Sciences)</p> <p>I. University Level – 7 credit hours required</p> <p>-</p> <p>A. RETREAT for new students prior to fall semester (optional)</p> <p>B. XXX 020 Students enroll in program each semester – 0 credit {XXX indicates that students will enroll by college, e.g., DAS 020}</p> <p>C. XXX 189 Introduction to University Honors Program – 1 credit {XXX indicates students will enroll by college. All 189 sections will have same content and format}</p> <p>D. Other Requirements – 6 credits</p> <p>University honors courses and new courses generated by departments. These courses can be honors sections of required courses or elective seminars (most are 3 credit hours).</p> <p>Alternative opportunities (e.g., study abroad) to generate university level honor credit hours must be approved by both the Director of the University Honors Program and the college coordinator (or appropriate college representative). Students cannot use a given</p>	<p>grades only) and are encouraged to visit with the <u>UHP</u> staff about their specific situation.</p> <p>Students transferring from other institutions who are interested in a possible honors curriculum <u>should</u> have a 3.5 cumulative GPA in prior undergraduate work and are also encouraged to consult with the <u>UHP</u> staff.</p> <p><u>Because of the high quality and number of applicants, meeting the above criteria does not necessarily guarantee admission.</u></p> <p><u>Students must maintain a 3.5 GPA to remain in good standing and to graduate from the UHP.</u></p> <p>University Honors Program – Completion requirements</p> <p>1. <u>Orientation: One (1) introductory course – 1 credit</u></p> <p><u>UHP students will complete the following course:</u></p> <p><u>XXX 189 Introduction to University Honors Program</u> <u>{XXX indicates students will enroll by college. All 189 sections will have same content and format}</u></p> <p>2. <u>Courses: Four (4) for-credit academic courses – 12 credits minimum</u></p> <p><u>At least four UHP-eligible courses must be completed for credit for a minimum total of twelve credit hours. UHP students will have the flexibility to choose from a menu of three eligible options:</u></p> <ul style="list-style-type: none"> <u>UHP-designated courses (e.g., Honors Chemistry, Honors Introduction to the Humanities) that carry course credit.</u> <u>Contract courses (i.e., a regular for-credit course where the student and</u>
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<p>activity for both university and college level requirements. Under no circumstances will students be allowed to arrange for credit after the experience is completed.</p> <p>II. College Level – Minimum of 8 credit hours or equivalent required (9 credit hours or equivalent required in the College of Arts and Sciences)</p> <p>Individual colleges will generate the courses and experiences that will be required of students in their college. These plans have been approved by the faculty in each college, the Director of the University Honors Program (working with the Honors Advisory Council), and Faculty Senate.</p> <p>The program must include a capstone Honors Project for each student, an activity that would represent a significant body of work and supervised by a faculty member. Amount of credit hours or their equivalent varies across colleges.</p> <p>The total credit hours and/or equivalent credit must add to a minimum of 8 hours (9 hours in Arts and Sciences).</p> <p>In virtually all colleges, alternative opportunities (study abroad, internships, community service, etc.) can be used to fulfill this requirement, whether it is for academic credit or an equivalent. As noted above, these alternative opportunities must be approved by both the appropriate college representative and the University Honors Program Director and must be in place before the activity occurs.</p> <p>For more information www.k-state.edu/ksuhonors E-mail: ksuhonors@k-state.edu</p>	<p><u>instructor agree upon additional scholarly expectations and outcomes).</u></p> <ul style="list-style-type: none"> • <u>Course credits taken for undergraduate research</u> <p>3. Experiences: <u>Three (3) co-curricular experiences and/or additional for-credit academic courses – total credits will vary: no minimum</u></p> <p><u>This requirement accommodates multiple forms of experiential learning, co-curricular enrichment, and/or additional UHP-eligible coursework. Eligible co-curricular experiences will include items such as study abroad, International Service Teams participation, undergraduate research, internships, participation on a university competition team, and work as a teaching assistant.</u></p> <p><u>The UHP will develop and maintain guidelines for what constitutes a qualifying experience, including a menu of options. Other experiences may also be proposed, pending the approval of the relevant College coordinator and the UHP staff.</u></p> <p><u>In brief, eligible experiences will require students to intentionally reference and integrate knowledge from their curriculum in an applied fashion and involve active accountability (supervision, mentorship, instruction, etc.). Thus, eligible co-curricular experiences are not intended to encompass routine participation or leadership in campus clubs or “student life” activities.</u></p> <p><u>Students may also choose to complete additional UHP-eligible and for-credit academic courses in this category.</u></p> <p>4. Project: <u>One (1) independent UHP scholarly project – 0-3 credits</u></p>
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	<p><u>Students can select one of four tracks to complete their UHP Project. Each track emphasizes integrative, independent learning and skill development.</u></p> <ol style="list-style-type: none"> a. <u>Research track A traditional “honors thesis” where students complete research under the supervision of faculty members.</u> b. <u>International track Project based upon study or service abroad for a minimum duration of ten weeks.</u> c. <u>Professional track Project based upon a full-time internship or co-op experience for a minimum duration of ten weeks. Two distinct internships with a single employer may also be used as the basis for a project, provided they total at least ten weeks (with UHP approval granted before the second internship).</u> d. <u>Creative track Project based upon the creation of original creative work, principally for students in the fine and performing arts for whom artistic production is an essential scholarly activity.</u> <p><u>All four tracks will require a significant intellectual product that is supervised and approved by a K-State mentor with appropriate expertise. All proposals and completed projects must also be approved by the mentor, the College coordinator and the UHP.</u></p> <p><u>Project approval must be obtained prior to beginning the proposed project.</u></p> <p><u>Additional Notes</u></p> <ul style="list-style-type: none"> • <u>Students may not “double dip” by counting any single course or activity in more than one UHP requirement category.</u>
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	<ul style="list-style-type: none"> • <u>In both the “Experiences” and “Project” categories, experiences such as internships, if they are required parts of a student’s declared major, may <i>only</i> satisfy a UHP requirement if an additional enrichment and/or intellectual product is agreed upon and verified.</u> • <u>Transfer students who completed Honors coursework at another institution will have the opportunity to petition the UHP Director to apply those credits towards the completion of UHP course requirements.</u> • <u>The completion of graduate-level coursework above and beyond the stated requirements of the student’s declared major may be counted for UHP credit through the process of course contracting.</u> <p>For more information www.k-state.edu/ksuhonors E-mail: ksuhonors@k-state.edu</p>
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The proposal above refers to language that appears at the following catalog location:

http://catalog.k-state.edu/content.php?catoid=13&navoid=1411%20-%20univ_hono_prog#univ_hono_prog

Rationale: There are three primary goals that motivate the proposed revision of the curriculum:

1. To harmonize requirements across all the colleges. They currently vary among the colleges, which raises concerns in terms of complexity, recruiting impact and problems that arise when Honors students move from one College to another.
2. To provide attractive, readily legible requirements that will aid the university in recruiting top students. This includes adjusting the requirements towards greater parity with our competitors and other respected honors programs.
3. To enhance our ability to graduate students from the UHP. We also recognize that the UHP has a role to play in fostering a level of engagement that aids in the general retention of high-achieving students, and the proposed requirements seek to incentivize that engagement.

Impact: This proposal impacts the colleges of Agriculture; Architecture, Planning, and Design; Arts & Sciences; Business Administration; Education; Engineering; and Human Ecology since students from each of these colleges will have the option to participate.

College-level coordinators for each of these colleges have been notified, and have indicated their willingness to support the proposed changes.

It is hoped that the changes will have a positive impact in terms of helping to recruit and retain high-achieving students.

No specific impacts are anticipated in terms of cost. While college and department resources are certainly utilized to offer Honors courses, and while the time and energy of faculty are utilized to supervise Honors projects and Honors contracts, those same demands exist under the current system. Thus, we do not believe this proposal encumbers new commitments of money, space, or faculty time.

In addition, the flexible nature of the curriculum means that there are no mandatory costs associated with the adoption of the proposed curriculum for any unit; no unit has a specified obligation to offer an Honors course.

Effective Term: Fall 2016