

**Attachment 1**  
**Academic Affairs**  
**Consent Agenda Supplemental Information**

**College of Arts and Sciences (2-9-17)**

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**Graduate Course and Curriculum changes (2-7-17)**

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## College of Arts and Sciences (2-9-17)

### Art

FROM: ART 331 – Introduction to Interactive Art. (3) I, II. ~~A studio art course exploring beginner interactive media and technology for artistic production. Instruction in use of computers for artists covering graphics, sound, electronics and interactive programming. Basic principles and both hands-on and analytical skills to enable them to create self-generated art projects using interactive and electronic technologies.~~ Pr.: ART 330 or permission of instructor. K-State 8: ~~None.~~

TO: ART 331 – Introduction to Interactive Art. (3) I, II. Explores interactive media and technology for artistic production including use of computers for graphics, sound, electronics, and interactive programming. Pr.: ART 330 or permission of instructor. K-State 8: Aesthetic Interpretation.

K-State 8 RATIONALE: Students who take Digital Experimental Media will engage their critical thinking skills as they work within a problem solving curricula centered around visual aesthetics as it relates to the creation of visual work created with digital tools, including creative applications, programming, and physical computing.

RATIONALE: Students who take Digital Experimental Media will engage their critical thinking skills as they work within a problem solving curricula centered around visual aesthetics as it relates to the creation of visual work created with digital tools, including creative applications, programming, and physical computing.

IMPACT: None

EFFECTIVE DATE: Fall 2017

FROM: ART 568 – Alternative Processes in Photography. (3) I, II. Introduction to a variety of historic processes in photographic image-making. Course will also include readings concerning history of photography. Note: Repeatable. Pr.: ~~Art 395, 563.~~ K-State 8: Aesthetic Interpretation.

TO: ART 568 – Alternative Processes in Photography. (3) I. Introduction to a variety of historic processes in photographic image-making. Course will also include readings concerning history of photography. Note: Repeatable. Pr.: None. K-State 8: Aesthetic Interpretation, Historical Perspectives.

K-State 8 Rationale: This is an art course that incorporates historical perspectives by teaching historical processes and perspectives in photography.

RATIONALE: The pre rec is not needed in order to take this course. When we changed the curriculum in 2013, we neglected to update this detail.

IMPACT: None

EFFECTIVE DATE: Fall 2017

## Courses Numbered 600-999

### **Art**

FROM: ART 602 – Twentieth Century Art History III. (3) I, II, S. Art movements beginning with abstract expressions and continuing through pop, op, minimal, and conceptual art movements up to 1980. Pr.: ART 195 or 196. K-State 8: ~~None~~.

TO: ART 602 – Twentieth Century Art History III. (3) I, II, S. Art movements beginning with abstract expressions and continuing through pop, op, minimal, and conceptual art movements up to 1980. Pr.: ART 195 or 196. K-State 8: Aesthetic Interpretation; Historical Perspectives.

K-State 8 Rationale: Teaches how to interpret form and iconography of works of art (Aesthetic Interpretation); Teaches historical artistic movements and contexts of the 20<sup>th</sup> Century up to the 1980s (Historical Perspective).

RATIONALE: We are seeking to add this course as an option to the college of Arts and Sciences Humanities Western Civilization requirement. Western culture is characterized by a host of artistic, philosophic, literary, and legal themes and traditions. The history of the visual arts, including painting, sculpture, abstract art and design, offer a unique way to understand and appreciate the development of our western heritage.

IMPACT: None

EFFECTIVE DATE: Fall 2017

FROM: ART 603 – Twentieth Century Art History IV. (3) I, II, S. The art movements of the 1980s beginning with photo-realism and continuing through the pattern and decoration, new image art, neo-expressionisms, and neo-abstraction. Pr.: ART 195 or 196. K-State 8: ~~None~~.

TO: ART 603 – Twentieth Century Art History IV. (3) I, II, S. The art movements of the 1980s beginning with photo-realism and continuing through the pattern and decoration, new image art, neo-expressionisms, and neo-abstraction. Pr.: ART 195 or 196. K-State 8: Aesthetic Interpretation; Historical Perspectives.

K-State 8 Rationale: Teaches how to interpret form and iconography of works of art (Aesthetic Interpretation); Teaches historical artistic movements and contexts of the 20<sup>th</sup> Century up to the 1980s (Historical Perspective).

RATIONALE: We are seeking to add this course as an option to the college of Arts and Sciences Humanities Western Civilization requirement. Western culture is characterized by a host of artistic, philosophic, literary, and legal themes and traditions. The history of the visual arts, including painting, sculpture, abstract art and design, offer a unique way to understand and appreciate the development of our western heritage.

IMPACT: None

EFFECTIVE DATE: Fall 2017

FROM: ART 604 – Greek Art History. (3) I, II. The art of classical Greece, from its Aegean origins through the Hellenistic period. Pr.: ART 195 or 196. K-State 8: ~~None~~.

TO: ART 604 – Greek Art History. (3) I, II. The art of classical Greece, from its Aegean origins through the Hellenistic period. Pr.: ART 195 or 196. K-State 8: Aesthetic Interpretation; Historical Perspectives.

K- State 8 Rationale: Teaches how to interpret form and iconography of works of art (Aesthetic Interpretation); Teaches historical artistic movements and contexts of the 20<sup>th</sup> Century up to the 1980s (Historical Perspective).

RATIONALE: We are seeking to add this course as an option to the college of Arts and Sciences Humanities Western Civilization requirement. Western culture is characterized by a host of artistic, philosophic, literary, and legal themes and traditions. The history of the visual arts, including painting, sculpture, abstract art and design, offer a unique way to understand and appreciate the development of our western heritage.

IMPACT: None

EFFECTIVE DATE: Fall 2017

FROM: ART 612 – History of Italian Renaissance Art. (3) I, II. Renaissance art of Italy from the thirteenth through the sixteenth centuries. Pr.: ART 195 or 196. K-State 8: ~~None~~.

TO: ART 612 – History of Italian Renaissance Art. (3) I, II. Renaissance art of Italy from the thirteenth through the sixteenth centuries. Pr.: ART 195 or 196. K-State 8: Aesthetic Interpretation; Historical Perspectives.

K- State 8 Rationale: Teaches how to interpret form and iconography of works of art (Aesthetic Interpretation); Teaches historical artistic movements and contexts of the 20<sup>th</sup> Century up to the 1980s (Historical Perspective).

RATIONALE: We are seeking to add this course as an option to the college of Arts and Sciences Humanities Western Civilization requirement. Western culture is characterized by a host of artistic, philosophic, literary, and legal themes and traditions. The history of the visual arts, including painting, sculpture, abstract art and design, offer a unique way to understand and appreciate the development of our western heritage.

IMPACT: None

EFFECTIVE DATE: Fall 2017

FROM: ART 622 – Baroque Art History. (3) I, II. The development of the baroque period in northern and southern Europe, from its beginnings in the early seventeenth century to the rococo style of the eighteenth century. Pr.: Art 195 or 196. K-State 8: ~~None~~.

TO: ART 622 - Baroque Art History. (3) I, II. The development of the baroque period in northern and southern Europe, from its beginnings in the early seventeenth century to the rococo style of the eighteenth century. Pr.: Art 195 or 196. K-State 8: Aesthetic Interpretation; Historical Perspective.

K-State 8 Rationale: Teaches how to interpret form and iconography of works of art (Aesthetic Interpretation); teaches historical events and contexts of the Baroque Period (historical perspective).

RATIONALE: We are seeking to add this course as an option to the college of Arts and Sciences Humanities Western Civilization requirement. Western culture is characterized by a host of artistic, philosophic, literary, and legal themes and traditions. The history of the visual arts, including painting, sculpture, abstract art and design, offer a unique way to understand and appreciate the development of our western heritage.

IMPACT: None

EFFECTIVE DATE: Fall 2017

FROM: ART 634 – History of Modern Sculpture. (3) I, II. Directions in sculpture since the time of Rodin. Pr.: ART 195 or 196. K-State 8: ~~None~~.

TO: ART 634 – History of Modern Sculpture. (3) I, II. Directions in sculpture since the time of Rodin. Pr.: ART 195 or 196. K-State 8: Aesthetic Interpretation; Historical Perspective.

K-State 8 Rationale: Teaches how to interpret form and iconography of works of art (Aesthetic Interpretation); teaches historical events and contexts of the Baroque Period (historical perspective).

RATIONALE: We are seeking to add this course as an option to the college of Arts and Sciences Humanities Western Civilization requirement. Western culture is characterized by a host of artistic, philosophic, literary, and legal themes and traditions. The history of the visual arts, including painting, sculpture, abstract art and design, offer a unique way to understand and appreciate the development of our western heritage.

IMPACT: None

EFFECTIVE DATE: Fall 2017

FROM: ART 642 – Nineteenth Century Art History. (3) I, II. Painting, Sculpture, and architecture of the late eighteenth and nineteenth centuries, with emphasis on the art of France. Pr.: ART 195 or 196. K-State 8: ~~None~~.

TO: ART 642 – Nineteenth Century Art History. (3) I, II. Painting, Sculpture, and architecture of the late eighteenth and nineteenth centuries, with emphasis on the art of France. Pr.: ART 195 or 196. K-State 8: Aesthetic Interpretation; Historical Perspective.

K-State 8 Rationale: Teaches how to interpret form and iconography of works of art (Aesthetic Interpretation); teaches historical events and contexts of the Baroque Period (historical perspective).

RATIONALE: We are seeking to add this course as an option to the college of Arts and Sciences Humanities Western Civilization requirement. Western culture is characterized by a host of artistic, philosophic, literary, and legal themes and traditions. The history of the visual arts, including painting, sculpture, abstract art and design, offer a unique way to understand and appreciate the development of our western heritage.

IMPACT: None

EFFECTIVE DATE: Fall 2017

## NON-EXPEDITED CURRICULUM PROPOSALS

### Undergraduate

#### Dean of Arts and Sciences

~~Clinical Laboratory Science (Medical Technology) B.A./B.S.~~ Medical Laboratory Science B.A./B.S.

FROM:

TO:

The ~~clinical~~ laboratory science curriculum requires 94 credit hours of preclinical courses and 10 to 18 months at one of the affiliated clinical programs in Kansas City. Admission into the clinical portion of the training is ~~by application~~ and acceptance is not guaranteed. Students are expected to have a minimum GPA of ~~2.0 to 2.5~~ for both overall work and for the required science courses. ~~All the requirements for a bachelor's degree must be completed before a student is allowed to sit for the certification examination.~~

In addition to the general requirements for a bachelor's degree in the College of Arts and Sciences, the following courses are required:

The medical laboratory science curriculum requires 94 credit hours (basic requirements and major requirements) at K-State and the completion of 30 hours of clinical training at one of two affiliated hospitals in Kansas City: North Kansas City Hospital or Saint Luke's Hospital of Kansas City. Both sites are NAACLS accredited. Admission into the clinical portion of the training is competitive and acceptance is not guaranteed. Students are expected to have a minimum GPA of 2.5 for both overall work and for the required science courses. After completion of all the requirements for the bachelor's degree in MLS, students are eligible to sit for the ASCP Board of Certification (BOC).

## Bachelor's degree requirements

### Pre-clinical courses

- BIOCH 521 - General Biochemistry **Credits: 3**
- ~~BIOCH 522 - General Biochemistry Laboratory **Credits: 2**~~
- ~~(recommended, not required)~~
- BIOL 198 - Principles of Biology **Credits: 4**
- BIOL 340 - Structure and Function of the Human Body **Credits: 8** ~~(enroll in 4-8 credits)~~
- ~~(only physiology required)~~
- BIOL 450 - Modern Genetics **Credits: 4**
- BIOL 455 - General Microbiology **Credits: 4**
- BIOL 670 - Immunology **Credits: 4**
- CHM 210 - Chemistry I **Credits: 4**
- CHM 230 - Chemistry II **Credits: 4**
- CHM 350 - General Organic Chemistry **Credits: 3**
- CHM 351 - General Organic Chemistry Laboratory **Credits: 2**
- MATH 100 - College Algebra **Credits: 3**
- STAT 325 - Introduction to Statistics **Credits: 3**
- or
- STAT 340 - Biometrics I **Credits: 3**
- or
- STAT 350 - Business and Economic Statistics I **Credits: 3**

### Choose one of the following:

- BIOL 530 - Pathogenic Microbiology **Credits: 3**
- BIOL 541 - Cell Biology **Credits: 3**
- BIOL 545 - Human Parasitology **Credits: 3**
- ~~BIOL 546 - Human Parasitology Laboratory **Credits: 1**~~
- ~~(recommended, not required)~~

In addition to the [general requirements](#) for a bachelor's degree in the College of Arts and Sciences, the following courses are required:

## Bachelor's degree requirements

### Pre-clinical courses

- BIOCH 521 - General Biochemistry **Credits: 3**
- BIOL 198 - Principles of Biology **Credits: 4**
- \*BIOL 340 - Structure and Function of the Human Body **Credits: 8**
- Or
- \*KIN 360 – Anatomy and Physiology **Credits: 8**
- \*Note: only four credit hours of physiology is required.
- BIOL 450 - Modern Genetics **Credits: 4**
- BIOL 455 - General Microbiology **Credits: 4**
- BIOL 670 - Immunology **Credits: 4**
- CHM 210 - Chemistry I **Credits: 4**
- CHM 230 - Chemistry II **Credits: 4**
- CHM 350 - General Organic Chemistry **Credits: 3**
- CHM 351 - General Organic Chemistry Laboratory **Credits: 2**
- MATH 100 - College Algebra **Credits: 3**
- or
- MATH 150 – Plane Trigonometry **Credits: 3**
- or
- MATH 205 – General Calculus and Linear Algebra **Credits: 3**
- or
- MATH 220 – Analytic Geometry and Calculus 1 **Credits: 4**
- STAT 325 - Introduction to Statistics **Credits: 3**
- or
- STAT 340 - Biometrics I **Credits: 3**
- or
- STAT 350 - Business and Economic Statistics I **Credits: 3**

### Choose one of the following:

- BIOL 609 - Cellular and Molecular Biology of Human Diseases **Credits: 3**
- BIOL 730 - General Virology **Credits: 3**
- PHYS 113 - General Physics I **Credits: 4**

### Notes

*Because requirements for admission into clinical programs may change or vary, consultation with a clinical laboratory science advisor is recommended.*

~~The clinical laboratory science curriculum requires 94 semester hours of preclinical courses plus 30 credits obtained through a 10 to 18 month clinical rotation at one of the affiliate hospitals in Kansas City. Admission to the clinical portion of the training is by application and acceptance not a given. Students are expected to have a minimum GPA of 2.0 to 2.5 for both overall work and for the required science courses. All of the requirements for the bachelor's degree must be complete before the student is allowed to sit for the certification examination.~~

For more information go to K-State [Pre-Health](#).

**Total credit hours required for graduation: (124)**

- BIOL 530 - Pathogenic Microbiology **Credits: 3**
- BIOL 541 - Cell Biology **Credits: 3**
- BIOL 545 - Human Parasitology **Credits: 3**
- BIOL 609 - Cellular and Molecular Biology of Human Diseases **Credits: 3**
- BIOL 730 - General Virology **Credits: 3**
- PHYS 113 - General Physics I **Credits: 4**

### Notes

*Because requirements for admission into clinical programs may change or vary, consultation with a medical laboratory science advisor is recommended.*

For more information go to K-State [Pre-Health](#).

**Total credit hours required for graduation: (124)**

**RATIONALE:** Changing the name of the degree program to reflect the current guidelines. Updating the courses required and the GPA required for the major.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2017

## **College of Veterinary Medicine (2-10-17)**

### **Veterinary Medicine courses**

**ADD: DVM 599. Undergraduate Research Experience I, II, S (0).** Open to students pursuing undergraduate research projects with guidance and mentorship by a faculty member in College of Veterinary Medicine. Requires consent of instructor. Students will develop and master critical laboratory and/or other research skills (e.g., experimental design, data analysis, abstract/poster/manuscript preparation, oral presentation) in a biomedical research setting that includes supervision by a faculty research mentor. Students will be expected to develop and use a progressively larger skillset as they mature and as they gain research experience.

**RATIONALE:** Many undergraduate students are involved in biomedical research in each of the departments (Anatomy and Physiology, Diagnostic Medicine / Pathobiology, Clinical Sciences) in the College of Veterinary Medicine (CVM). Included in this group are participants in the Developing Scholars and Bridges Programs, Johnson Cancer Research Center undergraduate awardees, K-INBRE awardees, and students strengthening their credentials in preparation for applications to graduate or professional programs. For example, at the most recent Developing Scholars Program symposium, fourteen of the seventy-eight posters included co-authorship of a CVM faculty member and one of the five OURCI presenters included CVM co-authorship. Similarly, four of the thirty-seven Johnson Cancer Center Undergraduate fellows conducted their research projects in the CVM. Currently, no mechanism exists to record or give credit to undergraduates developing research skills and contributing to the research mission of the university in these mentored settings in the CVM.

DVM599 is being proposed as a parallel to undergraduate research experience courses in other colleges or programs that will be used to achieve two goals. First, the course will provide documentation on the student transcript of mentored biomedical research activity in the College of Veterinary Medicine. Second, the course will act as a mechanism to document the role of the college in supporting the university mission to provide meaningful opportunities for mentored undergraduate research.

One might expect students in undergraduate programs across the university campus to enroll in variable credit research courses (e.g., XXX49? – Undergraduate Research Experience) in their home college and major. However, CVM faculty would not be an instructor of record in these colleges. To allow for appropriate designation and recording of the mentorship and location of the research experience, a course must be implemented in the CVM.

The College of Veterinary Medicine offers courses in professional and graduate curricula, but currently has no undergraduate curriculum and no courses that are offered exclusively to undergraduates. Thus, a course number of 599 was selected, which will allow undergraduates to enroll.

**Impact (i.e. if this impacts another college/unit):** The proposed course, with zero credits, will have no impact on other units. Students requiring a capstone research experience with course credit will continue to use mechanisms and courses that are in place in their respective programs to obtain the required credit toward their degrees. Undergraduate students conducting mentored research projects in the college of veterinary medicine will enroll in DVM 599 to have their transcripts reflect the location/nature of their research experience. For students not requiring a research experience and that would otherwise not enroll in a research course, DVM 599 will allow their transcript to document the mentored research activity.

**EFFECTIVE DATE:** Fall 2017

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**ADD: DVM 710. Veterinary Clinical and Professional Skills I. (1) I.** The clinical skills course will serve as a required introductory level course for first year veterinary students. The course will be taught in the fall semester of the first year CVM program with participation by faculty from all three departments in the CVM. The course will include introductory lectures, online modules, structured laboratory activities, self-directed laboratory sessions, and clinical experiences in the VHC.

Two laboratory sessions will occur weekly. The first laboratory session (Session I, 1.5 hours) will include an introduction to the skills included in the day's session followed by hands on practice with the various skills. The second laboratory session (Session II, 1.5 hours) will involve self-directed learning of skills

from the first laboratory session or other sessions during the semester. Each week, ~10 students will rotate through clinical experiences in the teaching hospital during the second session so that all students will have one supervised clinical experience during the semester.

**Course topics by week:**

Week 1: Recitation and laboratory: I) normal behaviors in companion animal species, II) self-directed

- Resources: Patient volunteers for demonstration, videos

Week 2: Recitation and laboratory: I) Communication skills: Teamwork and communication, II) self-directed

- Resources: Communication specialist training

Week 3: Recitation and laboratory: I) handling and behavior of the companion animal patient, II) self-directed

- Resources: Patient volunteers for demonstration, videos, models

Week 4: Recitation and laboratory: I) physical examination of the companion animal patient II) self-directed

- Resources: Patient volunteers for demonstration, videos, models

Week 5: Recitation and laboratory: I) physical examination of the companion animal patient II) self-directed

- Resources: Patient volunteers for demonstration, videos, models

Week 6: Recitation and laboratory: I) principles of biosecurity and application in a clinical setting II) self-directed

- Resources:

Week 7: Demonstration of competency: assessment

Week 8: Recitation and laboratory: I) surgical instrument identification and handling II) self-directed

- Resources: surgical instruments (student owned), surgical packs

Week 9: Recitation and laboratory: I) introduction to suture patterns II) self-directed

- Resources: suture boards, Daisy suture models, surgical instruments (student owned)

Week 10: Recitation and laboratory: I) application of suture patterns II) self-directed

- Resources: suture boards, Daisy suture models, surgical instruments (student owned)

Week 11: Recitation and laboratory: I) Communication skills: non-verbal communications II) self-directed

- Resources: Communication specialist training

Week 12: Recitation and laboratory: II) Professionalism in practice: Resiliency and dealing with criticism, II) self-directed

- Resources: Counseling staff

Week 13: Recitation and laboratory: I) principles of sterile technique II) senior student

- Resources:

Week 14: Recitation and laboratory: I) sterile techniques 1; gowning and gloving, II) self-directed

- Resources: gowns, gloves

Week 15: Demonstration of competency: assessment

**RATIONALE:** Clinical skills training is a core component of acquisition of a veterinary degree. The proposed course, Veterinary Clinical and Professional Skills I, is an introduction to technical and professional skills that will enable veterinary students in the first semester of their veterinary educational training to engage in clinical skills, problem solving and critical thinking.

The proposed course will provide students in the first year of their veterinary training with opportunities for exposure to clinical patients and thought processes that are essential for success in a clinical setting.

Course objectives: At the end of this course, students will be able to

1. Recognize normal animal behavior in companion animals
2. Practice safe animal handling procedures in companion animals
3. Perform basic physical examinations (obtaining vital parameters and conducting general assessment) in companion animals
4. Practice basic hand skills for clinical techniques and the principles of biosecurity and sterile technique
5. Identify and properly handle basic surgical instruments
6. Perform simple suture patterns and secure knots tying techniques
7. Describe factors and dimensions essential for effective team work and communication.
8. Identify categories of basic nonverbal behavior in veterinarian-client relationships.
9. Define characteristics of resiliency and demonstrate how to utilize those characteristics in veterinary training and professional practice

**Impact (i.e. if this impacts another college/unit):** This course is restricted to veterinary students and serves as an introduction to the skills necessary for the practice of veterinary medicine. There are no similar comprehensive introductions to clinical skills available. This course will in part replace CS 767, Small Animal Practice Mentorship, within the core curriculum.

**EFFECTIVE DATE:** Fall 2017

**Graduate Course and Curriculum changes (2-7-17)**

**School of Family Studies and Human Services**

Course Change	
<p><b>FSHS 850 Family <u>Studies</u></b></p> <p><b>Credits:</b> 3</p> <p>Survey of family research literature to illustrate various approaches to the study of the family and to understand family changes within the life cycle.</p> <p><b>When Offered:</b> Fall</p> <p><b>K-State 8 Tag:</b> None</p> <p><b>Pre-Requisite:</b> <u>FSHS 550; and STAT 325 or 702</u></p>	<p><b>FSHS 850 Family <u>Science</u></b></p> <p><b>Credits:</b> 3</p> <p>Survey of family research literature to illustrate various approaches to the study of the family and to understand family changes within the life cycle.</p> <p><b>When Offered:</b> Fall</p> <p><b>K-State 8 Tag:</b> None</p> <p><b>Pre-Requisite:</b></p>

**Rationale:** The National Council on Family Relations (our discipline’s national professional organization) is recommending the use of the term “Family Science” in place of “Family Studies.” We also removed the pre-requisites from this course. Students are required to take a statistics course as a prerequisite to our graduate programs so students already have met this pre-requisite requirement.

**IMPACT:** Gary Gadbury, the Statistics department head, was contacted regarding this change on 11/1/16, and is supportive of this change.

**Effective:** Fall, 2017

CHANGE FROM:	CHANGE TO:
<p><b>FSHS 852, <u>Contemporary</u> Family Theories</b></p> <p><b>Credits</b> 3</p> <p>Survey of <u>contemporary</u> family conceptual frameworks and theoretical perspectives with emphasis on the application of family theory in basic and applied family research.</p> <p><b>K-State 8 Tag: None</b></p> <p><b>When Offered:</b> Fall</p>	<p><b>FSHS 852, Family Theories</b></p> <p><b>Credits</b> 3</p> <p>Survey of family conceptual frameworks and theoretical perspectives with emphasis on the application of family theory in basic and applied family research.</p> <p><b>K-State 8 Tag: None</b></p> <p><b>When Offered:</b> Fall</p>

<b>Pre-Requisite:</b> <u>FSHS 550; and STAT 325 or 702</u>	<b>Pre-Requisite:</b>
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**Rationale:** Both contemporary family theories and long-standing family theories are discussed and examined in this course. We want to change the course title and course description to reflect this. We also removed the pre-requisites from this course. Students are required to take a statistics course as a prerequisite to our graduate programs so students already have met this pre-requisite requirement.

**IMPACT:** Gary Gadbury, the Statistics department head, was contacted regarding this change on 11/1/16, and is supportive of this change.

**Effective:** Fall 2017

Course Change	
<p><b>FSHS 898</b></p> <p><b>Professional and Ethical Issues in Family Studies</b></p> <p><b>Credits:</b> 1</p> <p><del>Capstone course for the master's level.</del> Emphasizes the research-theory-practice connection. Includes cutting-edge issues in the field, ethics, and professional development.</p> <p><b>When Offered:</b> Fall, Spring</p> <p><b>K-State 8 Tag:</b> None</p> <p><b>Components:</b> IND</p> <p><b>Default Section Size:</b> 10</p>	<p><b>FSHS 898</b></p> <p><b>Professional and Ethical Issues in Applied Family Science</b></p> <p><b>Credits:</b> 1</p> <p>Emphasizes the research-theory-practice connection. Includes cutting-edge issues in the field, ethics, and professional development.</p> <p><b>When Offered:</b> Spring</p> <p><b>K-State 8 Tag:</b> None</p> <p><b>Components:</b> SEM</p> <p><b>Default Section Size:</b> 10</p>

**Rationale:** The title and course description is being updated to coordinate with the curriculum change to Applied Family Science and to reflect when the course is offered. We are also changing this course from an independent study to a seminar course. Currently students independently complete a project and present it at the end of the semester, but we feel students could gain a great deal more from this course if they took it as an in person class and met with their faculty member and their peers. Data from our recent alumni survey indicated that Master's students would like more information regarding professional development in order to help them successfully transition into the workforce following graduation. This will be able to be accomplished in a seminar format.

**IMPACT:** None

**Effective:** Fall, 2017

Course Change	
<p><b>FSHS 902</b></p> <p><b>Qualitative Research Methods in FSHS</b></p>	<p><b>FSHS 809</b></p>

<p><b>Short Title:</b> Qual Res Meth in <b>FSHS</b></p> <p><b>Credits:</b> 3</p> <p>Expands students' skills in theories and methods associated with qualitative research. Emphasis on understanding foundations of qualitative methods, comparing and using various qualitative traditions and applying this knowledge to a research project.</p> <p><b>When Offered:</b> Fall</p> <p><b>K-State 8 Tag:</b> None</p> <p><b>Pre-requisite:</b> <b>FSHS 888</b></p>	<p><b>Qualitative Research Methods in <b>Family Science</b></b></p> <p><b>Short Title:</b> Qual Res Meth in <b>FS</b></p> <p><b>Credits:</b> 3</p> <p>Expands students' skills in theories and methods associated with qualitative research. Emphasis on understanding foundations of qualitative methods, comparing and using various qualitative traditions and applying this knowledge to a research project.</p> <p><b>When Offered:</b> Fall</p> <p><b>K-State 8 Tag:</b> None</p> <p><b>Pre-requisite:</b></p>
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**Rationale:** This course is an introductory qualitative methods course, appropriate for both Master's and PhD students. We want to number it as an 800 level course to make it clear that this course is available for Master's students. The advanced qualitative course will have a 900 level number. We are also removing the current pre-requisite (FSHS 888: Research Methods in FSHS I) as this is an introductory qualitative research methods course and students who have not yet had FSHS 888 will learn foundational qualitative research methods within this course. Additionally, because numerous students outside our college currently take this course, many of them have not taken FSHS 888. We would like to remove barriers for these students who wish to enroll in the course.

**IMPACT:** None

**Effective:** Fall, 2017

CHANGE FROM:	CHANGE TO:
<p><b>FSHS 908, Topics in Family <del>Life Education and Consultation</del></b></p> <p><b>Short Title:</b> Top/<del>Fam Life Educ</del></p> <p><b>Credits (3)</b></p> <p><b>Not Repeatable</b></p> <p>Recent research, <del>theory construction, and program development;</del> focusing on selected relevant topics. <del>Designed for doctoral students in family life education and consultation.</del></p> <p><b>K-State 8 Tag:</b> None</p> <p><b>K-State 8 Rationale:</b></p> <p><b>When Offered:</b> <del>On Sufficient Demand</del></p> <p><b>Pre-Requisite:</b> <del>FSHS 871</del></p>	<p><b>FSHS 808, Topics in <b>Applied Family Science</b></b></p> <p><b>Short Title:</b> Top/<b>Applied FS</b></p> <p><b>Credits (1)</b></p> <p><b>Repeatable</b></p> <p>Recent research focusing on selected relevant topics.</p> <p><b>K-State 8 Tag:</b> None</p> <p><b>K-State 8 Rationale:</b></p> <p><b>When Offered:</b> <b>Fall, Spring</b></p> <p><b>Pre-Requisite:</b></p>

**Rationale:** In accordance with our curriculum change, the title of this course and course description needs to change in order to represent the broader area of family science instead of family life education and consultation. This course will be changed to 1 credit hour from 3 as this course will be taught by various faculty members each semester on different topics based on their research. Students will take this course at least two times (maximum of 5 times) from different instructors in order to gain a deeper understanding of a particular topic within Family Science. This course will be offered one hour per week as a discussion based course, enabling students to learn the research relating to differing topics. Because of this structure change, we would like to change the credit hours from 3 to 1. FSHS 871: Family Life Education: Foundations and Methods is currently listed as a pre-req for this course. Because this course will focus on the research relating to various topics in the field of family science instead of Family Life Education, students no longer need to have the Family Life Education course prior to this course. Finally, this course is appropriate for both Master's and PhD students and so we want to number it as an 800 level course to make it clear that this course is available for Master's students.

**IMPACT:** NONE

**Effective:** Fall 2017

### **Non-Expedited New Courses**

Curriculum and Instruction

**EDCI 719. Physical Education and Health Methods and Practicum for Teaching and Learning. (3)** Fall. This course provides students opportunities to study, discuss, organize, and practice instructional methods designed specifically for secondary and middle school physical education/health programs. Pre-Requisite: Admission to Curriculum and Instruction Graduate Program.

**IMPACT:** This course does not impact another unit. The college will handle staff arrangements for teaching this course.

**RATIONALE:** This course is part of a new Physical Education/Health teaching field which is one of the teaching major choices in the Teaching and Learning Graduate Certificate. There is increasing demand for physical education and health teachers. Physical education is a process that focuses on knowledge, attitudes and behaviors relative to physical activities. The increase of physical activity early in children's lives, teach children how to live strong and healthy lifestyles. To increase healthy lifestyles, the amount of physical education contact in schools are necessary. A strong rationale for increasing the amount of physical education contact offered to students: percentage of overweight youth has more than tripled in the past 30 years; positive experiences in physical education classes can lead to healthy and active adults; physical education gives students the skills they need to be active as adults, which also provides immediate and short term health benefits; last, active youths tend to become active adults.

**EFFECTIVE DATE:** Fall 2017

### **Department of Clinical Sciences**

**ADD: CS 857. Clinical Interpretation of Equine Diagnostic Images. (1) I, II.** Graduate veterinary students will meet one hour weekly to review clinical equine images and review pertinent literature. Pr: Graduate student in the College of Veterinary Medicine.

**RATIONALE:** Opportunity for graduate veterinary students to review clinical equine images and review pertinent literature.

**Impact (i.e. if this impacts another college/unit):** None

EFFECTIVE DATE: Fall 2017

**Department of Foods, Nutrition, Dietetics and Health**

<b>Course Add</b>
<b>FNDH 652</b>
<b><u>Emergency Management in Athletic Training</u></b>
<b>Credits: 3</b>
This course is designed to be a fast paced review of introduction to athletic training and care and prevention of athletic training injuries. This course will also bring together the body of knowledge regarding emergency management while applying it to the profession of athletic training. (100% Lecture)
<b>When Offered:</b> Summer
<b>K-State 8 Tag:</b> None
<b>Pre-Requisite:</b> Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding emergency management in athletic training. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

<b>Course Add</b>
<b>FNDH 653 <u>Pharmacology</u></b>
<b>Credits: 3</b>
This course is designed to bring together the body of knowledge regarding the study of medications commonly encountered in the profession of athletic training. Includes categories of drugs, generic and trade names of common drugs, the use, effects and precautions for common drugs and drug-interactions. Focuses on how various drugs affect the patient response to activity, exercise and other therapeutic interventions. (100% Lecture)
<b>When Offered:</b> Fall
<b>K-State 8 Tag:</b> None
<b>Pre-Requisite:</b> Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding pharmacology. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

**FNDH 654 General Medical Assessment and Evaluation**

**Credits:** 3

This course is designed to bring together the body of knowledge regarding the recognition, evaluation, management, and prevention of the most common medical conditions that affect athletic participation while applying it to the profession of athletic training. (50% Lec, 50% Lab)

**When Offered:** Fall

**K-State 8 Tag:** None

**Pre-Requisite:** Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding general medical assessment and evaluation. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

**Course Add**

**FNDH 821 Athletic Training Evaluation I**

**Credits:** 3

This course is designed to bring together the body of knowledge regarding injury evaluation for the lower body, spine, and abdomen while applying it to the profession of athletic training. (50% Lec, 50% Lab)

**When Offered:** Fall

**K-State 8 Tag:** None

**Pre-Requisite:** Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding athletic training evaluation. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer, 2020

<b>Course Add</b>
<b>FNDH 822 Athletic Training Evaluation II</b>
<b>Credits:</b> 3
This course is designed to bring together the body of knowledge regarding injury evaluation for the upper extremity and upper thoracic while applying it to the profession of athletic training. (50% Lec, 50% Lab)
<b>When Offered:</b> Spring
<b>K-State 8 Tag:</b> None
<b>Pre-Requisite:</b> Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding athletic training evaluation. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

<b>Course Add</b>
<b>FNDH 854 <u>Athletic Training Therapeutic Interventions I</u></b>
<b>Credits:</b> 3
This course is designed to bring together the body of knowledge regarding the theory and application of the various energy systems used in the treatment of lower extremity, spine, and abdomen athletic injuries and a study of applied rehabilitation and conditioning techniques used in the profession of athletic training. (50% Lec, 50% Lab)
<b>When Offered:</b> Fall
<b>K-State 8 Tag:</b> None

**Pre-Requisite:** Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding therapeutic interventions. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

**Course Add**

**FNDH 855 Athletic Training Therapeutic Interventions II**

**Credits:** 3

This course is designed to bring together the body of knowledge regarding the theory and application of the various energy systems used in the treatment of upper extremity and upper thoracic athletic injuries and a study of applied rehabilitation and conditioning techniques used in the profession of athletic training. (50% Lec, 50% Lab)

**When Offered:** Spring

**K-State 8 Tag:** None

**Pre-Requisite:** Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding therapeutic interventions. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs

**IMPACT:** None

**Effective:** Summer 2020

**Course Add**

**FNDH 857 Administration in Athletic Training**

**Credits:** 3

This course is designed to bring together the body of knowledge regarding organization and administration while applying it to the profession of athletic training. (100% Lec).

**When Offered:** Summer

**K-State 8 Tag:** None

**Pre-Requisite:** Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding administration in athletic training. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

**Course Add**

**FNDH 858 Advanced Athletic Training Laboratory and Clinical Skills**

**Credits:** 2

This course is designed to bring together the body of knowledge regarding advanced athletic training knowledge and provide an environment to practice advanced skill while applying it to the profession of athletic training. (50% Lec, 50% Lab).

**When Offered:** Spring

**K-State 8 Tag:** None

**Pre-Requisite:** Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding advanced athletic training laboratory and clinical skills. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs

**IMPACT:** None

**Effective:** Summer 2020

**Course Add**

**FNDH 883 Athletic Training Practicum I**

**Credits:** 2

This course is designed to bring together the body of knowledge learned in the classroom and applied during a supervised, clinical experience at an approved clinical setting. (20% Lec, 80% Lab)

**When Offered:** Fall

**K-State 8 Tag:** None

**Pre-Requisite:** Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is part of a sequential system of practicums that will provide the Athletic Training Students their required clinical experiences. This course will reinforce the didactic material and clinical skills and techniques taught throughout the previous and current semester.

This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

**Course Add**

**FNDH 884 Athletic Training Practicum II**

**Credits:** 2

This course is designed to bring together the body of knowledge learned in the classroom and applied during a supervised, clinical experience at an approved clinical setting. (20% Lec, 80% Lab)

**When Offered:** Spring

**K-State 8 Tag:** None

**Pre-Requisite:** Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is part of a sequential system of practicums that will provide the Athletic Training Students their required clinical experiences. This course will reinforce the didactic material and clinical skills and techniques taught throughout the previous and current semester. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

**Course Add**

**FNDH 885 Athletic Training Practicum III**

**Credits:** 2

This course is designed to bring together the body of knowledge learned in the classroom and applied during a supervised, clinical experience at an approved clinical setting. (20% Lec, 80% Lab)

**When Offered:** Summer

**K-State 8 Tag:** None

**Pre-Requisite:** Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is part of a sequential system of practicums that will provide the Athletic Training Students their required clinical experiences. This course will reinforce the didactic material and clinical skills and techniques taught throughout the previous and current semester. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

**Course Add**

**FNDH 886 Athletic Training Practicum IV**

**Credits:** 2

This course is designed to bring together the body of knowledge learned in the classroom and applied during a supervised, clinical experience at an approved clinical setting. (20% Lec, 80% Lab)

**When Offered:** Fall

**K-State 8 Tag:** None

**Pre-Requisite:** Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is part of a sequential system of practicums that will provide the Athletic Training Students their required clinical experiences. This course will reinforce the didactic material and clinical skills and techniques taught throughout the previous and current semester. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

<b>Course Add</b>
<b>FNDH 887 <u>Athletic Training Practicum V</u></b>
<b>Credits:</b> 2
This course is designed to bring together the body of knowledge learned in the classroom and applied during a supervised, clinical experience at an approved clinical setting. (20% Lec, 80% Lab)
<b>When Offered:</b> Spring
<b>K-State 8 Tag:</b> None
<b>Pre-Requisite:</b> Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is part of a sequential system of practicums that will provide the Athletic Training Students their required clinical experiences. This course will reinforce the didactic material and clinical skills and techniques taught throughout the previous and current semester. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

<b>Course Add</b>
<b>FNDH 888 <u>Athletic Training Externship Practicum</u></b>
<b>Credits:</b> 1
A supervised clinical experience to be hosted off campus at an approved clinical settings. The athletic training student will apply principles taught in the classroom and practiced in the lab throughout the curriculum program. (5% Lec, 95% Lab)
<b>When Offered:</b> Fall, Spring, Summer
<b>K-State 8 Tag:</b> None
<b>Pre-Requisite:</b> Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding therapeutic interventions. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

<b>Course Add</b>
<b>FNDH 889 <u>Research Experience in Athletic Training</u></b>
<b>Credits:</b> 4
This course is designed to bring together the body of knowledge regarding evidence based research and conducting a research proposal while applying it to the profession of athletic training. (100% Lec)
<b>When Offered:</b> Fall
<b>K-State 8 Tag:</b> None
<b>Pre-Requisite:</b> Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding research experience. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs

**IMPACT:** None

**Effective:** Summer 2020

<b>Course Add</b>
<b>FNDH 892 <u>Career Preparation in Athletic Training</u></b>
<b>Credits:</b> 3
This course is designed to prepare students for the Board of Certification exam. (100% Lec)
<b>When Offered:</b> Fall
<b>K-State 8 Tag:</b> None
<b>Pre-Requisite:</b> Admission into the AthTr Program or Instructors Approval

**Rationale:** This course is designed to provide students with content, clinical skills and techniques regarding professional preparation in athletic training. This course is designed to serve as a requirement for the new Master of Science Athletic Training program that is being developed to meet the new Committee on Accreditation Athletic Training Education (CAATE) mandate requiring all accredited Athletic Training professional programs move to the Masters level. This course will provide didactic and clinical competencies that are required by the CAATE for accreditation of Athletic Training Programs.

**IMPACT:** None

**Effective:** Summer 2020

<b>Course Add</b>
<b>FSHS 909 Advanced Qualitative Methods in Family Science</b>
<b>Credits:</b> 3
Emphasizes the diversity and variety within qualitative methodology. Focuses on hands-on experiences of completing a qualitative research project after the basic research design has been determined.
<b>When Offered:</b> Spring
<b>K-State 8 Tag:</b> None
<b>Pre-requisite:</b> FSHS 809 or EDLEA 838

**Rationale:** This is a course that has been offered 3 times since 2012 as a Topics course (FSHS 908). This course is a beneficial course for students to have who are interested in completing a qualitative dissertation or other research project and it is listed as an elective for the Graduate Certificate in Qualitative Research so it draws students from both within and outside the School of FSHS.

**IMPACT:** Kakali Bhattacharya, the instructor for EDLEA 838, and David Thompson, the Education Leadership Department Head, were contacted on 10-24-16. Kakali responded that she was supportive of EDLEA 838 being listed as a pre-requisite for FSHS 909.

**Effective:** Fall, 2017

<b>Course Add</b>
<b>FSHS 982 College Teaching Practicum in Family Science</b>
<b>Credits:</b> 1-3
This course is designed for students in the Applied Family Science doctoral program to gain practical skills in teaching through a structured teaching experience. This will involve observing; developing activities, lectures, assignments, and exams; teaching part of the assigned course; evaluating student performance; as well as other relevant teaching experiences.
<b>When Offered:</b> Fall, Spring, Summer
<b>K-State 8 Tag:</b> None
<b>Pre-requisite:</b> EDCI 943

**Rationale:** With our revised curriculum in Applied Family Science, we will require students to complete a teaching practicum, which will enable them to work closely with a faculty member to gain practical teaching experience. Credit hour level will depend on original development of the course. For example, a student who teaches a recitation course in a highly structured environment will count for 1 credit hour while a student who is responsible for all course requirements will count for 3 credit hours. The course may be repeated for a maximum of 6 credit hours.

**IMPACT:** Jana Fallin, the instructor for the EDCI 943: Principles of College Teaching course was contacted on 10-24-16. She was supportive of course EDCI 943 being listed as a pre-requisite for FSHS 982.

**Effective:** Fall, 2017

<b>Course Add</b>
<b>FSHS 983 Research Practicum in Family Science</b>
<b>Credits:</b> 1-3
This course is designed for students in the Applied Family Science doctoral program to gain practical, advanced skills in family science research through a structured research experience. This may consist of data collection, data analysis, literature reviews, dissemination of findings, as well as other relevant research experiences.
<b>When Offered:</b> Fall, Spring, Summer
<b>K-State 8 Tag:</b> None
<b>Pre-requisite:</b> FSHS 888
<b>Co-requisite:</b> FSHS 809 or FSHS 890

**Rationale:** With our revised curriculum in Applied Family Science, we will require students to complete a research practicum, which will enable them to work closely with a faculty member to gain practical research experience. The course may be repeated for a maximum of 6 credit hours.

**IMPACT:** None

**Effective:** Fall, 2017

**Non-Expedited Curriculum Changes**

Master of Public Health

<p><b>Public Health Physical Activity</b></p> <p><b>Required courses (9 credit hours):</b></p> <ul style="list-style-type: none"> <li>• KIN 610 - Program Planning and Evaluation <b>Credits:</b> (3)</li> <li>• KIN 612 - Policy, Built Environment and Physical Activity <b>Credits:</b> (3)</li> <li>• KIN 805 - Physical Activity and Human Behavior <b>Credits:</b> (3)</li> </ul> <p><b>7-10 credit hours from the following:</b></p> <ul style="list-style-type: none"> <li>• KIN 600 - Interpersonal Aspects of Physical Activity <b>Credits:</b> (3)</li> <li>• KIN 601 - Cardiorespiratory Exercise Physiology <b>Credits:</b> (3)</li> </ul>	<p><b>Public Health Physical Activity</b></p> <p><b>Required courses (9 credit hours):</b></p> <ul style="list-style-type: none"> <li>• KIN 610 - Program Planning and Evaluation <b>Credits:</b> (3)</li> <li>• KIN 612 - Policy, Built Environment and Physical Activity <b>Credits:</b> (3)</li> <li>• KIN 805 - Physical Activity and Human Behavior <b>Credits:</b> (3)</li> </ul> <p><b>7-10 credit hours from the following:</b></p> <ul style="list-style-type: none"> <li>• KIN 600 - Interpersonal Aspects of Physical Activity <b>Credits:</b> (3)</li> <li>• KIN 601 - Cardiorespiratory Exercise Physiology <b>Credits:</b> (3)</li> </ul>
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- KIN 602 - Social Structural Determinants of Physical Activity **Credits:** (3)
- ~~KIN 603 – Cardiovascular Exercise Physiology Credits: (3)~~
- KIN 606 - Topics in the Behavioral Basis of Kinesiology **Credits:** (1-3)
- ~~KIN 607 – Muscle Exercise Physiology Credits: (3)~~
- ~~KIN 609 – Environmental Physiology Credits: (3)~~
- KIN 614 - Physical Activity Behavior Settings: Youth Sport to Senior Centers **Credits:** (3)
- KIN 625 - Exercise Testing and Prescription **Credits:** (3)
- KIN 635 - Nutrition and Exercise **Credits:** (3)
- KIN 655 - Individual Physical Activity Promotion **Credits:** (3)
- ~~KIN 657 – Therapeutic Use of Exercise in the Treatment of Disease Credits: (3)~~
- KIN 797 - Topics in Public Health Physical Activity Behavior **Credits:** (3)
- ~~KIN 808 – Social Epidemiology of Physical Activity Credits: (3)~~
- KIN 815 - Research Methods in Kinesiology **Credits:** (3)
- KIN 851 - Topics in the Physiological Basis of Kinesiology **Credits:** (1-3)
- KIN 852 - Topics in the Behavioral Basis of Kinesiology **Credits:** (1-3)
- MC 750 - Strategic Health Communication **Credits:** 3
- STAT 705 - Regression and Analysis of Variance **Credits:** 3
- STAT 710 - Sample Survey Methods **Credits:** 3
- STAT 716 - Nonparametric Statistics **Credits:** 3
- STAT 717 - Categorical Data Analysis **Credits:** 3
- STAT 720 - Design of Experiments **Credits:** 3
- STAT 725 - Introduction to the SAS Computing **Credits:** 1
- STAT 730 - Multivariate Statistical Methods **Credits:** 3

- KIN 602 - Social Structural Determinants of Physical Activity **Credits:** (3)
- KIN 606 - Topics in the Behavioral Basis of Kinesiology **Credits:** (1-3)
- KIN 614 - Physical Activity Behavior Settings: Youth Sport to Senior Centers **Credits:** (3)
- KIN 625 - Exercise Testing and Prescription **Credits:** (3)
- KIN 635 - Nutrition and Exercise **Credits:** (3)
- KIN 655 - Individual Physical Activity Promotion **Credits:** (3)
- KIN 797 - Topics in Public Health Physical Activity Behavior **Credits:** (3)
- KIN 815 - Research Methods in Kinesiology **Credits:** (3)
- KIN 851 - Topics in the Physiological Basis of Kinesiology **Credits:** (1-3)
- KIN 852 - Topics in the Behavioral Basis of Kinesiology **Credits:** (1-3)
- KIN 896 – Independent Study (instructor permission required Credits (1-3))
- FNDH 600 – Public Health Nutrition Credits: (3)
- FNDH 844 – Nutritional Epidemiology Credits: (3)
- MC 750 - Strategic Health Communication **Credits:** 3
- SOC 541 – Welth, Power & Privilege Credits: (3)
- SOC 545 – Sociology of Women Credits: (3)
- SOC 570 – Race and Ethnic Relations in the United States Credits: (3)
- STAT 705 - Regression and Analysis of Variance **Credits:** 3
- STAT 710 - Sample Survey Methods **Credits:** 3
- STAT 716 - Nonparametric Statistics **Credits:** 3
- STAT 717 - Categorical Data Analysis **Credits:** 3
- STAT 720 - Design of Experiments **Credits:** 3
- STAT 725 - Introduction to the SAS Computing **Credits:** 1
- STAT 730 - Multivariate Statistical Methods **Credits:** 3

**Rationale:** Review of curriculum for Public Health Physical Activity emphasis area (as required by our accrediting agency) revealed some courses that are no long available or being taught, some courses needed to be moved to a different competency grouping and the selection of elective courses needed to be updated.

**Effective:** Fall 2017

**TO:**

**FROM:**

The Graduate Certificate in Teaching and Learning is offered through the Curriculum and Instruction graduate program. The certificate provides graduate-level professional course work in education leading to teacher licensure to address critical statewide and national shortages in the following subjects:

- Agriculture (Grades 6-12)
- Art (Grades PK-12)
- Biology (Grades 6-12)
- Business (Grades 6-12)
- Chemistry (Grades 6-12)
- Earth and Space Sciences (Grades 6-12)
- English (Grades 6-12)
- Family and Consumer Sciences (Grades 6-12)
- Journalism (Grades 6-12)
- Mathematics (Grades 6-12)
- Modern Language (Grades PK-12)
- Music (Grades PK-12)
- 
- Physics (Grades 6-12)
- Speech and Theatre (Grades 6-12)
- Social Studies (Grades 6-12)

This certificate program was designed to attract qualified candidates to the profession of teaching. Candidates must have a baccalaureate degree in the subject field where licensure is sought.

This program is a 19-20 credit hour curriculum that consists of three carefully articulated “blocks” of course work. While it is not required that the courses within either Block I or Block II be completed concurrently, it is a general expectation that the course work listed for Block I be completed before Block II. All courses in Blocks I and II must, however, be completed before enrolling in the Block III Internship semester. Questions concerning exceptions (or substitutions) should be directed to the Licensure Officer, Di Murphy, dim@k-state.edu.

Students seeking this certificate must submit a Graduate School application indicating the field of study will be the Teaching and Learning graduate certificate program. This is a separate application from the one for admission into a master’s degree.

The Graduate Certificate in Teaching and Learning is offered through the Curriculum and Instruction graduate program. The certificate provides graduate-level professional course work in education leading to teacher licensure to address critical statewide and national shortages in the following subjects:

- Agriculture (Grades 6-12)
- Art (Grades PK-12)
- Biology (Grades 6-12)
- Business (Grades 6-12)
- Chemistry (Grades 6-12)
- Earth and Space Sciences (Grades 6-12)
- English (Grades 6-12)
- Family and Consumer Sciences (Grades 6-12)
- Journalism (Grades 6-12)
- Mathematics (Grades 6-12)
- Modern Language (Grades PK-12)
- Music (Grades PK-12)
- **Physical Education and Health (PK-12)**
- Physics (Grades 6-12)
- Speech and Theatre (Grades 6-12)
- Social Studies (Grades 6-12)

This certificate program was designed to attract qualified candidates to the profession of teaching. Candidates must have a baccalaureate degree in the subject field where licensure is sought.

This program is a 19-20 credit hour curriculum that consists of three carefully articulated “blocks” of course work. While it is not required that the courses within either Block I or Block II be completed concurrently, it is a general expectation that the course work listed for Block I be completed before Block II. All courses in Blocks I and II must, however, be completed before enrolling in the Block III Internship semester. Questions concerning exceptions (or substitutions) should be directed to the Licensure Officer, Di Murphy, dim@k-state.edu.

Students seeking this certificate must submit a Graduate School application indicating the field of study will be the Teaching and Learning graduate certificate program. This is a separate application from the one for admission into a master’s degree. In addition to the Graduate School

<p>In addition to the Graduate School application, applicants need to submit the following:</p> <ul style="list-style-type: none"> <li>• An official transcript for the bachelor's degree and for any subsequent undergraduate and graduate coursework.</li> <li>• A statement of objectives explaining the goals and purposes for seeking this graduate certificate.</li> <li>• Three letters of recommendation.</li> </ul>	<p>application, applicants need to submit the following:</p> <ul style="list-style-type: none"> <li>• An official transcript for the bachelor's degree and for any subsequent undergraduate and graduate coursework.</li> <li>• A statement of objectives explaining the goals and purposes for seeking this graduate certificate.</li> <li>• Three letters of recommendation.</li> </ul>
<p><b>Block I (9 credit hours)</b></p> <ul style="list-style-type: none"> <li>• EDCI 702 - Curriculum, Instruction, and Assessment <b>Credits:</b> (3)</li> <li>• EDCI 715 - Literacy and Diverse Learners in the Content Areas <b>Credits:</b> (3)</li> <li>• EDSP 710 - Education of Exceptional Individuals <b>Credits:</b> (3)</li> </ul> <p><b>Block II (6-7 credit hours)</b></p> <p>Foundations, one of the following:</p> <ul style="list-style-type: none"> <li>• EDCI 812 - History of American Education <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 813 - Philosophy of American Education <b>Credits:</b> (3)</li> </ul> <p>Content Area Teaching Methods, one of the following:</p> <ul style="list-style-type: none"> <li>• EDCI 703 - Math Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 704 - Science Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 705 - Social Studies Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 706 - English, Speech/Theater, and Journalism Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 707 - FACS Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 708 - Business Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 709 - Agricultural Education Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p>	<p><b>Block I (9 credit hours)</b></p> <ul style="list-style-type: none"> <li>• EDCI 702 - Curriculum, Instruction, and Assessment <b>Credits:</b> (3)</li> <li>• EDCI 715 - Literacy and Diverse Learners in the Content Areas <b>Credits:</b> (3)</li> <li>• EDSP 710 - Education of Exceptional Individuals <b>Credits:</b> (3)</li> </ul> <p><b>Block II (6-7 credit hours)</b></p> <p>Foundations, one of the following:</p> <ul style="list-style-type: none"> <li>• EDCI 812 - History of American Education <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 813 - Philosophy of American Education <b>Credits:</b> (3)</li> </ul> <p>Content Area Teaching Methods, one of the following:</p> <ul style="list-style-type: none"> <li>• EDCI 703 - Math Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 704 - Science Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 705 - Social Studies Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 706 - English, Speech/Theater, and Journalism Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 707 - FACS Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 708 - Business Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 709 - Agricultural Education Methods and Practicum for Teaching and Learning <b>Credits:</b> (3)</li> </ul> <p>Or</p>

<ul style="list-style-type: none"> <li>• EDCI 711 - Art Methods and Practicum for Teaching and Learning <b>Credits: (3)</b></li> <li>Or</li> <li>• EDCI 712 - Modern Language Methods/Practicum for Teaching and Learning <b>Credits: (3)</b></li> <li>Or</li> <li>• EDCI 724 – Fundamentals of Teaching Music <b>Credits: (1)</b></li> <li>and</li> <li>• EDCI 725 – Music Methods for Elementary Schools <b>Credits: (1)</b></li> <li>and</li> <li>• EDCI 726 – Music Program in Middle and Secondary Schools <b>Credits: (1)</b></li> <li>and</li> <li>• EDCI 727 – Advanced Methods in Music Education <b>Credits: (1)</b></li> </ul> <p><b>Block III (4 credit hours)</b></p> <ul style="list-style-type: none"> <li>• EDCI 801 - Internship in K-12 Schools <b>Credits: (4)</b></li> </ul>	<p>Or</p> <ul style="list-style-type: none"> <li>• EDCI 711 - Art Methods and Practicum for Teaching and Learning <b>Credits: (3)</b></li> <li>Or</li> <li>• EDCI 712 - Modern Language Methods/Practicum for Teaching and Learning <b>Credits: (3)</b></li> <li>Or</li> <li>• <b>EDCI 719 – Physical Education/Health Methods and Practicum for Teaching and Learning Credits: (3)</b></li> <li>OR</li> <li>• EDCI 724 – Fundamentals of Teaching Music <b>Credits: (1)</b></li> <li>and</li> <li>• EDCI 725 – Music Methods for Elementary Schools <b>Credits: (1)</b></li> <li>and</li> <li>• EDCI 726 – Music Program in Middle and Secondary Schools <b>Credits: (1)</b></li> <li>and</li> <li>• EDCI 727 – Advanced Methods in Music Education <b>Credits: (1)</b></li> </ul> <p><b>Block III (4 credit hours)</b></p> <ul style="list-style-type: none"> <li>• EDCI 801 - Internship in K-12 Schools <b>Credits: (4)</b></li> </ul>
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**IMPACT:** Department of Kinesiology has been contacted. Email is below.

**RATIONALE:** There is a growing need for Physical Education and Health teachers in the State of Kansas. The Teaching and Learning Graduate Certificate is proving successful in licensing teachers new to the profession. This proposal is designed to bring Physical Education/Health as an additional teaching field choice in the TELRN Certificate.

**EFFECTIVE DATE:** Summer 2017



College of Human Ecology  
Department of Kinesiology

Date: April 16, 2016

To: Dr. Be Stoney  
Associate Professor  
College of Education

From: Craig Harms, Ph.D.  
Department Head  
Kinesiology

Re: Physical Education Certificate

On March 26, 2015, a meeting was held with Dean Mercer, Dean Buckwalter, Dr. Goodson, Dr. Stoney, and myself to discuss the proposed Physical Education certificate program offered by the College of Education. This is to confirm that the Department of Kinesiology is supportive of the Physical Education curriculum proposed by the College of Education, provided that enrollment in the program is limited to 20 students.

## School of Family Studies and Human Services

### Family Studies M.S.

The [Family Studies and Human Services](#) department offers a Master of Science degree in Family Studies and Human Services with a specialization in Family Studies. The M.S. program in Family Studies provides students with a foundation of knowledge and skills in interdisciplinary social science related to family. Students may specialize in the area of Family Life Education (focusing on the development and implementation of educational programs designed to enrich and enhance individual and family well-being) or develop research skills to investigate family phenomena. Course work is tailored to the backgrounds and professional goals of each student, with emphasis on human development and family studies, and on program development and evaluation.

In planning the master's student's program of study, we encourage a broad orientation, through experience and course work, to the various aspects of family studies, family life education, family resource management and professional issues. The student's committee will work with him/her to develop course work and other professional experiences to provide both the recommended background and a specific focus most related to the student's professional goals.

Requirements - at least 34 credits are required to complete the Master's degree in Family Studies.

#### Required Courses

- [FSHS 800 - Introduction to Family Studies and Human Services Graduate Program](#) Credits: 0

### Applied Family Science M.S.

The [School of Family Studies and Human Services](#) offers a Master of Science degree in Family Studies and Human Services with a specialization in Applied Family Science. The M.S. program in Applied Family Science trains students in applying research-based knowledge in diverse family contexts. Students will gain the skills needed to develop, implement, evaluate, and administer programs designed to enhance family and relationship health and well-being. Students who choose the thesis option also will develop research skills to investigate family phenomena.

Requirements - at least 36 credits are required to complete the Master's degree in Applied Family Science.

#### Required Courses

- [FSHS 801 – Grant Development and Management](#) Credits: 3
- [FSHS 808 – Topics in Applied Family Science](#) Credits: 1 must be taken twice
- [FSHS 850 - Family Science](#) Credits: 3
- [FSHS 852 – Family theories](#) Credits: 3

- [FSHS 825 – Family Resource Management](#) **Credits: 3**
- [FSHS 850 - Family Studies](#) **Credits: 3**
- [FSHS 852 - Contemporary Family Theories](#) **Credits: 3**
- [FSHS 871 - Family Life Education Foundation and Methods](#) **Credits: 3**
- [FSHS 888 - Research Methods in FSHS I](#) **Credits: 3**
- [FSHS 898 - Professional and Ethical Issues in Family Studies](#) **Credits: 1**

### Electives

These **18** credits of electives should be based on student's professional goals and must be approved by the student's master's committee. They may include thesis hours (FSHS 899).

### Additional Requirements

In addition to the course requirements, the following are required:

- A written document. The student, with committee approval, must complete one of the following types of written document:
  - a masters thesis (requiring 6 hours of FSHS 899)
  - a masters report (requiring 2 hours of FSHS 899)
- An oral examination by the student's committee with emphasis on the written document.

- [FSHS 860 – Family Policy](#) **Credits: 3**
- [FSHS 871 – Development and Administration of Family Programs](#) **Credits: 3**
- [FSHS 888 - Research Methods in FSHS I](#) **Credits: 3**
- [FSHS 893 – Program Evaluation](#) **Credits: 3**
- [FSHS 898 - Professional and Ethical Issues in Applied Family Science](#) **Credits: 1**
- [LSHD 820 – Theories of Human Development](#) **Credits: 3**

### Electives

These **9** credits of electives should be based on student's professional goals and must be approved by the student's master's committee. They may include thesis hours (FSHS 899). **If a student is completing a thesis, the student should take research coursework aligned with the thesis methodology (e.g., FSHS 890: Research Methods in FSHS II, a statistics course, or FSHS 902: Qualitative Research Methods in FSHS). Students completing a report should take FSHS 881: Practicum in Applied Family Science.**

### Additional Requirements

In addition to the course requirements, the following are required:

1. A written document. The student, with committee approval, must complete one of the following types of written document:
  - a masters thesis (requiring 6 hours of FSHS 899)
  - a masters report (requiring 2 hours of FSHS 899)
2. An oral examination by the student's committee with emphasis on the written document.

**Rationale:** The National Council on Family Relations (our discipline's national professional organization) is recommending the use of the term "Family Science" in place of "Family Studies" to provide more unity

within the discipline nationally and internationally. Our curriculum revisions will allow us to train students to be able to develop, implement, evaluate, and administer programs designed to enhance family and relationship health and well-being. We are also changing the required credit hours for the Master's degree from 34 to 36. This is necessary because of the courses that students need in order to be prepared to enter the workforce and administer programs or to be prepared to pursue a PhD.

**Impact:** None

**Effective:** Spring 2017

<p><b>Family Studies Ph.D.</b></p> <p>The <a href="#">Family Studies and Human Services</a> department participates in the Ph.D. degree program awarded from the College of Human Ecology with a specialization in <a href="#">Family Studies</a>. The PhD program in <a href="#">Family Studies</a> provides students with a foundation of knowledge and skills in interdisciplinary social science related to family. Students may specialize in the area of <a href="#">Family Studies</a> (focusing on the development and implementation of educational programs designed to enrich and enhance individual and family well-being), <a href="#">Personal Financial Planning</a> (focusing on resource management within families) and develop advanced research skills to investigate family phenomena.</p> <p>Requirements – a minimum of <b>94</b> credit hours is required. No more than 30 credit hours from a master's degree may be applied.</p> <p><b>Required Courses</b></p> <ul style="list-style-type: none"> <li>• <a href="#">FSHS 800 - Introduction to Family Studies and Human Services Graduate Program</a> <b>Credits: 0</b></li> <li>• <a href="#">FSHS 825 - Family Resource Management</a> <b>Credits: 3</b></li> <li>• <a href="#">FSHS 850 - Family Studies</a> <b>Credits: 3</b></li> <li>• <a href="#">FSHS 852 - Contemporary Family Theories</a> <b>Credits: 3</b></li> <li>• <a href="#">FSHS 871 - Family Life Education Foundation and Methods</a> <b>Credits: 3</b></li> <li>• <a href="#">FSHS 950 - Advanced Family Theory</a> <b>Credits 3</b></li> <li>• <a href="#">FSHS 979 - Advanced Professional Issues in FSHS</a> <b>Credits: 3</b></li> </ul>	<p><b>Applied Family Science Ph.D.</b></p> <p>The <a href="#">School of Family Studies and Human Services</a> participates in the PhD degree program awarded from the College of Human Ecology with a specialization in <a href="#">Applied Family Science</a>. The PhD program in <a href="#">Applied Family Science</a> provides students with the skills to teach, conduct research, and practice in the field. Graduates will be prepared to conduct high-impact research addressing issues and needs relevant to family and relationship health and well-being. Such research findings inform public policy, program development, and build the evidence base.</p> <p>Requirements - a minimum of <b>90</b> credit hours is required. No more than 30 credit hours from a master's degree may be applied.</p> <p><b>Required Courses</b></p> <ul style="list-style-type: none"> <li>• <a href="#">FSHS 801 - Grant Development and Management</a> <b>Credits: 3</b></li> <li>• <a href="#">FSHS 850 - Family Science</a> <b>Credits: 3</b></li> <li>• <a href="#">FSHS 852 - Family Theories</a> <b>Credits: 3</b></li> <li>• <a href="#">FSHS 860 - Family Policy</a> <b>Credits: 3</b></li> <li>• <a href="#">FSHS 871 - Development and Administration of Family Programs</a> <b>Credits: 3</b></li> <li>• <a href="#">FSHS 893 - Program Evaluation</a> <b>Credits: 3</b></li> <li>• <a href="#">FSHS 808 - Topics in Applied Family Science</a> <b>Credits: 1</b> must be taken twice</li> <li>• <a href="#">FSHS 950: Theory Construction in Family Science</a> <b>Credits: 3</b></li> </ul>
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- FSHS 981 – Advanced Practicum in Family and Community Services **Credits:** 1-3
- [FSHS 888 - Research Methods in FSHS](#) | **Credits:** 3

**Electives**

12 credits of electives in FSHS.

**Statistics and Research Methods**

**Statistics: 6 credits** (use one of the sequences below)

1.

- FSHS 806 – Statistical Methods in Family Studies and Human Services I **Credits:** 3

**AND**

- FSHS 906 – Statistical Methods in Family Studies and Human Services II **Credits:** 3

2.

- EDCEP 817 – Statistical Methods in Education **Credits:** 3

**AND**

- EDCEP 917 – Experimental Design in Educational Research **Credits:** 3

**Research Methods: 12 credits**

- FSHS 888 – Research Methods in FSHS I **Credits:** 3
- FSHS 890 – Research Methods in FSHS # **Credits:** 3

- LSHD 820 – Theories of Human Development **Credits:** 3

**Statistics and Research Methods**

**Statistics: 9 credits**

**One of the Following:**

FSHS 806 – Statistical Methods in Family Studies and Human Services I **Credits:** 3

**OR**

EDCEP 817 – Statistical Methods in Education **Credits:** 3

**OR**

STAT 703 – Introduction to Statistical Methods for the Sciences **Credits:** 3

**AND**

**One of the Following:**

FSHS 906 – Statistical Methods in Family Studies and Human Services II **Credits:** 3

**OR**

EDCEP 917 – Experimental Design in Educational Research **Credits:** 3

**OR**

STAT 705 – Regression and Analysis of Variance **Credits:** 3

**AND one of the following:**

MFT 910 – Topics in Marriage and Family Therapy: Advanced MFT Research Methods: SEM I **Credits:** 3

**OR**

STAT 730 – Multivariate Statistical Methods **Credits:** 3

**Research Methods: 9 credits**

- FSHS 809 – Qualitative Research Methods in Family Science **Credits:** 3
- FSHS 888 – Research Methods in FSHS I **Credits:** 3

<ul style="list-style-type: none"> <li>• FSHS 902 – Qualitative Research Methods in FSHS Credits: 3</li> <li>• FSHS 907 – Advanced Family Research Methods Credits: 3</li> </ul> <ul style="list-style-type: none"> <li>• FSHS 990 – Dissertation Proposal Seminar Credits: 1</li> <li>• FSHS 999 – PhD Research in Family Studies and Human Services Credits: (1-18)</li> </ul> <p><b>Other Supporting Courses</b> Minimum of 9 credit hours.</p>	<ul style="list-style-type: none"> <li>• FSHS 890 – Application of Research and Statistics in Family Science Credits: 3</li> </ul> <p><b>Professional Development: Minimum 12 credits</b></p> <ul style="list-style-type: none"> <li>• EDCI 943 – Principles of College Teaching Credits: 3</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• FSHS 981 - Applied Practicum in Family Science Credits: (1-3) (can be repeated for elective credit)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• FSHS 982 - College Teaching Practicum in Family Science Credits: (1-3) (can be repeated for elective credit)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• FSHS 983 - Research Practicum in Family Science Credits: (1-3) (can be repeated for elective credit)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• FSHS 979 – Advanced Professional Issues in Family Science Credits: 3</li> </ul> <p><b>Electives: 15 credits</b> Electives should be based on student's professional goals and must be approved by the student's supervisory committee.</p> <p><b>Doctoral Research: 19 credits</b></p> <ul style="list-style-type: none"> <li>• FSHS 990 – Dissertation Proposal Seminar Credits: 1</li> <li>• FSHS 999 – PhD Research in Family Studies and Human Services Credits: (1-18) (18 hours required)</li> </ul>
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**Rationale:** The National Council on Family Relations (our discipline's national professional organization) is recommending the use of the term "Family Science" in place of "Family Studies" to provide more unity within the discipline nationally and internationally. Our curriculum revisions will allow us to focus on applied research in the field of Family Science, preparing students to conduct high-impact research addressing issues and needs relevant to family and relationship health and well-being. We have also changed the required number of credit hours from 91 to 90 in order to be more competitive with other programs in our field who offer PhD programs for fewer credit hours.

**Impact:** The Statistics Department Head, Gary Gadbury, was contacted on 9-19-16 regarding the addition of the Statistics courses as options for students and was supportive of the proposed change. The Education Curriculum & Instruction Department Head, Todd Goodson, was contacted on 9-13-16 regarding the addition of EDCI 943 and had no objections. Jana Fallin, the instructor for the course, was contacted on 9-19-16 and was very supportive of adding this course to the curriculum. No additional impact is anticipated.

**Security Studies MS- Add Thesis Option**

FROM:

TO:

<p><b>Course requirements</b></p> <p>Course requirements will consist of 30 hours of graduate-level work, up to 12 hours of which may be transfer credit from other graduate-level work. The masters programs admissions committee will evaluate the suitability of transfer credits. The remaining hours will consist of 18 hours of required courses and additional graduate-level electives as needed to total 30 hours.</p> <p><b>1. Required: Fundamentals of Security (3 credit hours)</b></p> <p>This course will introduce students to major themes covered in the M.A. program of study. It is designed to provide students with foundations for the other core courses and so must be completed in the first term of student enrollment. Students will read key texts on international security, military history, and strategy, as well as works on the theory and research practice of history and political science. They will write essays on the assigned readings, participate in on-line synchronous and asynchronous discussions, and compose a final paper or take a final exam on the issues raised by the course.</p> <ul style="list-style-type: none"><li>• HIST 812 - Foundations of Security Studies <b>Credits: 3</b></li><li>• POLSC 812 - Foundations of Security Studies <b>Credits: 3</b></li></ul> <p><b>2. Required: Security Studies Methodology (2 credit hours)</b></p> <p>This course is a rigorous exploration of interdisciplinary methods in history and political science.</p> <ul style="list-style-type: none"><li>• POLSC 810 - Security Studies Methodology <b>Credits: 2</b></li><li>• HIST 810 - Security Studies Methodology <b>Credits: 2</b></li></ul> <p><b>3. Required: History and Security of Pivotal Regions (6 credit hours)</b></p> <p>Students will take at least two courses on the history of regions of central importance to international affairs. These courses may focus on</p>	<p><b>Course requirements</b></p> <p>Course requirements will consist of 30 hours of graduate-level work, up to 12 hours of which may be transfer credit from other graduate-level work. The masters programs admissions committee will evaluate the suitability of transfer credits. The remaining hours will consist of 18 hours of required courses and additional graduate-level electives as needed to total 30 hours.</p> <p><b>1. Required: Fundamentals of Security (3 credit hours)</b></p> <p>This course will introduce students to major themes covered in the M.A. program of study. It is designed to provide students with foundations for the other core courses and so must be completed in the first term of student enrollment. Students will read key texts on international security, military history, and strategy, as well as works on the theory and research practice of history and political science. They will write essays on the assigned readings, participate in on-line synchronous and asynchronous discussions, and compose a final paper or take a final exam on the issues raised by the course.</p> <ul style="list-style-type: none"><li>• HIST 812 - Foundations of Security Studies <b>Credits: 3</b></li><li>• POLSC 812 - Foundations of Security Studies <b>Credits: 3</b></li></ul> <p><b>2. Required: Security Studies Methodology (2 credit hours)</b></p> <p>This course is a rigorous exploration of interdisciplinary methods in history and political science.</p> <ul style="list-style-type: none"><li>• POLSC 810 - Security Studies Methodology <b>Credits: 2</b></li><li>• HIST 810 - Security Studies Methodology <b>Credits: 2</b></li></ul> <p><b>3. Required: History and Security of Pivotal Regions (6 credit hours)</b></p> <p>Students will take at least two courses on the history of regions of central importance to international affairs. These courses may focus on</p>
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East Asia, Latin America, the Middle East, or other strategic areas.

- HIST 850 - History and Security: East Asia **Credits: 3**
- HIST 851 - History and Security: Latin America **Credits: 3**
- HIST 852 - History and Security: the Middle East **Credits: 3**
- HIST 853 - History and Security: Russia/Central Asia **Credits: 3**
- HIST 854 - History and Security: South Asia **Credits: 3**

#### **4. Required: International Security and Transnational Security (6 credit hours)**

Political Science will offer two courses. International Security will focus on traditional issues of the causes of war, deterrence, the relevance/role of international institutions, arms proliferation, the politics of international intervention, and conflict resolution. The second, Terrorism and Transnational Security, will cover security issues that have been given increasing emphasis over recent years. Examples include the unique context of security problems in the developing world, demographic developments and internal/external conflict, environmental issues and their relation to security, economic globalization and security, post-conflict reconstruction, and humanitarian emergencies.

- POLSC 813 - International Security **Credits: 3**
- POLSC 814 - Terrorism and Transnational Security Issues **Credits: 3**

#### **5. Required: Research Design in Security Studies (1 credit hour)**

This course is a study of research methods in history and political science culminating in a piece of original research in Security Studies.

- HIST 815 - Research Design in Security Studies **Credits: 1**
- POLSC 815 - Research Design in Security Studies **Credits: 1**

East Asia, Latin America, the Middle East, or other strategic areas.

- HIST 850 - History and Security: East Asia **Credits: 3**
- HIST 851 - History and Security: Latin America **Credits: 3**
- HIST 852 - History and Security: the Middle East **Credits: 3**
- HIST 853 - History and Security: Russia/Central Asia **Credits: 3**
- HIST 854 - History and Security: South Asia **Credits: 3**

#### **4. Required: International Security and Transnational Security (6 credit hours)**

Political Science will offer two courses. International Security will focus on traditional issues of the causes of war, deterrence, the relevance/role of international institutions, arms proliferation, the politics of international intervention, and conflict resolution. The second, Terrorism and Transnational Security, will cover security issues that have been given increasing emphasis over recent years. Examples include the unique context of security problems in the developing world, demographic developments and internal/external conflict, environmental issues and their relation to security, economic globalization and security, post-conflict reconstruction, and humanitarian emergencies.

- POLSC 813 - International Security **Credits: 3**
- POLSC 814 - Terrorism and Transnational Security Issues **Credits: 3**

#### **5. Required: Research Design in Security Studies (1 credit hour)**

This course is a study of research methods in history and political science culminating in a piece of original research in Security Studies.

- HIST 815 - Research Design in Security Studies **Credits: 1**
- POLSC 815 - Research Design in Security Studies **Credits: 1**

#### Thesis Option

Students completing the thesis option will take 24 credit hours of coursework consisting of the 18 credit hours of required courses and six credit hours of electives. They will also take six credit hours of Master's Research in either Political Science or History.

	<p><a href="#"><u>POLSC 899- Master's Thesis</u></a></p> <p><a href="#"><u>Credits (6, C/NC)</u></a></p> <p><a href="#"><u>Or</u></a></p> <p><a href="#"><u>HIST 899- Master's Research in History</u></a></p> <p><a href="#"><u>Credits (1-18)</u></a></p>
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RATIONALE: The Security Studies Master of Arts program would like to add a thesis option for students interested in completing and defending a thesis. To do so, we need to change the curriculum requirements for those pursuing the thesis option. Students pursuing a thesis option will enroll in six credit hours of either POLCS 899 *or* HIST 899 and only six credit hours of electives instead of the usual twelve.

IMPACT: None

EFFECTIVE DATE: Summer 2017