PCATS Data screens for “Teaching”

TEACHING SCREEN TITLES

- Teaching
  - Academic Advising
  - Directed Student Learning and Graduate Studies (e.g., theses, dissertations)
  - Non-Credit/Extension and Engagement Instruction

- For-Credit Instruction
  - Directed Service - Clinical Teaching
  - Teaching Innovation and Curriculum Development

- Academic Advising ............................................................... page 11
- Directed Student Learning and Graduate Studies ................................ page 12
- Non-Credit/Extension Instruction ................................................ page 13
- For-Credit Instruction ............................................................. page 15
- Directed Service – Clinical Teaching .......................................... page 16
- Teaching Innovation and Curriculum Development .......................... page 17
## ACADEMIC ADVISING

<table>
<thead>
<tr>
<th>Edit Academic Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year:</td>
</tr>
<tr>
<td>Are you an academic advisor or a mentor for undergraduate students?</td>
</tr>
<tr>
<td>Number of undergraduate students advised:</td>
</tr>
<tr>
<td>Approximate number of hours spent for the year advising undergraduate students:</td>
</tr>
<tr>
<td>Description of Advising Activities:</td>
</tr>
</tbody>
</table>

| Upload File for the advising survey results: |
| No File Stored | Choose File... |

| Number of undergraduate students mentored: |
| Approximate number of hours spent for the year mentoring undergraduate students: |
| Description of Mentoring Activities: |

- □ Academic Advisor
- □ Mentor

**NOTE:** Only DFS faculty differentiate between advising and mentoring

For faculty in DFS only
### DIRECTED STUDENT LEARNING AND GRADUATE STUDIES (e.g., theses, dissertations)

**Drop-down menu help on this screen:**

**NOTE:** As a student progresses through their degree program, this must be updated to accurately reflect progress and/or completion information.

Include all graduate and undergraduate students engaged in research, honors, & independent study.

- Outside Chair for PhD at K-State
- Outside Committee Member
- Outside University Reader
- Postdoctoral Research Supervision
- Supervised Research – Graduate
- Supervised Research – Undergraduate
- Undergraduate Honors Thesis
- Other

If you are serving a committee member for a non-KSU student, provide the name of the student’s university

- Apparel Merchandising (GPIDEA)
- Certificate Conflict Resolution
- Certificate Financial Therapy
- Certificate Financial Therapy to directed student learning
- Certificate Gerontology
- Master Apparel and Textiles
- Master Communication Sciences and Disorders
- Master Dietetics (GPIDEA)
- Master Family and Community Services (GPIDEA)
- Master Family Financial Planning (GPIDEA)
- Master Food Science
- Master FSHS with emphasis Applied Family Science
- Master FSHS with emphasis Couple and Family Therapy
- Master FSHS with emphasis Early Childhood Education
- Master FSHS with emphasis Youth Development
- Master Gerontology (GPIDEA)
- Master Hospitality & Dietetics Administration
- Master Hospitality Administration
- Master Kinesiology
- Master FSHS with emphasis in Life-Span Human Development
- Master Nutrition, Dietetics & Sensory Sciences
- Master Public Health
- PHD Food Science
- PHD Human Ecology (specializations: CFT, AT, LSHD, AFS, KIN, and HIM)
- PHD Human Nutrition
- PHD Personal Financial Planning
- PHD Physiology
- Undergraduate Degree
- Other
### Non-Credit/Extension Instruction

#### Edit Non-Credit/Extension Instruction

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Certification</th>
<th>Continuing Education</th>
<th>Faculty Internship</th>
<th>Guest Lecture</th>
<th>Management/Executive Development</th>
<th>Professional Development</th>
<th>Program Training</th>
<th>Review Course</th>
<th>Seminar</th>
<th>Working with an academic class</th>
<th>Workshop</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

If service learning, community-based learning was involved with an academic class, with which class was it connected?

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Number of Students Involved</th>
</tr>
</thead>
</table>

Target Audience

Sponsoring Organization or Event

City, State and Country

Number of Participants

Was this event sponsored with external funding?

If so, what was the source?

Does this activity meet the definition of engagement?

Was the audience academic, professional, or lay audience?

Description

Note: For activities that are/were only on one day, leave the start date blank and specify the end date. For activities that you started but have not yet presently completed, specify the start date and leave the end date blank.

Start Date

End Date
## High-Impact Educational Practices

### First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

### Common Intellectual Experiences
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

### Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

### Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

### Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

### Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most-prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

### Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

### Service Learning, Community-Based Learning
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

### Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

### Capstone Courses and Projects
Whether they’re called, “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
### For-Credit Instruction

<table>
<thead>
<tr>
<th>Term and Year</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Course Number</td>
<td>Section Number</td>
</tr>
<tr>
<td>Official Enrollment Number</td>
<td>Number of Credit Hours</td>
</tr>
<tr>
<td>Delivery Mode</td>
<td>Course Level</td>
</tr>
<tr>
<td>Explanation of &quot;Other&quot;</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td></td>
</tr>
<tr>
<td>High Impact Education Practice used (select one)</td>
<td></td>
</tr>
<tr>
<td>Students Earning an A</td>
<td>Students Earning a B</td>
</tr>
<tr>
<td>Students Earning a C</td>
<td>Students Earning a D</td>
</tr>
<tr>
<td>Students Earning an F</td>
<td>Students Earning an Incomplete</td>
</tr>
<tr>
<td>Students Earning Credit</td>
<td>Students Earning No Credit</td>
</tr>
</tbody>
</table>

**NOTE:**
Data on this page will be uploaded from the Registrar's office on your behalf at the end of each semester and summer term. Please review for accuracy.

Refer to “High Impact Educational Practices” definitions on Page 14.
## DIRECTED SERVICE - CLINICAL TEACHING

According to the University Handbook, section CS, Directed Service is defined as "CE Directed service. All other work that further the mission of and is directly related to the goals and objectives of a unit and the university, that requires academic credentials or special skills, and that is a part of a faculty member's explicit assignment. Typical positions that involve such work are librarians and clinicians:"

### Instruction Type
- [ ] Fellows
- [ ] Peer clinicians or educators
- [ ] Medical students
- [ ] Graduate students
- [ ] Nurses
- [ ] Residents
- [ ] Undergraduate student
- [ ] Other
- [ ] Allied health student

### Course Name or Session Topic

### Role

### Primary Learner Audience

### Approx. Number of Hours Spent Per Year

### NOTE:
For example, a license is required for the faculty member to serve in his/her role in accredited programs such as CFT, CSD, Dietetics, ECE, Athletic Training and Physician Assistant, etc., by an accrediting body.
### TEACHING INNOVATION AND CURRICULUM DEVELOPMENT

#### Edit Teaching Innovation and Curriculum Development

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Explanation of &quot;Other&quot;</th>
</tr>
</thead>
</table>

#### Contributing Colleagues

Please select a person from the dropdown list and/or enter their name in the input fields.

<table>
<thead>
<tr>
<th>People at Kansas State University</th>
<th>First Name</th>
<th>Middle Name/Initial</th>
<th>Last Name</th>
<th>Role</th>
</tr>
</thead>
</table>

Select the number of colleague rows to add: [ ]

- [ ]
- [ ]

- [Add]

#### Course or Program Name

<table>
<thead>
<tr>
<th>Description of Activity</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Was funding received?</th>
<th>Date of Initiation</th>
</tr>
</thead>
</table>

*Add as many as needed.*

#### NOTE:

Record innovative work in teaching such as study abroad, curriculum development, here.

- Capstone courses and projects
- CAT Community
- Collaborative projects and assignments
- Common Intellectual Experiences
- Curricular Development
- Diversity/Global Learning
- First-Year Seminars and Experiences
- International Study Tour
- Internships
- Learning Communities
- New Certificate Program
- New Course
- New Degree Program
- Revise Existing Course
- Revise Existing Degree Program
- Service Learning, Community-Based Learning
- Undergraduate Research
- Writing-Intensive Courses
- Other