

**Supplemental Information
Course and Curriculum items
FS Academic Affairs Committee Review
December 20, 2016 Meeting**

Graduate Course changes (12-6-16)

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Graduate Course Changes (12-6-16)

Non-Expedited Course Changes

1) FROM: EDCI 718. Learning Technologies. (3) Fall, Spring, Summer. **An examination of the roles that computers, teachers, and learners may take in any learning setting; ways of integrating technology into a curriculum; and issues involved in using technology in K-12 settings. Pre-Requisite: Junior Standing.**

TO: EDCI 718. Introduction to Educational Technology. (3) Fall, Spring, Summer. **This course examines the roles that technology, teachers, and learners may take in any educational context; ways of integrating technology into teaching and learning; and issues involved in using technology in K-12 settings**

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: We propose to change the title and catalog description of EDCI 718 to update it with current practices and terminology.

EFFECTIVE DATE: Summer 2017

2) FROM: EDCI 763. Instructional Design. (3) Fall, ~~Alternating Summers.~~ **Implications of the major theories and models of instructional design to the development of instructional programs. Pre-Requisite: Junior Standing, Undergraduate level course.**

TO: EDCI 862. Instructional Systems Design. (3) Fall. **This course examines ways to design instructional modules based on key principles of instructional systems design. Pre-Requisite: EDCI 718 or equivalent course.** Graduate level course.

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: We propose to change the title and catalog description of EDCI 763 to update it with current practices and terminology.

We also propose to change its course number to EDCI 862. We are requesting this because we are proposing a major revision of our M.S. Area of Emphasis #G5 as well as our Online Course Design Graduate Certificate, and the new number would enable the course to fit more seamlessly into the revised #G5 and Graduate Certificate course sequences.

EFFECTIVE DATE: Summer 2017

3) FROM: EDCI 863. Online Course Design. (3) Spring, ~~Alternating Summers.~~ **Examination of the use of instructional design as a theoretical basis for the design of online courses. Emphasis on course design, development, assessment, and evaluation using innovative technology, delivery models and methods. Pre-Requisite: EDCI 763.**

TO: EDCI 863. Online Teaching and Learning. (3) Spring. **This course examines ways to design and develop online instructional modules based on key principles of instructional systems design. Pre-Requisite: EDCI 718 or equivalent course and EDCI 862 or equivalent course.**

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: We propose to change the title and catalog description of EDCI 863 to update it with current practices and terminology.

EFFECTIVE DATE: Summer 2017

4) FROM: EDCI 887. Proseminar I: Educational Computing, Design, and Distance Education. (3) Fall. Considers teaching and learning implications of computers in classrooms; design of learning environments; and aspects of distance education. Pre-Requisite: EDCI 718.

TO: EDCI 887. Educational Technology Proseminar I. (3) Fall. Examines contemporary issues related to the role of technology in teaching and learning. Topics covered reflect current theory, research and practice within the discipline of educational technology. This is the first of a two-course sequence examining a wide range of issues; the second course is EDCI 888. Pre-Requisite: EDCI 718 or equivalent course.

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: We propose to change the title and catalog description of EDCI 887 to update it with current practices and terminology.

EFFECTIVE DATE: Summer 2017

5) FROM: EDCI 888. Proseminar II: Technology Change, Research, and Theory. (3) Spring. Considers how learning technologies influence and support changes in the classroom and schools; research on learning with technology tools; and some of the theoretical underpinnings of the field. Pre-Requisite: EDCI 718.

TO: EDCI 888. Educational Technology Proseminar II. (3) Spring. Examines contemporary issues related to the role of technology in teaching and learning. Topics covered reflect current theory, research and practice within the discipline of educational technology. This is the second of a two-course sequence examining a wide range of issues; the first course is EDCI 887. Pre-Requisite: EDCI 718 or equivalent course.

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: We propose to change the title and catalog description of EDCI 888 to update it with current practices and terminology.

EFFECTIVE DATE: Summer 2017

Animal Sciences and Industry

FROM: ASI 601. Physiology of Lactation. (3) Fall. Anatomy and embryonic development of the mammary gland, physiology of lactation, milk constituents, and management practices that alter quality and quantity of milk. Contemporary milking practices and mastitis control. Two hours lecture and two hours laboratory per week. Prerequisite: ASI 400 and 533.

TO: ASI 601. Endocrinology and Lactation. (3) Fall. Provides an overview of the endocrine systems that regulate mammalian lactation and other related physiological processes. Topics include structure and function of important endocrine glands and their hormones, receptors, target tissues and physiological mechanisms of action. Emphasis will be placed on whole animal hormonal interactions that regulate nutrient availability for production of milk in dairy cattle and other dairy species. Upon completion of the course students should be able to identify important endocrine organs and hormones and apply their

understanding to problems in dairy production. Prerequisite: BIOL 198 and junior standing. Recommended pre-requisites: ASI 400, ASI 533 OR BIOL 340.

RATIONALE: Currently ASI 601 is taught as *Physiology of Lactation* and offered each fall semester to an average (over the past 3 years) enrollment of 11 students per semester. The course content actually has evolved over the past several semesters to cover the endocrinology of lactation, with approximately 75% of the lecture material now covering endocrine organs and important hormones for lactation and nutrition/metabolism. In addition, there is no course on any KSU campus that covers the endocrine system even though endocrinology is foundational to many other subjects such as physiology, reproduction, pharmacology, nutrition, etc. Thus to broaden the impact of the course through increased enrollment, serve a large need on campus and better reflect the course material currently offered, the course title, catalog description and content need to more accurately reflect a greater emphasis on endocrinology.

IMPACT: While other courses on campus address principles associated with endocrinology, two courses are offered in the College of Veterinary Medicine and are not accessible by the general student population and the other is in the Division of Biology. The Division of Biology was contacted for approval on September 8, 2016 and supports this proposal.

EFFECTIVE DATE: Fall 2017

Non-Expedited New Courses

Department of Foods, Nutrition, Dietetics and Health

Course Add
FNDH 856 Sensory and Instrumental Volatile Analysis and their Relationship
Credits: (2)
Use and relationship of methods for measuring and relating volatiles including sensory and instrumental methods such as gas chromatography mass-spectrometry (GC-MS) and gas chromatography olfactometry (GC-O).
When Offered: Upon Sufficient Demand
Pre-Requisite: FNDH 701

Rationale: This course is an optional course in the graduate Sensory Analysis and Consumer Behavior MS degree option in the Food Nutrition Dietetics and Health MS and PhD degree curriculum. This class looks at a topic that is important in sensory research, but that is not covered in any of the existing classes: associating sensory analysis data with instrumental measurement of aroma compounds in foods and

other products. This class introduces the main methods to the students, and instructs them via a lab section to get hands-on experience.

IMPACT: None

Effective: Fall 2017

Course Add
CNRES 757 Elder and Family Decision Making
Credits: (3)
This course focuses on the specialized skills and techniques for successfully facilitating adult family conversations around issues such as living arrangements, caregiving, driving, medical decisions, family communication, financial planning, inheritance/personal property distribution, trusts and estates.
When Offered: This class will be offered during intersessions.
K-State 8 Tag: Ethical Reasoning and Responsibility Human Diversity within the US
Rationale for K-State 8 tag: E = When considering the needs and interests of an aging family member, there are often deep philosophical and values conflicts and issues within families, as well as financial, resource management, and logistical problems and institutional requirements to meet. D = This course focuses on the elder population in the United States and how, due to modern medicine, they are living decades longer, which makes facing challenges of medical treatment, financial planning, and designs for some level of ongoing care critical for today's families.
Pre-Requisite: CNRES 751

Rationale: This course has been offered several times as a topics course and has had a lot of student interest. We would like to give it a more permanent number as we will be teaching the class on a regular basis.

IMPACT: None

Effective: Spring, 2017

#1 EDCI 864. Social/Cultural Issues in Educational Technology. (3) Summer. This course addresses social and cultural issues pertaining to the integration of educational and communications technologies (ECT) into teaching and learning; examines concerns relating to equitable access to ECT; explores the impact of ECT adoption and use upon diverse social/cultural groups; and addresses designing and developing culturally cognizant, appropriate, and relevant ECT. Pre-Requisite: EDCI 718 or equivalent course.

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

This proposed new course, EDCI 864, will be a required course within the newly revised Area of Specialization #G-5 as well as within the newly revised Graduate Certificate in Educational Technology. This course is designed to fill a need in the Department's current graduate educational technology curriculum. In addition to updating our educational technology curriculum, this course directly addresses Part-4 of the College of Education (COE)'s Mission: 'Promotion, understanding, and celebration of diversity' as well as Part-1: 'The delivery of exemplary instruction to students.'

EFFECTIVE DATE: Summer 2017

#2 EDCI 866. Educational Technology Change Management. (3) Summer. This course introduces participants to the knowledge and skills needed to become agents of positive technological change within their workplaces. Topics covered include diffusion of innovations, needs assessment, change management, systemic change, human performance technology, socio-cultural cognizance, and inclusion/equity. Pre-Requisite: EDCI 718 or equivalent course.

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

This proposed new course, EDCI 866, will be a required course within the newly revised Area of Specialization #G-5 as well as within the newly revised Graduate Certificate in Educational Technology. This course is designed to fill a need in the Department's current graduate educational technology curriculum. In addition to updating our educational technology curriculum, this course directly addresses Part-1 of the College of Education (COE)'s Mission: 'The delivery of exemplary instruction to students.' It also supports Part-4 of the COE's Mission: 'Promotion, understanding, and celebration of diversity.'

EFFECTIVE DATE: Summer 2017

Special Education, Counseling and Student Affairs

#1 EDCEP 859. Introduction to Research Synthesis and Meta-Analysis in the Social Sciences. (3) On Sufficient Demand. The course is an introduction to conducting systematic reviews of the literature and statistically analyzing the results. This course will focus on: (a) methods for conducting replicable, systematic reviews of the literature, and (b) statistical methods for analyzing the study effects (meta-analysis). Focus will be on examining studies with continuous, binary and correlations coefficient outcomes. Statistical methods will include fixed-effects, random-effects models, prediction intervals, meta regression, and publication bias. The course will emphasize basic theory and underlying statistical methods, computational approaches, and the interpretation of results from published studies. Pre-Requisite: EDCEP 817, EDCEP 917.

IMPACT: To our knowledge, there is currently no course of this kind at Kansas State University.

RATIONALE: Systematic literature review and the statistical element, meta-analysis, are methods of investigating a body of research and arriving at a conclusion of the overall effectiveness of the construct in question. Systematic literature reviews and meta-analyses have recently become invaluable due to

recent initiatives of identifying evidence-based practices (EBP) in the educational and psychological fields.

EFFECTIVE DATE: Summer 2017

#2 EDSP 860. Special Education Law. (3) On Sufficient Demand. Analysis of legislation, litigation, and administrative rulings related to special education. The course will emphasize the development of legally sound policies and procedures to ensure that schools provide an educationally meaningful and legally correct education for students with disabilities.

IMPACT: To our knowledge, there is currently no course of this kind at Kansas State University.

RATIONALE: Providing a free appropriate public education (FAPE) to students with disabilities is a particularly complex and often litigious endeavor in the schools. Therefore, it is essential that school personnel understand the legal requirements of providing a FAPE to students with disabilities. This course will give school practitioners and administrators necessary and up-to-date information on legislation and case law specific to providing a FAPE to students with disabilities in the United States. Topics will include: the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Elementary and Secondary Education Act, The Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA). Thus, in preparing future policymakers and researchers, the addition of a course like the one proposed would be a valuable addition to the College of Education.

EFFECTIVE DATE: Summer 2017

Communications and Agricultural Education

ADD: AGCOM 830. New Media Technology. (3) Fall. This course focuses on the study and application of emerging “new media” technologies to effectively communicate information and market products and programs to general and targeted audiences. Students will study underlying communication theories such as Roger’s Theory of Innovation Diffusion to provide a context of how society adopts and incorporates new technology.

RATIONALE: This course has an undergraduate version, AGCOM 590, which was approved prior to the department having a Master’s degree program. As AGCOM 590, this course cannot be used by departmental graduate students toward their degree. We considered changing the existing course number to a 600-level course so both undergraduate and graduate students could take the course. However, a 600-level course would not be able to be used in the proposed doctoral program in Leadership and Communication Studies. Thus, the proposal to add a course at the 800-level that is comparable to AGCOM 590 but contains elevated work requisite of masters’ and doctoral students.

IMPACT: No other programs will be impacted by this course addition. A review of the graduate and undergraduate catalogs reveals no courses in Journalism and Mass Communications that address new media technologies. Current courses offered at the graduate level by JMC focus on multimedia development (audio and video), website management, communication and business management, and digital/converged media reporting. There are no courses that address new media (such as social media) platforms, software or hardware, evaluation and

analytics, and strategic integration into standalone or comprehensive communications plans.

EFFECTIVE DATE: Fall 2017

ADD: AGED 625. Inquiry-Based Curriculum in Agricultural STEM Education (3) Summer. Provides students with knowledge of inquiry-based techniques related to Science, Technology, Engineering, and Mathematics in the context of Agriculture. Students will experience activities, labs, and projects developed for inclusion in secondary agriculture classrooms. The learning environment will be grounded in specific agricultural content area, offered on a rotational basis (ex. comprehensive agriculture, animal systems, plant systems, ag power and technology, etc). Prerequisite: Junior Standing. Repeatable.

RATIONALE: This course will be offered in conjunction with a teacher training that is conducted by the agricultural education teacher preparation program. Instruction will take place in a face-to-face format, often designed to meet the needs of current secondary agriculture teachers and available to pre-service teachers. Many of the current teachers will enroll in the course for credit hours to be used towards the renewal of their teaching certificate and will not be enrolled in a Master's program. Students would be allowed to repeat this course once (two times total).

IMPACT: No other programs will be impacted by this course addition.

EFFECTIVE DATE: Summer 2017

Grain Science and Industry

ADD: GRSC 615 Animal Food Safety (3). Fall. An introduction to the animal food safety regulations in the Food Safety Modernization Act. Recommended prerequisite: GRSC 510

RATIONALE: The course will review the Food Safety Modernization Act (FSMA) regulations that apply to the production of food for animals, specifically livestock and pet food. The course will teach students how to write a food safety plan for ingredient suppliers, animal food, and pet food. The student will be recognized as a Preventive Controls Qualified Individual for Animal Foods upon successful completion of the course. Course content will be significantly different than FDSCI 630 and GRSC 651. FDSCI 690 - Prepares students to write safety plans for human food. GRSC 651 - Sanitation in relation to processing, handling, and storage of human and animal foods. Emphasis on contaminants, control of causative agents, equipment and plant design, applicable laws and regulations.

IMPACT: No impact on other departments.
Dr. Liz Boyle (FDSCI 690 Instructor) provided verbal support of this change as long as GRSC 615 does not address human food safety.

EFFECTIVE DATE: Fall 2017
Horticulture and Natural Resources

ADD: PMC 810. Quantitative Research Methods in Park Management and Conservation (3). Fall. An overview of quantitative research design and methods

in park management and conservation settings, focusing on survey design, scale development, and associated statistical analyses.

RATIONALE This course will fill a void to prepare students in the graduate program in applied research methods specific to Park Management and Conservation.

IMPACT The department of Statistics was notified and Dr. Gadbury indicated his support of the proposal on October 17th.

EFFECTIVE DATE Fall 2017

ADD PMC 820. Outdoor Recreation Behavior (3). Fall. The practical and theoretical basis of recreational use of public and private lands is examined in the context of ecosystem management. The statutory and regulatory policies and current issues regarding the management and use of lands in wilderness systems, wild and scenic river corridors, parks, and protected areas are discussed in detail. The impacts of recreational uses on the environment and conflicts with other uses of land and resources are discussed. Land use planning policies and decisions, which respond to recreation, wilderness and protected area issues will be examined.

RATIONALE This course will provide graduate students an understanding of what motivates visitors to parks and protected areas and how to best manage the dual mandate of protection and recreational use.

IMPACT No impacts to other departments.

EFFECTIVE DATE Fall 2017

Plant Pathology

ADD: PLPTH 871. Professional Communications in Plant Pathology. (1) Fall.
Theory and practice of effective communication of plant pathology
research and concepts to scientific and non-scientific audiences. Pr.: Consent of instructor.

RATIONALE: Professional communication skills in plant pathology will be taught by faculty who have served on grant panels, as symposia organizers, and journal editors within the discipline and can give students feedback on current trends.

IMPACT: The department of Communications and Agricultural Education was contacted (9/20/16) and approval for the course was received. The Communication Studies Department was contacted (10/7/16) and approval for the course was received.

EFFECTIVE DATE: Fall 2017

NON-EXPEDITED COURSE DROPS

1) EDCI 750. Emerging Technologies in Education. Emerging technologies, tools, and instructional applications that impact teaching and learning will be examined. Specific pedagogical methods, skills, and strategies will be applied in creating standards-based classroom/program technology implementation plans.

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

Once this process is accomplished, EDCI 750 will no longer be needed and will no longer count towards the fulfillment of any of our graduate-level program offerings in the area of Educational Technology. The Department is therefore seeking to formally discontinue said course and request its deletion from the K-State Graduate Catalog.

EFFECTIVE DATE: Summer 2017

2) EDCI 764. Foundations of Distance Education. Examination of current issues, theories, research, and methods for designing and teaching online courses.

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

Once this process is accomplished, EDCI 764 will no longer be needed and will no longer count towards the fulfillment of any of our graduate-level program offerings in the area of Educational Technology. The Department is therefore seeking to formally discontinue said course and request its deletion from the K-State Graduate Catalog.

EFFECTIVE DATE: Summer 2017

3) EDCI 768. Enhancing Instruction through Technology. Ways to use technology in instruction are examined as a means to enhance teacher presentations and student interpretations, teacher and student access to information, and professional communication.

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

Once this process is accomplished, EDCI 768 will no longer be needed and will no longer count towards the fulfillment of any of our graduate-level program offerings in the area of Educational Technology. The Department is therefore seeking to formally discontinue said course and request its deletion from the K-State Graduate Catalog.

EFFECTIVE DATE: Summer 2017

4) EDCI 865. Hypermedia for Educators. Examines hypermedia as teaching and learning tools; also explores issues, research, and theory about learning from nonlinear media. Advanced techniques for designing hypermedia on the Web.

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

Once this process is accomplished, EDCI 865¹ will no longer be needed and will no longer count towards the fulfillment of any of our graduate-level program offerings in the area of Educational Technology. The Department is therefore seeking to formally discontinue said course and request its deletion from the K-State Graduate Catalog.

¹ As it currently exists; the EDCI 865 course number will be reassigned to a new course.

EFFECTIVE DATE: Summer 2017

5) EDCI 889. Cognitive Issues in Educational Computing. Advanced study of cognitive issues, theories, and implications for the design of learning environments in which technology plays a key role.

IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

Once this process is accomplished, EDCI 889 will no longer be needed and will no longer count towards the fulfillment of any of our graduate-level program offerings in the area of Educational Technology. The Department is therefore seeking to formally discontinue said course and request its deletion from the K-State Graduate Catalog.

EFFECTIVE DATE: Summer 2017

Graduate Curriculum Changes (12-6-16)

NON-EXPEDITED CURRICULUM CHANGES

M.S. in Curriculum and Instruction

FROM:

TO:

<p>A. Curriculum (3 credit hours)</p> <p>This category addresses all aspects of K-12 curriculum. It is intended that one course in curriculum would address the broad range of these issues.</p> <ul style="list-style-type: none"> • The foundations of curriculum (philosophical, historical, psychological, and social foundations; curriculum theory) • The principles of curriculum (aims, goals, objectives; curriculum design, development, implementation, and evaluation) • Issues of curriculum (trends and issues; future directions; national standards) <p>Recommended courses for this core category</p> <ul style="list-style-type: none"> • EDLEA 855 – Administrative Leadership in Curriculum Credits: (3) • EDCI 803 – Curriculum Development Credits: (3) <p>OR a curriculum course approved by the student’s advisor and committee.</p> <p>B. Teaching and learning</p> <p>This category deals with theoretical, practical, and research-based issues associated with the creation of an environment for effective teaching and learning. The following topics are representative of the issues that might affect the creation of the learning environment:</p> <ul style="list-style-type: none"> • Teaching strategies (e.g., direct instruction, cooperative learning) • Learning theory (e.g., sociocultural theory, schema theory) • Theory and research into practice • Instructional planning and design 	<p>A. Curriculum (3 credit hours)</p> <p>This category addresses all aspects of K-12 curriculum. It is intended that one course in curriculum would address the broad range of these issues.</p> <ul style="list-style-type: none"> • The foundations of curriculum (philosophical, historical, psychological, and social foundations; curriculum theory) • The principles of curriculum (aims, goals, objectives; curriculum design, development, implementation, and evaluation) • Issues of curriculum (trends and issues; future directions; national standards) <p>Recommended courses for this core category</p> <ul style="list-style-type: none"> • EDCI 803 – Curriculum Development Credits: (3) <p>OR a curriculum course approved by the student’s advisor and committee.</p> <p>B. Teaching and learning</p> <p>This category deals with theoretical, practical, and research-based issues associated with the creation of an environment for effective teaching and learning. The following topics are representative of the issues that might affect the creation of the learning environment:</p> <ul style="list-style-type: none"> • Teaching strategies (e.g., direct instruction, cooperative learning) • Learning theory (e.g., sociocultural theory, schema theory) • Theory and research into practice • Instructional planning and design • Assessment
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- Assessment
 - Learning environments (organization, management, discipline)
 - Standards and practices
- One course in teaching and learning may address only one of these issues; one course is not intended to provide a survey of all possible issues that affect the creation of a learning environment.

Recommended courses for this category:

- EDCEP 715 – Principles of Assessment **Credits:** (3)
- EDCI 720 – ESL/Dual Language Methods **Credits:** (3)
- EDCI 763 – Instructional Design **Credits:** (3)
- EDCI 831 – Contemporary Issues in Teaching and Learning **Credits:** (3)
- EDCI 882 – Teaching and Learning Models **Credits:** (3)

OR a teaching and learning course approved by the student’s advisor and committee.

C. Diversity (3 credit hours)

This category addresses the nature of learner differences and the instructional implications of these differences. Teaching students in a pluralistic society entails knowledge of many possible factors that may affect student performance, behavior, and instruction.

Student differences may be due to factors such as: ethnicity, race, language, socioeconomic status, **exceptionalities**, geographic region, gender, religion, or sexual orientation.

One course in diversity may address only one of these issues; one course is not intended to provide a survey of all possible issues that address the nature of learner differences, the instructional implications of these differences, and the nature of the institution of schooling and biases that may exist.

- Learning environments (organization, management, discipline)
 - Standards and practice
- One course in teaching and learning may address only one of these issues; one course is not intended to provide a survey of all possible issues that affect the creation of a learning environment.

Recommended courses for this category:

- EDCEP 715 – Principles of Assessment **Credits:** (3)
- EDCI 720 – ESL/Dual Language Methods **Credits:** (3)
- EDCI 862 – Instructional **Systems** Design **Credits:** (3)
- EDCI 831 – Contemporary Issues in Teaching and Learning **Credits:** (3)
- EDCI 882 – Teaching and Learning Models **Credits:** (3)

OR a teaching and learning course approved by the student’s advisor and committee.

C. Diversity (3 credit hours)

This category addresses the nature of learner differences and the instructional implications of these differences. Teaching students in a pluralistic society entails knowledge of many possible factors that may affect student performance, behavior, and instruction.

Student differences may be due to factors such as: ethnicity, race, language, socioeconomic status, **exceptionalities**, geographic region, gender, religion, or sexual orientation.

One course in diversity may address only one of these issues; one course is not intended to provide a survey of all possible issues that address the nature of learner differences, the instructional implications of these differences, and the nature of the institution of schooling and biases that may exist.

Recommended courses for this core category:

- EDCI 730 – Education of the Disadvantaged **Credits:** (3)
- EDCI 733 – Curriculum Materials for Ethnic Diversity **Credits:** (3)
- EDCI 735 – Gender Implications for Education **Credits:** (3)
- EDCI 740 – Culture and Language in Classroom Practice **Credits:** (3)
- EDCI 755 – Multicultural Issues in Teaching **Credits:** (3)
- EDSP 710 – Education of Exceptional Individuals **Credits:** (3)

OR a diversity course approved by the student's advisor and committee.

D. Educational technology (3 credit hours)

This category examines two or more of the following, with a focus on K-12 and lifelong learning:

- Issues in technology (social, equity, ethics, legal, professional development, planning)
- Skills and understanding of use of technologies
- Learning theory and technology
- School restructuring and the role of technology
- Research on effectiveness of learning with technology
- Familiarity with a broad range of educational software, modes of use, resources, and major curriculum projects

Recommended courses for this category:

- EDCI 718 – Learning Technologies **Credits:** (3)
- EDCI 750 – Emerging Technologies in Education **Credits:** (3)
- EDCI 768 – Enhancing Instruction Through Technology **Credits:** (3)

Recommended courses for this core category:

- EDCI 730 – Education of the Disadvantaged **Credits:** (3)
- EDCI 733 – Curriculum Materials for Ethnic Diversity **Credits:** (3)
- EDCI 735 – Gender Implications for Education **Credits:** (3)
- EDCI 740 – Culture and Language in Classroom Practice **Credits:** (3)
- EDCI 755 – Multicultural Issues in Teaching **Credits:** (3)
- EDSP 710 – Education of Exceptional Individuals **Credits:** (3)

- EDCI 864 – Social/Cultural Issues in Educational Technology

OR a diversity course approved by the student's advisor and committee.

D. Educational technology (3 credit hours)

This category examines:

- Roles that technology, teachers, and learners may take in any educational context
- Ways of integrating technology into teaching and learning
- Issues involved in using technology in K-12 settings

Recommended courses for this category:

- EDCI 718 – Introduction to Educational Technology **Credits:** (3)

<p>OR an educational technology course approved by the student's advisor and committee.</p> <p>G. Area of specialization (15 credit hours)</p> <p>Students must select one of the following areas of specialization (details for each are on the following pages):</p> <ul style="list-style-type: none"> • G1. Elementary/Middle-Level Curriculum and Instruction • G2. Reading/Language Arts • G3. The Reading Specialist Endorsement • G4. Middle Level/Secondary Curriculum and Instruction • G5. Educational Computing, Design, and Online Learning • G6. Digital teaching and learning • G7. English as a Second Language • G8. Teacher Leader/School Improvement • G9. Mathematics Education • G10. Civic Education 	<p>G. Area of specialization (15 credit hours)</p> <p>Students must select one of the following areas of specialization (details for each are on the following pages):</p> <ul style="list-style-type: none"> • G1. Elementary/Middle-Level Curriculum and Instruction • G2. Reading/Language Arts • G3. The Reading Specialist Endorsement • G4. Middle Level/Secondary Curriculum and Instruction • G5. Educational Technology • G7. English as a Second Language • G8. Teacher Leader/School Improvement • G9. Mathematics Education • G10. Civic Education
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IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

As part of this process, the following changes to the M.S. in Curriculum and Instruction program requirements will be necessary.

EFFECTIVE DATE: Summer 2017

M.S. in Curriculum and Instruction (Area of Specialization - G5. Educational Technology)

FROM:

TO:

<p>G5. Educational Computing, Design, and Online Learning (15 credit hours)</p> <p>This area of concentration is for educators from all walks of life who want to develop instruction using learning technologies. In this program specialty you will study the research and theories behind technology choices, develop instructional</p>	<p>G5. Educational Technology (15 credit hours)</p> <p>This area of specialization focuses – following guidelines prescribed by the Association for Educational Communications and Technology (AECT) – on the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate</p>
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design knowledge and skills, e-learning/blended learning, problem-based learning, technology's role in school reform, telementoring and telecollaboration, ethical and social issues in technology, and informal and intentional learning projects (e.g. on the Web or in a museum or park). Graduates have become technology directors, instructional designers, and have also continued with doctoral study in this area for work in higher education at the community college or university level as faculty or administrators.

Required (6 credit hours)

- EDCI 887 – Proseminar I: Educational Computing, Design, and Distance Education **Credits: (3)**
- EDCI 888 – Proseminar II: Technology Change, Research, and Theory **Credits: (3)**

technological processes and resources. While K-12 educators constitute its largest audience, this specialization is equally appropriate for those from higher education or corporate/industry backgrounds who want to explore the role of educational and communications technologies in enabling effective teaching and meaningful learning. This specialization also provides a solid foundation for those wishing to pursue a doctoral program in Educational Technology.

Required Foundations Courses

B: Teaching and Learning (3 credit hours)

- EDCI 862 – Instructional Systems Design **Credits: (3)**

C: Diversity (3 credit hours)

- EDCI 864 – Social/Cultural Issues in Educational Technology **Credits: (3)**

D: Educational Technology (3 credit hours)

- EDCI 718 – Introduction to Educational Technology **Credits: (3)**

Area of Specialization Courses

Required (12 credit hours)

- EDCI 863 – Online Teaching and Learning **Credits: (3)**
- EDCI 866 – Educational Technology Change Management **Credits: (3)**
- EDCI 887 – Educational Technology Proseminar I **Credits: (3)**
- EDCI 888 – Educational Technology Proseminar II **Credits: (3)**

<p>Electives (select at least 9 credit hours from the following)</p> <ul style="list-style-type: none"> • EDCI 763 – Instructional Design Credits: (3) • EDCI 764 – Foundations of Distance Education Credits: (3) • EDCI 786 – Topics in Curriculum and Instruction Credits: (1-3) (Recent topics include: Intro to e-Learning/Blended Learning, Project-Based Learning with Technology) • EDCI 886 – Seminar in Curriculum and Instruction Credits: (1-18) (Recent topics include: Research Issues in Educational Technology, Ethical Issues in Technology, Second Life and Virtual Learning Environments) • EDCI 889 – Cognitive Issues in Educational Computing Credits: (3) 	<p>Electives (select at least 3 credit hours from the following)</p> <ul style="list-style-type: none"> • EDCI 826 – Contemporary Technologies in Mathematics Education Credits: (3); OR • Any other Educational Technology-centered elective approved by the advisor Credits: (3)
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IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

As part of this process, the Department proposes to change the current Area of Specialization #G-5 within the M.S. program in Curriculum and Instruction as follows:

- a) Rename Area of Specialization #G-5 from “Educational Computing, Design, and Online Learning” to “Educational Technology;” and
- b) Change the list of required and elective courses in the Area of Specialization #G-5 to align them with current theory and practice within the discipline.

The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

EFFECTIVE DATE: Summer 2017

Educational Technology Graduate Certificate

FROM:

TO:

Online Course Design Graduate Certificate

Contact: Rosemary Talab

E-mail: talab@ksu.edu

Home Page: <http://www.dce.k-state.edu/education/curriculum-instruction/certificate>

This online Curriculum and Instruction graduate program offers a 14-hour KSU Graduate School Certificate in Online Course Design. The program provides graduates with instructional design models, research, theory, instructional strategies and technologies for the development of online learning course design, including workshops, webinars, and other technology-enhanced instruction. Graduates will model best practices in the redesign of existing instruction, creation and management of instructional development projects and project timelines.

Students seeking this certificate must submit a Graduate School application indicating the field of study will be the Online Course Design Graduate Certificate program. This is a separate application from the one for admission into a master's degree. In addition to the Graduate School application, applicants need to submit the following:

- An official transcript for the bachelor's degree and for any subsequent undergraduate and graduate coursework.
- A statement of objectives explaining the goals and purposes for seeking this graduate certificate.
- Three letters of recommendation.

Educational Technology Graduate Certificate

Contact: Deepak Prem Subramony

E-mail: deepak7@ksu.edu

This 12-credit graduate certificate focuses on the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources (following guidelines prescribed by the Association for Educational Communications and Technology).

Students seeking this certificate must submit a Graduate School application indicating the field of study will be the Educational Technology Graduate Certificate program. This is a separate application from the one for admission into a master's degree. In addition to the Graduate School application, applicants need to submit the following:

- An official transcript for the bachelor's degree and for any subsequent undergraduate and graduate coursework.
- A statement of objectives explaining the goals and purposes for seeking this graduate certificate.
- Three letters of recommendation.

<p>Prerequisite Course</p> <ul style="list-style-type: none"> • EDCI 718 – Learning Technologies Credits: (3) • OR similar graduate level introductory technology course <p>Required Courses (8 hrs. total)</p> <ul style="list-style-type: none"> • EDCI 763 – Instructional Design Credits: (3) • EDCI 863 – Online Course Design Credits: (3) • EDCI 858 – Online Course Design Project/e Portfolio Credits: (2) <p>Elective Courses (6 hrs. total)</p> <ul style="list-style-type: none"> • EDCI 786 – Topics in Curriculum and Instruction Credits: (1-3) <p>Topics Options Include:</p> <ul style="list-style-type: none"> ○ Game-Based Learning (3) ○ Virtual Learning/Immersive Spaces (3) ○ Design for Diverse Populations (3) 	<p>Prerequisite Course</p> <ul style="list-style-type: none"> • EDCI 718 – Introduction to Educational Technology Credits: (3) • OR similar graduate level introductory educational technology course <p>Required Courses (12 hrs. total)</p> <ul style="list-style-type: none"> • EDCI 862 – Instructional Systems Design Credits: (3) • EDCI 863 – Online Teaching and Learning Credits: (3) • EDCI 864 – Social/Cultural Issues in Educational Technology Credits: (3) • EDCI 866 – Educational Technology Change Management Credits: (3)
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IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

As part of this process, the Department proposes to change the currently offered “Online Course Design Graduate Certificate” program as follows:

- a) Rename the certificate program to “Educational Technology Graduate Certificate;”
- b) Revise the courses constituting the certificate program to align them with current theory and practice within the discipline; and

Reduce the credit hour requirement for the certificate from 14 to 12, thus allowing participants to complete the program in 12 months (i.e., two semesters + summer term).

EFFECTIVE DATE: Summer 2017

Non- Expedited Curriculum Drop

M.S. in Curriculum and Instruction (Remove Specialization #G-6 - Digital Teaching and Learning)

<p>G6. Digital teaching and learning (15 credit hours)</p> <p>Open to licensed teachers, the requirements for this online specialty are that an educator must have: a current teaching certificate and classroom teaching experience or equivalent, high speed internet access, and a commitment to integrate technology into instruction to improve student learning experiences. Emerging technologies are emphasized to provide a broad view of teaching and learning in which the world is the classroom. Graduates have taken leadership roles in technology integration and positions in technology-rich schools. Others have become technology directors, technology lead teachers, and curriculum technologists.</p> <p>Required (9 credit hours)</p> <p>EDCI 750 — Emerging Technologies in Education Credits: (3)</p> <p>EDCI 887 — Proseminar I: Educational Computing, Design, and Distance Education Credits: (3)</p> <p>EDCI 888 — Proseminar II: Technology Change, Research, and Theory Credits: (3)</p> <p>Electives</p> <p>Select at least 6 credit hours</p> <p>EDCI 786 — Topics in Curriculum and Instruction Credits: (1-3)</p> <p>(Wireless Connection, Digital Video)</p> <p>Or other electives approved by advisor.</p>	<p>Entire Area of Specialization will be deleted</p>
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IMPACT: No other academic unit will be impacted by this proposal.

RATIONALE: The Department of Curriculum and Instruction is seeking to update its graduate-level program offerings in the area of Educational Technology to align program objectives with current theory and practice within the discipline.

As part of this process, the Department proposes to delete the current Area of Specialization #G-6 within the M.S. program in Curriculum and Instruction, since it will be replaced by proposed changes to Area of Specialization #G-5.

EFFECTIVE DATE: Summer 2017

Non-Expedited New Curriculum

Dual Degree in Master of Agribusiness and Professional Master of Business Administration

Program Overview

The Dual Professional Master of Business Administration/Master of Agribusiness is an academic program that allows for the concurrent study of graduate business and graduate agribusiness and leads to both the MAB degree and the PMBA degree. The program is designed for students seeking business problem-solving skills, organizational communication and change management knowledge, and development of strategic analysis competencies utilizing technological tools to increase workplace efficiencies in diverse setting spanning business, food, animal health, and agribusiness industries. The PMBA portion is designed to advance the knowledge and decision making skills necessary for today's business environment. The MAB portion is designed to provide agribusiness professionals strategies for making informed decisions based upon a thorough understanding of current issues. Students graduating from the dual degree program will receive two degrees, a Master of Business Administration and a Master of Agribusiness. The program requires the completion of 63 credit hours: 27 credit hours in the PMBA program and 36 credit hours in the MAB program. The degrees are conferred simultaneously when all requirements for the dual degree program have been met. The assessment of the dual degree program is conducted in each program independently as specified in respective programs.

Application/Admission

Students are required to fulfill the admittance requirements of both degrees to be admitted into this dual degree program. The person seeking admission to the MAB/PMBA Dual Degree Program must:

- a. Complete an application on CollegeNet (<https://www.applyweb.com/kstateg>) using Dual MAB/PMBA program link. The link will be assessable from both the College of Business Administration and Department of Agricultural Economics portals. (Students desiring to apply only to the PMBA or MAB should select the specific program not the dual degree option in CollegeNet.) Application materials include: official transcript of all completed academic work; GRE or GMAT scores and TOEFL scores, if applicable; statement of objectives; resume; and an Affidavit of Financial Support, if applicable.
- b. The graduate admission committee of each program will evaluate the application separately and collectively make the final decision using the same criteria as specified in their respective programs. The applicant must meet admissions requirements of both programs.
- c. A student who is initially admitted to either the PMBA or MAB and who later decides to pursue the dual degree must apply for a change of degree to the MAB/PMBA dual degree prior to being awarded the first degree.
- d. Students admitted to the MAB/PMBA joint degree program who later decide they only want to complete one of the degrees must
 - 1) Submit a written notification to both programs.
 - 2) Must have their primary program plan changed to reflect the degree to be completed.
 - 3) Submit a new program of study for the degree program they will complete to the Graduate School for an approval. Students must complete the requirements for the respective program to receive the PMBA or MAB degree.

Degree Requirements

Total credit hours = 63 hours (See Table 1 for the list of courses in individual programs and the proposed dual degree program)

PMBA Program: 27 hours

- Core courses = 27 hours

MS Program: 36 hours

- Core courses = 27 hours (There are 6 credit hours shared between the two programs)
- Supporting or Thesis = 6 hours
- Electives = 3 hours

PMBA program allows 9 hours of integrated core (ECON 815, FINAN815, GENBA890) to be filled by courses from the MAB program. There is a one-to-one duplicity of 6 hours of credit already shared between the programs (MANGT 820, MKTG 810).

Transfers of coursework earned elsewhere, and waivers of courses are allowable under the same provisions as the PMBA and MAB programs separately. Regardless of course waivers, dual degree students must complete a minimum of 50 credits of coursework at the graduate level at Kansas State University. Suggested course sequencing based on the two available cohort start dates for the MAB program are reflected in Table 2.

Rationale

The program is designed for students seeking business problem-solving skills, organizational communication and change management knowledge, and development of strategic analysis competencies utilizing technological tools to increase workplace efficiencies in diverse setting spanning business, food, animal health, and agribusiness industries. The PMBA portion is designed to advance the knowledge and decision making skills necessary for today's business environment. The MAB portion is designed to provide agribusiness professionals strategies for making informed decisions based upon a thorough understanding of current issues.

Impact On Other Units

Dr. Chwen Sheu has worked closely the Department of Agricultural Economics to design this concurrent curriculum. This department and Dr. Michael Herman, Associate Dean, Graduate School are on board.

Effective Date

Fall 2017

The Dual Master of Agribusiness/Professional Master of Business Administration Degree

This document provides program specific information that is not found in the KSU Graduate Catalog. It provides an overview of the program, application/admission requirements, and program of study and suggested course sequence.

1. Program Overview

The Dual Professional Master of Business Administration/Master of Agribusiness is an academic program that allows for the concurrent study of graduate business and graduate agribusiness and leads to both the MAB degree and the PMBA degree. The program is designed for students seeking business problem-solving skills, organizational communication and change management knowledge, and development of strategic analysis competencies utilizing technological tools to increase workplace efficiencies in diverse setting spanning business, food, animal health, and agribusiness industries. The PMBA portion is designed to advance the knowledge and decision making skills necessary for today's business environment. The MAB portion is designed to provide agribusiness professionals strategies for making

informed decisions based upon a thorough understanding of current issues. Students graduating from the dual degree program will receive two degrees, a Master of Business Administration and a Master of Agribusiness. The program requires the completion of 63 credit hours: 27 credit hours in the PMBA program and 36 credit hours in the MAB program. The degrees are conferred simultaneously when all requirements for the dual degree program have been met. The assessment of the dual degree program is conducted in each program independently as specified in respective programs.

2. Application/Admission

Students are required to fulfill the admittance requirements of both degrees to be admitted into this dual degree program. The person seeking admission to the MAB/PMBA Dual Degree Program must:

- e. Complete an application on CollegeNet (<https://www.applyweb.com/kstateg>) using Dual MAB/PMBA program link. The link will be assessable from both the College of Business Administration and Department of Agricultural Economics portals. (Students desiring to apply only to the PMBA or MAB should select the specific program not the dual degree option in CollegeNet.) Application materials include: official transcript of all completed academic work; GRE or GMAT scores and TOEFL scores, if applicable; statement of objectives; resume; and an Affidavit of Financial Support, if applicable.
- f. The graduate admission committee of each program will evaluate the application separately and collectively make the final decision using the same criteria as specified in their respective programs. The applicant must meet admissions requirements of both programs.
- g. A student who is initially admitted to either the PMBA or MAB and who later decides to pursue the dual degree must apply for a change of degree to the MAB/PMBA dual degree prior to being awarded the first degree.
- h. Students admitted to the MAB/PMBA joint degree program who later decide they only want to complete one of the degrees must
 - 4) Submit a written notification to both programs.
 - 5) Must have their primary program plan changed to reflect the degree to be completed.
 - 6) Submit a new program of study for the degree program they will complete to the Graduate School for an approval. Students must complete the requirements for the respective program to receive the PMBA or MAB degree.

3. Program of Study

Total credit hours = 63 hours (See Table 1 for the list of courses in individual programs and the proposed dual degree program)

PMBA Program: 27 hours

- Core courses = 27 hours

MS Program: 36 hours

- Core courses = 27 hours (There are 6 credit hours shared between the two programs)
- Supporting or Thesis = 6 hours
- Electives = 3 hours

PMBA program allows 9 hours of integrated core (ECON 815, FINAN815, GENBA890) to be filled by courses from the MAB program. There is a one-to-one duplicity of 6 hours of credit already shared between the programs (MANGT 820, MKTG 810).

Transfers of coursework earned elsewhere, and waivers of courses are allowable under the same provisions as the PMBA and MAB programs separately. Regardless of course waivers, dual degree students must complete a minimum of 50 credits of coursework at the graduate level at Kansas State University. Suggested course sequencing based on the two available cohort start dates for the MAB program are reflected in Table 2.

4. Assessment Plan

- a. Each degree program (PMBA and MAB) would continue to perform its own separate assessment of learning. Both PMBA and MAB programs expect students to accomplish the learning outcomes established by each degree program.
- b. Student learning outcomes: PMBA (Appendix 1a)
Three PMBA courses are removed from this dual degree program: FINAN 815, ECON 815 and GENBA 890 (see Table 1). FINAN 815, is replaced by a similar course (AGEC 713), and it is not involved in assessing any SLO's. ECON 815 is not part of the PMBA assessment plan. GENBA 890 will be replaced by the MAB thesis requirement through AGEC 899. GENBA 890 contributes to the assessment of two SLO's: Oral Communication and Project Management. The PMBA program will use the same rubrics from GENBA 890 to assess those two SLO's in AGEC 899.
- c. Student learning outcomes: Master of Agribusiness (Appendix 1b)
There are no changes in the MAB curriculum for this dual degree program. (There is a one-to-one duplicity of 6 hours of credit, MANGT 820 and MKTG 810, shared between the programs.) The assessment plan for the MAB portion remains the same.

Table 1. Dual MAB / PMBA Degree

PMBA (39 Credits)	MAB (42 Credits)	Dual MAB / PMBA (63 credits)
<p>Business Core (27 Cr.) ACCTG 810 Foundations of Accounting & Finance ECON 815 Economic Analysis for Business FINAN 815 Corporate Finance MANGT 810 Operations & Supply Chain Management MANGT 820 Behavioral Management Theory MANGT 830 Information Tech Strategy & Application MKTG 810 Marketing Concepts & Research ACCTG 860 Management Acctg & Bus Problem Solving MANGT 860 Managing the Triple Bottom Line Bus.</p> <p>Integrated Core (9 Cr.) GENBA 880 Business Strategy GENBA 890 Business Capstone GENBA 875 International Experience</p> <p>Electives (3 Cr.)</p>		<p>Business Core (21 Cr.) ACCTG 810 Foundations of Accounting and Finance ECON 815 Economic Analysis for Business FINAN 815 Corporate Finance MANGT 810 Operations & Supply Chain Management MANGT 820 Behavioral Management Theory MANGT 830 Information Tech Strategy & Application MKTG 810 Marketing Concepts & Research ACCTG 860 Management Acctg & Bus Problem Solving MANGT 860 Managing the Triple Bottom Line Bus.</p> <p>Integrated Core (6 Cr.) GENBA 880 Business Strategy GENBA 890 Business Capstone GENBA 875 International Experience</p>
	<p>Required Courses (33 Cr.) AGEC 701 Introduction to Computer Decision Tools for Agribusiness (1 Cr.) AGEC 713 Agribusiness Financial Management (3 Cr.) AGEC 730 Applied Agribusiness Logistics (3 Cr.) AGEC 700 Applied Agribusiness Economics (3 Cr.) AGEC 761 Optimization Techniques for Agribusiness (2 Cr.) AGEC 720 Agribusiness Risk Management (3 Cr.) AGEC 760 Applied Econometric Analysis (3 Cr.) AGEC 770 International Agribusiness Policy Analysis (3 Cr.) MANGT 820 Behavioral Management Theory (3 Cr.) MKTG 810 Marketing Concepts and Research (3 Cr.) AGEC 890 Advanced Food and Agribusiness Management (3 Cr.) AGEC 740 Seminar in Agricultural Economics Analysis (3 Cr.)</p> <p>Additional Courses – (9 Cr.)</p>	<p>Required Courses (27 Cr.) AGEC 701 Introduction to Computer Decision Tools for Agribusiness (1 Cr.) AGEC 713 Agribusiness Financial Management (3 Cr.) AGEC 730 Applied Agribusiness Logistics (3 Cr.) AGEC 700 Applied Agribusiness Economics (3 Cr.) AGEC 761 Optimization Techniques for Agribusiness (2 Cr.) AGEC 720 Agribusiness Risk Management (3 Cr.) AGEC 760 Applied Econometric Analysis (3 Cr.) AGEC 770 International Agribusiness Policy Analysis (3 Cr.) MANGT 820 Behavioral Management Theory (3 Cr.) MKTG 810 Marketing Concepts and Research (3 Cr.) AGEC 890 Advanced Food and Agribusiness Management (3 Cr.) AGEC 740 Seminar in Agricultural Economics Analysis (3 Cr.)</p> <p>Additional Courses – Thesis Option (6 Cr.) AGEC 899 Master's Thesis Research (6 Cr.)</p>

	AGEC 899 Master's Thesis Research (6 Cr.) Graduate Elective Course in Business Administration or Agricultural Economics (3 Cr.)	Elective (3 Cr.): From Agricultural Economics or Business Administration
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Table 2. Suggested Course Sequence*

* Course sequence may change based on student needs and progress. The program of study form must be approved by student's supervisory committee comprised of two graduate faculty members from each academic unit (i.e., College of Business Administration and Department of Agricultural Economics).

Fall Start	Fall	Spring	Summer
Year 1	AGEC 701 AGEC 713 AGEC 730 MANGT 810	AGEC 700 AGEC 761 MANGT 830	MANGT 820 MKTG 810
Year 2	AGEC 760 AGEC 770 ACCTG 810	AGEC 720 AGEC 899 MANGT 860	AGEC 890 GENBA 880
Year 3	AGEC 740 AGEC 899 ACCTG 860	GENBA 875 ELECTIVE	
Spring Start	Spring	Summer	Fall
Year 1	AGEC 701 AGEC 713 AGEC 730 MANGT 830	AGEC 700 MKTG 810 AGEC 761	AGEC 720 ACCTG 810
Year 2	AGEC 760 AGEC 770 MANGT 860	MANGT 820 GENBA 880 GENBA 875	AGEC 890 ACCTG 860 MANGT 810 AGEC 899
Year 3	AGEC 740 AGEC 899 ELECTIVE		

Appendix 1a. PMBA Assessment of Learning: Alignment Matrix – For each state learning objective, where is student achievement of the outcome assessed?

PMBA Degree Program SLO's	Accounting	Finance	Management	Marketing	Strategy & Capstone
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1. Critical thinkers					GENBA 880
2. Excellent communicators (Written & Oral)	ACCTG 860 (Written)				GENBA 890 or AGEC 899 (Oral)
3. Effective decision makers					GENBA 880
4. Effective project managers			MANGT 810		GENBA 890 or AGEC 899
5. Ethical decision makers			MANGT 860		

Appendix 1b. Master of Agribusiness:

SLO/Required Courses/experiences	AGEC 740 AGEC 899	AGEC 701 AGEC 713 AGEC 730 MANGT 820 AGEC 700 AGEC 720 MKTG 810 AGEC 890 AGEC 710	AGEC 761 AGEC 760 AGEC 770 (courses with final projects)	Other Experience Surveys	Other Experience Advisory Board	Thesis
Degree program Slo's						
Demonstrate the creation of knowledge through the application of cutting edge theory and methods Skills to be assessed: Ability to conduct independent research Application of economic theory	X	X	A	A	A	A
Demonstrate the integration of modern business decisions and information technology into daily business challenges Skills to be assessed: Oral communication Written communication Professional judgment		X	A	A	A	A

Place an "X" for courses or experiences in which students have the opportunity to learn the outcome.
Place an "A" for courses or experiences in which student performance is used for program level assessment of the outcome.

Appendix 1c. MBA/PMBA: Learning Goals & Measurements

Learning Goals (4-8): After completion of the program students will (Be or Have)...			
1. Students will <i>be</i> effective			

business decision makers.	2. Students will be excellent communicators.	3. Students will be effective project managers.	4. Students will be ethical decision makers.
Learning Objectives (1or 2ea): To demonstrate students have mastered the goal, they will (Do or Make)...			
1.1 Students will make appropriate decisions using a critical thinking process.	2.1 Students will make compelling presentations. 2.2 Students will create formal business reports.	3.1 Students will effectively manage business projects. 3.2a. Students will show evidence of effective collaboration (MBA). 3.2b. Students will show evidence of project leadership (PMBA)	4.1 Students will apply ethical frameworks to make business decisions.
Measurements: The specific measurement used to document progress in achieving the objectives will be...			
1.1 Critical Thinking Rubric will be administered in GENBA 880	2.1 Oral Communication Rubric will be administered in GENBA 890 2.2 Writing Skills Rubric will be administered in ACCTG 860	3.1 Project Management Rubric will be administered in MANGT 810 3.2a Team Collaboration Rubric will be administered in GENBA 890 (MBA) 3.2b. Project satisfaction survey instrument will be administered in GENBA 890 (PMBA)	4.1 Ethical Framework Rubric will be administered in MANGT 860

CONCURRENT BACHELOR OF SCIENCE IN PHYSICS AND MASTER OF BUSINESS ADMINISTRATION.

The K-State MBA program proposes to create concurrent BS-Physics/MBA degree programs with the undergraduate program in Physics. This program will adhere to the policies and procedures for concurrent Bachelor/Master/Graduate Certificate programs listed in the Graduate Handbook. Students enrolled in the concurrent BS-Physics/MBA programs will be allowed to take up to 9 hours for graduate credit in courses numbered in the 600 and 700 sequences and to use these 9 hours toward both the bachelor's and master's degrees, upon approval of the student's supervisory committee for credit toward the master's degree. A letter of support has been received from the Head of Physics Department.

Students in these undergraduate programs would apply for admission to the MBA program and the Graduate School in their junior year. Qualified students would be provisionally admitted and be allowed to enroll in courses for graduate credit, generally beginning in the summer or fall of the 4th undergraduate year. Upon completion of the bachelor's degree, students would be fully admitted to the Graduate School and the MBA program, and their status would change to that of a graduate student in iSIS.

RATIONALE

The concurrent BS-Physics /MBA program will provide exceptional undergraduates with the opportunity to obtain both a Bachelor of Science and a Master of Business Administration degree in a shorter time than typically required to earn a BS plus an MBA if both degrees are pursued separately.

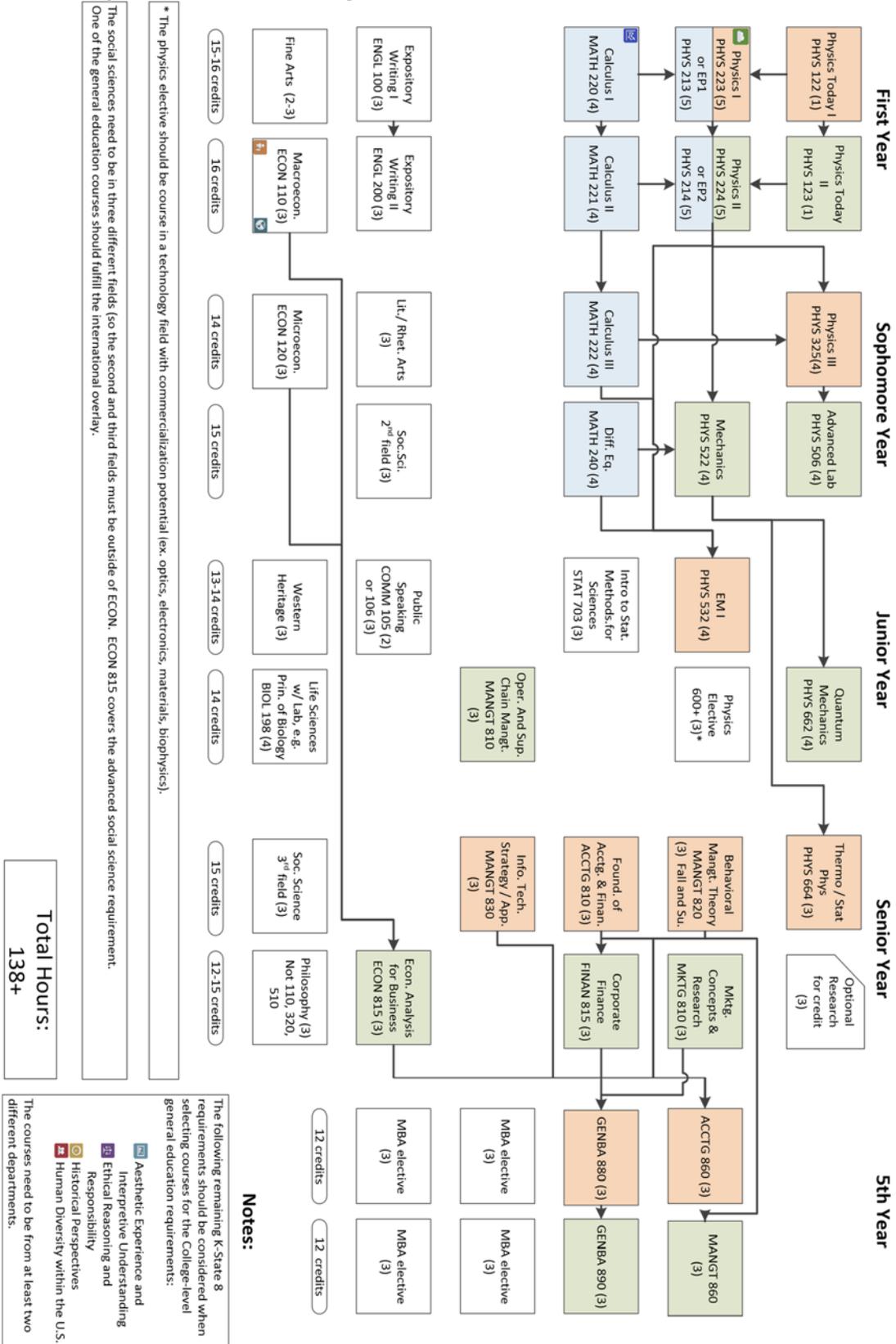
Impact On Other Units

Department of Physics. Dr. Brett DePaola, Professor and Interim Department Head, Department of Physics has written a letter of support. (See below).

Effective Date

Fall 2017

General Physics (BS) + MBA: Sample Curriculum



July 19, 2016

To Members of the Graduate School's Graduate
Affairs Committee and
Members of the Faculty Senate's
Graduate Affairs Committee:

K-State's Department of Physics and the College of Business have proposed a concurrent degree program in which a student can choose to earn a Bachelor degree in physics in four years, followed by an MBA after just a single additional year. This letter is an affirmation of the support that the Department of Physics has for the proposed program.

Several years ago, the Department of Physics created a "General Physics" program under which a student could earn either a BS or BA, just as in our usual degree program. The General Physics program was created for students who desired a physics degree but who did not plan to become "professional physicists". Examples include students who wish to teach physics in high school or wish to become technical writers. In this program, the required number of physics and math courses is somewhat reduced and is replaced by electives. These are usually dual use courses – courses that fulfill some College of Arts & Science distribution requirements as well as some of the requirements of the student's other major. This program has been very successful and since its establishment, many of our students have followed it.

We now wish to use this existing program to enable students to earn an MBA with only a single additional year of graduate courses following either a BA or BS in physics. In this case, some of the General Physics curriculum elective courses would be dual use, satisfying some requirements from both the General Physics BS/BA and the Business College's MBA programs. No change is required of the Physics program or curriculum.

To repeat, the Department of Physics unreservedly supports this concurrent degree program.

Sincerely,



Brett D. DePaola
Professor & Interim Head
Department of Physics
Kansas State University

cc: Dr. A. Chakrabarti, Interim Head, A & S
Dr. C. Shanklin, Head, Graduate School
Dr. K. Gwinner, Head, College of Business
Dr. C. Sheu, Associate Head, College of Business

**Graduate Certificate Proposal Certificate
Program in Community Development College of
Architecture, Planning & Design Kansas State
University**

Introduction

The online graduate certificate in Community Development (CD) will provide foundations of the CD field and associated theories; with the opportunity for elective selections to allow students to pursue subtopics related to community development; such as land development, housing, community economic strategies, immigrants in communities, and/or sustainable communities.

This Community Development graduate certificate is a 12 credit hour online collaborative inter-institutional certificate offered through the Department of Landscape Architecture and Regional & Community Planning in cooperation with the Great Plains Interactive Distance Education Alliance (GPIDEA). Participating universities include Kansas State University, Iowa State University, North Dakota State University, University of Nebraska, and South Dakota State University. Students may enroll in this collaborative program at any of the participating universities. While the certificate name may vary by university, the curriculum will be comparable, and courses offered in the program will be the collaborative result of a divergent faculty from within the participating universities.

Background

The Department of Landscape Architecture and Regional & Community Planning has offered a Master of Science in Community Development (M.S. CD) since 2007. The degree is part of the Great Plains Interactive Distance Alliance consortium and is offered in partnership with:

- Iowa State University
- University of Nebraska, Lincoln
- North Dakota State University
- South Dakota State University

After nine months of discussion, GPIDEA Community Development faculty voted unanimously to develop a graduate certificate in Community Development. In accordance with the GPIDEA new programs process, this proposed certificate was next presented to and approved by the GPIDEA Board in June 2016, at the GPIDEA Board Meeting. The intent of GPIDEA Board presentation at that time was to request approval to pursue the certificate with our five institutions before returning to the board for final approval; however, the board waived further GPIDEA review and granted all five member institutions approval to initiate the certificate with their individual intuitions. The reason provided for full board approval at that time was due to this certificate being completely imbedded into an existing GPIDEA program, with no conflicts of interest. All five intuitions are currently pursuing implementation of the certificate via their own channels, with intended offering beginning in the fall of 2017.

Accordingly, this proposal began moving through the Kansas State University procedures for approval of graduate certificate programs in the fall of 2016.

a. Statement of the educational objectives of the certificate program

The intent of the graduate certificate in Community Development (CD) is two-fold: 1) to provide a standalone certificate option for students interested in obtaining basic CD credentials but not a master's degree; and, 2) help recruit students into the CD program who might otherwise be hesitant to start a 36 credit hour master's degree, but may do so via an embedded certificate program. Both objectives will be accomplished by providing foundations of the CD field and associated theories, coupled by an opportunity for exploration and concentration via selected CDPLN electives.

b. Certificate program courses

The elements for the degree are already in place, with the use of existing courses. The certificate will consist of 12 credit hours, including:

- CDPLN 715 - Principles and Strategies of Community Change (aka. CD1); Credits: (3)
- CDPLN 705 - Organizing for Community Change (aka. CD2); Credits: (3)
- CDPLN electives of choice, choosing from existing program offerings (6 credits)

Elective courses associated with the certificate may include:

- CDPLN 710 - Community Analysis; Credits: (3)
- CDPLN 720 - Community and Regional Economic Analysis; Credits: (3)
- CDPLN 725 - Community and Natural Resource Management; Credits: (3)
- CDPLN 601 - Orientation to Community Development; Credits: (2)
- CDPLN 620 - Ecological Economics; Credits: (3)
- CDPLN 621 - Sustainable Communities; Credits: (3)
- CDPLN 632 - Nonprofit Management; Credits: (3)
- CDPLN 633 - Grantwriting; Credits: (3)
- CDPLN 635 - Community Leadership and Capacity Building; Credits: (3)
- CDPLN 640 - Immigrants in Communities; Credits: (3)
- CDPLN 651 - Economic Development Strategies and Programs; Credits: (3)
- CDPLN 655 - Land Development Planning; Credits: (3)
- CDPLN 701 - Special Studies in Community Development; Credits: (1-3)
- CDPLN 703 - Applied Community Development; Credits: (1)
- Or the successful completion of any total of 6 credits hours of CDPLN electives

c. Statement of how courses associated with the certificate will meet educational objectives

The two required selections are existing courses taught as part of the current core curriculum in the M.S. CD program; collectively they cover foundations of the CD field and associated theories. The elective selections will allow a student to explore and somewhat specialize by pursuing focused subtopics of their particular interests related to community development; such as land development, housing, economic strategies, immigrants in communities, and/or sustainable communities.

d. Statement of need

Potential students for the new certificate may already have a master's degree; be working on another master's degree; or, simply not desire/need a master's degree at this time, yet find themselves in a

position where a certificate in CD will enhance their current degree, program, workplace standing, and/or career goals. This is an entirely new market area of students our program is not currently reaching with our 36 credit hour master's degree option, which includes a capstone requirement.

The initial push for this certificate began with the outcome of a 2015 study commissioned by GPIEDA and conducted by EAB, "Designing Programs for the Millennial Workforce". Some highlights from this study include:

- **Trends towards "Portfolio Careers" which shines spotlight on non-Degree credentials:** Millennials are expected to hold 20 jobs over the course of a lifetime, spanning a range of industries, sectors, and functions. Once the credential of choice for young adults seeking rapid career advancement, a master's degree is both financially and professionally impractical for someone who wants the flexibility to change roles and industries at a moment's notice. Instead, Millennials are seeking short-format courses and credentials for "just-in-time" and "just enough" education.
- **Significant enrollment gains achievable through small revisions to existing programs:** A majority of the fields and career paths attractive to Millennials—from management to entrepreneurship—are already reflected in the Continuing, Professional, and Online Education (COE) portfolio. COE leaders can chart a non-degree growth strategy by repackaging the content and reimagining the format of existing programs without the need for investment in new course or credential development.
- **Fast Turnaround:** A short time to completion appeals to Millennials' desire for instant gratification and offers immediate ROI to price-conscious students attempting to catch up after years of underemployment. Source: EAB (2015); pages 14 & 15.
- **Certificates poised to be credential of choice** (please see Attachment 1). Source: EAB (2015); page 24.
- **Certificates help universities establish lifelong relationships with students.** Source: EAB (2015); page 26.

These perspectives were validated by conversations with K-State Global Campus online programs recruiting staff who have found that some potential non-traditional students will be less hesitant to start a 12 hour certificate program than a traditional 36 hour degree program, particularly when they are simply curious about a discipline and whether it might be right for them. A 12 hour certificate is less intimidating and seems less of a long-term commitment, and, thereby, is more attractive to this type of potential student. However, if the certificate hours are able to transfer into the degree program, some of those students will actually stay and finish the 36 hours master's degree once they get started.

Thus, this certificate will be an enhancement to our standing M.S. CD degree program, both reaching an entirely new segment of students who are seeking a certificate rather than a degree, and, in some cases, helping with recruitment for the master's degree program. The purpose of this certificate is to expand the current M.S. CD program beyond its existing reach without expanding its existing framework.

This 12 hour certificate implements recommendations from EAB; is comparable with other online KSU graduate certificate offerings via Global Campus; but, perhaps most importantly, conforms not just to the Graduate School certificate requirements at KSU (Section C.3, Criteria for Approval, Graduate Certificate Programs, Graduate Handbook, Graduate School, Kansas State University), but to graduate requirements across all five partner institutions. In order to be consistent, all five partner institutions are pursuing the same agreed upon, GPIEDA approved 12 hour certificate program. As with the 36 hour CD master's

program, it is important to have consistency across all partner institutions so students spanning the five universities have continuity in their consortium degree and/or certificate.

e. Description of the certificate program’s administration

The graduate certificate in Community Development program will be administered by the Department of Landscape Architecture and Regional & Community Planning (LARCP), under the auspices of the Graduate School at Kansas State University, and in conjunction with the Institute for Academic Alliances at Kansas State University. The certificate is awarded by the Graduate School, through the Department of Landscape Architecture and Regional & Community Planning, College of Architecture, Planning & Design. All courses in this program option are taught through Global Campus at KSU as an on-line offering.

f. Estimated budget to support the certificate program

No new academic support services are sought to support the certificate program, which will be embedded into the existing academic support services of the M.S. CD program. Courses needed for this certificate are already in place; courses and program administration are supported through a tuition fee structure as set by the Great Plains IDEA.

g. Names of Faculty Associated With or Contributing to the Certificate

The faculty who will teach College of Architecture, Planning & Design courses in the certificate program and/or who will serve as Steering Committee members or program advisors are from the Department of Landscape Architecture and Regional & Community Planning, they include: Gibson, Huston; Keller, John; Rolley, Stephanie; Stith, Gary. Other teaching faculty from Kansas State University include: Johannes, Elaine from the School of Family Studies and Human Services in the College of Human Ecology (instructor of CDPLN633: Grantwriting). Other teaching faculty are members of participating universities in the Great Plains IDEA consortium, and recognized per Principle 1.2 of the Graduate Deans Agreement, Great Plains Interactive Distance Education Alliance:

“Faculty members who provide instruction in this program must carry graduate faculty status at their home institution; however, further documentation or approval will not be required by the other members of the Alliance.”

Associated GPIDEA teaching faculty include:

- Clapp, Tara (Iowa State University)
- Borich, Tim (Iowa State University)
- Das, Biswa (Iowa State University)

- Goreham, Gary (North Dakota State University)

- Emery, Mary (South Dakota State University)
- Hafer, James (South Dakota State University)
- Phillips, John (South Dakota State University)
- Redlin, Meredith (South Dakota State University)
- Ziebarth, Ann (South Dakota State University)

- Aiken, David (University of Nebraska, Lincoln)
- Mattos, Daniela (University of Nebraska, Lincoln)
- Shrestha, Prabhakar (University of Nebraska, Lincoln)

h. Program Coordinator

Dr. Huston Gibson
 Director, Community Development Program
 Department of Landscape Architecture and Regional & Community Planning
 Kansas State University
 302 Seaton Hall
 Manhattan, KS 66506-2909
 (785) 532-5961
 hgibson@ksu.edu

i. Student Learning Outcomes and Assessment Plan

Please contact Professor Huston Gibson for the Graduate School Proposed Certificate Assessment of Student Learning Plan.

j. Endorsements of academic units whose students, courses, or programs could be impacted by the creation of the new graduate certificate in Community Development

One of the electives in this proposal is CDPLN633: Grantwriting, which is currently taught by Elaine Johannes in the School of Family Studies and Human Services. Attachment 2 is an email chain with the endorsement of Dorothy Durband, Director of the School of Family Studies and Human Services, for the inclusion of this course in the newly proposed certificate.

References

EAB. (2015). Designing Programs for the Millennial Workforce, Industry Future Series.

Great Plains IDEA Policy & Procedures Manual, Appendix A-1 (Adopted October 30, 2001, updated March 18, 2003, December 6, 2010).

Attachment 1: Certificates poised to be credential of choice. Source: EAB (2015); page 24.

Preparing for a “Portfolio Career”

Millennials will have up to 20 jobs over the course of a lifetime, nearly twice as many as the average Baby Boomer. Millennials are also more burdened with student debt than any other generation, about \$30,000 per person, on average.

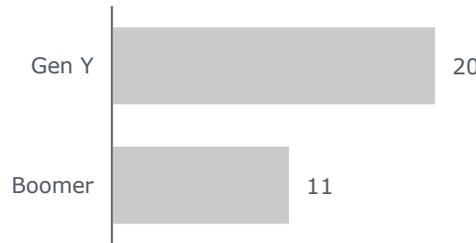
Due to high job turnover and mounting debt, it is becoming both financially and professionally impractical to invest in lengthy and costly graduate degrees. Many Millennials are already choosing certificates over advanced degrees. Graduate certificate conferrals have grown faster than master’s degree conferrals in the last five years, and that data does not even include non-credit conferrals.

For COE leaders, Millennials and certificates are inextricably linked. Institutions seeking to grow non-degree portfolios need to be serving Millennials, and Millennial-serving institutions need to invest in short-format, non-degree programs.

Certificates Poised to Be Credential of Choice as Average Tenure Shrinks

Job Loyalty Is a Thing of the Past

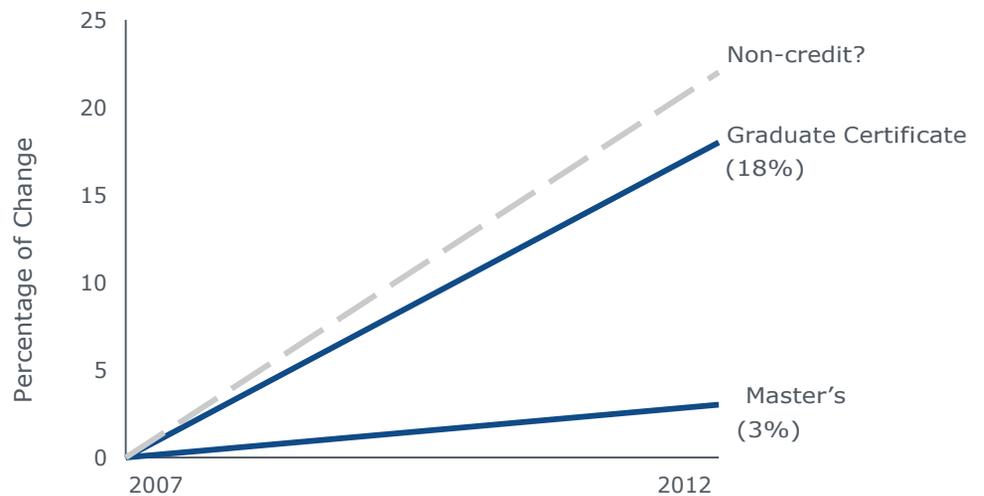
Number of Jobs Held Over Lifetime



\$30K
Average student loan debt for 2013 college graduates

Already Influencing Education Decisions

Certificate vs. Degree Conferral, 2007-2012



Source: "Number of Jobs Held in a Lifetime," Bureau of Labor Statistics, 2014; Jeanne Meister, 'Job Hopping Is the 'New Normal' for Millennials: Three Ways to Prevent a Human Resource Nightmare,' Forbes, 2012; 2013 Employee Benefits, Society for Human Resource Management, 2013; Degrees Conferred by Public and Private Institutions, Integrated Postsecondary Education Data System (IPEDS); Allie Bidwell, "Average Student Loan Debt Approaches \$30,000," US News and World Report, 2014.

Attachment 2: Endorsements of academic units whose students, courses, or programs could be impacted by the creation of the new graduate certificate in Community Development.

RE: Course Endorsement Request for New GPIDEA Com. Dev. Certificate

Dorothy Durband

Mon 10/10/2016 4:59 PM

To: Huston Gibson <hgibson@ksu.edu>;

Cc: Stephanie Rolley <srolley@ksu.edu>;

Yes, that would be fine. If you need something else, please let me know.

Dottie

From: Huston Gibson

Sent: Monday, October 10, 2016 4:55 PM

To: Dorothy Durband

Cc: Stephanie Rolley

Subject: Re: Course Endorsement Request for New GPIDEA Com. Dev. Certificate

Thank you Dottie. We are now in the process of assembling a proposal for the graduate school. Chapter 4 of the Graduate Handbook, Section C.4 item j. reads: "Endorsements from those academic units (including extension) whose students, courses, or programs could be impacted by the creation of the new graduate certificate."

May I include your email below as such an endorsement in this section, given the intention to include CDPLN 633 as noted below?

Huston

Huston John Gibson, Ph.D.

Associate Professor

Director of online MS Community Development Program

Department of Landscape Architecture and Regional & Community Planning

The College of Architecture, Planning & Design

Kansas State University

302 Seaton Hall

Manhattan, KS 66506-2909

785/532-3753

hgibson@k-state.edu

@HustonGibson

From: Dorothy Durband

Sent: Monday, October 10, 2016 4:37 PM

To: Huston Gibson

Cc: Stephanie Rolley

Subject: RE: Course Endorsement Request for New GPIDEA Com. Dev. Certificate

Dear Huston,

I just saw that I missed a voicemail from you when I stepped out. I emailed Dr. Elaine Johannes about your request last week and she informed me that she usually has 2-5 students each summer. We welcome your students in the course.

Dottie

DOROTHY B. DURBAND, Ph.D.

Director and Professor

School of Family Studies and Human Services

College of Human Ecology Kansas State University

302 Justin Hall 785.532.1472

Harmony | Achiever | Futuristic | Maximizer | Focus

From: Huston Gibson

Sent: Wednesday, October 05, 2016 3:13 PM

To: Dorothy Durband

Cc: Stephanie Rolley

Subject: Course Endorsement Request for New GPIDEA Com. Dev. Certificate

Dear Dr. Durband,

My name is Huston Gibson, I currently serve as the director of the Master of Science in Community Development (M.S. CD) program. As I am sure you are aware, since 2007 we have offered a M.S. CD degree as part of the Great Plains Interactive Distance Alliance consortium (GPIDEA). The GPIDEA Board has recently approved the program to establish an associated graduate certificate program under the existing consortium arrangement. There are no new courses being proposed as part of this certificate, and it will instead comprise of 12 credit hours made up entirely of existing courses, including:

- CDPLN 715 - Principles and Strategies of Community Change (aka. CD1); Credits: (3)
- CDPLN 705 - Organizing for Community Change (aka. CD2); Credits: (3)
- CDPLN electives of choice, choosing from existing program offerings (6 credits)

The reason I am writing you today is because CDPLN 633 - Grantwriting; Credits: (3) is offered through the School of Family Studies and Human Services. With your endorsement, we wish to include CDPLN 633 as one of the elective of choice for the new graduate certificate program in CD. Nothing is being proposed as a change from the existing arrangement with this course, other than it being an option for students in the new CD certificate program similar to the current arrangement with M.S. CD students, to include as a CDLPN elective should they choose to do so.

Please let me know if you have any questions or wish me to provide any further information. If preferable, I am more than happy to meet with you and discuss.

Regards,

Huston

10/11/2016

RE: Course Endorsement Request for New GPIDEA Com. Dev. Cer... - Huston Gibson

Huston John Gibson, Ph.D.

Associate Professor

Director of online MS Community Development Program

Department of Landscape Architecture and Regional & Community Planning

The College of Architecture, Planning & Design

Kansas State University

302 Seaton Hall

Manhattan, KS 66506-2909

785/532-3753

hgibson@k-state.edu

@HustonGibson

Appendix D: Curriculum Form
Kansas State University
 (This includes additions, deletions, and changes)

Department: Landscape Architecture and Regional & Community Planning	Date:
Dept Head Signature:	
Contact person(s) for this proposal: Huston Gibson	
Program name: Community Development Certificate (graduate level, online)	

(See below to determine whether this change can go through expedited process)

(Please select one of the boxes below)

Expedited Process includes, but is not limited to: (CANNOT HAVE IMPACT ON OTHER COLLEGES)

- + Curriculum change
- + Other minor changes (to be identified and defended by the department).

Non- Expedited Process includes, but is not limited to:

- + Changing the required number of credits for completion of a program
- + Curriculum change (when this impacts another unit outside the college)
- + Addition or deletion of an academic sub plan or plan (option, specialization, minor, certificate, etc.).

Effective term for requested action: Term Fall Year 2017

Please note the following deadlines:

<u>Curriculum Changes effective for:</u>	<u>Must be submitted to Faculty Senate Academic Affairs prior to:</u>	<u>Must be approved by Faculty Senate by:</u>
Fall	2 nd April meeting	May meeting
Spring	2 nd September meeting	October meeting
Summer	2 nd January meeting	February meeting

Please see guidelines in the Kansas Board of Regents (KBOR) policy manual regarding format of new degree program proposals that require KBOR approval (including new majors, secondary majors, and minors not within an existing degree program, etc.)

http://www.kansasregents.org/policy_chapter_ii_a_new_academic_units_and_programs

Rationale: The intent of the online Community Development (CD) Graduate Certificate is two-fold: 1) to provide a standalone certificate option for students interested in obtaining basic CD credentials but not a master’s degree; and, 2) help recruit students into the existing online M.S. CD program who might otherwise be hesitant to start a 36 credit hour master’s degree, but may do so via an embedded certificate program. Potential students for the new certificate may already have a master’s degree; be working on another master’s degree; or, simply not desire/need a master’s degree at this time, yet find themselves in a position where a certificate in CD will enhance their current degree, program, workplace standing, and/or career goals. This is an entirely new market area of students our program is not currently reaching with our 36 credit hour master’s degree option, which includes a capstone requirement. Importantly, no new resources will be needed for the online CD certificate as the program will utilize existing the online M.S. CD courses, faculty, and administration.

Impact (i.e. if this impacts another unit) – Statement should include the date when the head of a unit was contacted, and the response or lack of: One of the electives in this proposal is CDPLN633: Grantwriting, which is currently taught by Elaine Johannes in the School of Family Studies and Human Services. Dorothy Durband, Director of the School of Family Studies and

Human Services, was contacted and provided her endorsement for the inclusion of this course in the newly proposed certificate on October 10, 2016.

Entire curriculum, curriculum description or admission criteria must be shown below. *Be sure to use current catalog information.*

Strike through the deleted courses or wording within the curriculum description or admission criteria.

Underline new courses, edited version of the curriculum description or admission criteria.

FROM: (Current list of courses for the curriculum, curriculum description, and admission criteria. Be sure to use current catalog information)

TO: To: (Proposed list of courses for the curriculum, curriculum description, and admission criteria.)

	<p><u>About</u> <u>(Distance Education)</u></p> <p><u>The graduate level Community Development (CD) Certificate will provide basic foundations of the CD field and associated theories; with the opportunity for elective selections to allow students to pursue subtopics related to community development; such as land development, housing, economic strategies, immigrants in communities, and/or sustainable communities.</u></p> <p><u>This graduate Community Development Certificate is a 12 credit hour online collaborative inter-institutional certificate offered through the Department of Landscape Architecture and Regional & Community Planning in cooperation with the Great Plains Interactive Distance Education Alliance (GPIDEA). Participating universities include Kansas State University, Iowa State University, North Dakota State University, University of Nebraska, and South Dakota State University. Students may enroll in this collaborative program at any of the participating universities. While the certificate name may vary by university, the curriculum will be comparable, and courses offered in the program will be the collaborative result of a divergent faculty from within the participating universities.</u></p> <p><u>Program Administration</u></p>
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The graduate Community Development Certificate is officially administered by the Department of Landscape Architecture and Regional & Community Planning, under the auspices of the Graduate School at Kansas State University, and in conjunction with the Institute for Academic Alliances at Kansas State University. The certificate is awarded by the Graduate School, through the Department of Landscape Architecture and Regional & Community Planning, College of Architecture, Planning & Design. All courses in this program option are taught through Global Campus at KSU as an on-line offering. Additional information may be obtained by contacting:

Dr. Huston Gibson
Director, M.S. Community Development Program
Department of Landscape Architecture and Regional & Community Planning
Kansas State University
302 Seaton Hall
Manhattan, KS 66506-2909
(785) 532-5961
hgibson@ksu.edu

Program Requirements

Completion of 12 CDPLN credit hours, plus a certification summary reflection for assessment.

Core Requirements (6 credit hours)

CDPLN 705: Organizing for Community Change, (3 credits)

CDPLN 715: Principles and Strategies of Community Change, (3 credits)

Additional Requirements

Minimum of 6 credit hours of CDPLN electives.

Notes: None

**Graduate School
Proposed Certificate: Community Development
College of Architecture, Planning & Design
Assessment of Student Learning Plan**

A. College, Department, and Date

College: Architecture, Planning & Design
Department: Landscape Architecture and Regional & Community Planning
Date: Fall 2016

B. Contact Person(s) for the Assessment Plan

Huston Gibson, Associate Professor, Director of Community Development Program, hgibson@ksu.edu

C. Name of Proposed Degree Program or Certificate

Community Development Certificate (graduate)

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

- a. **List (or attach a list) all the student learning outcomes for the program.**

The student learning outcomes for the CD certificate program will be in compliance with the same three consortium agreed upon SLO categories as for the existing Great Plains IDEA M.S. CD degree; the difference for the proposed certificate will be in the depth of development:

Knowledge of the community development (CD) field and profession
Outcome 1: Demonstrate professional knowledge of the community development (CD) field and ethical practices.

Planning and action for community change
Outcome 2: Demonstrate the ability to compare and contrast planning and action for community change.

Communication skills
Outcome 3: Demonstrate written communication skills synthesizing appropriate literature and providing sources.

- b. **Indicate at least three outcomes on the above list that will be assessed by the first mid-cycle review.**

All 3 student learning outcomes will be assessed for the CD certificate program.

Relationship to K-State Graduate Student Outcomes:

Please see Matrix A.

Graduate Program Student Learning Outcomes must align with the K-State advanced degree programs learning outcome areas:

Knowledge: *Demonstrate thorough understanding and/or competency in a specific area of emphasis, study, or profession.*

Skills: *Demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis, and communication to solve problems and to produce scholarly and creative works including but not limited to design, art, performance, original research in the form of thesis or dissertation.*

Attitudes and Professional Conduct: *Exhibit an awareness of their responsibilities (professional integrity, ethical behavior, ability to work with diverse groups of peoples, etc.) and engage in professional conduct towards all constituent groups, including students, faculty, public, etc.*

2. Assessment Strategies

How will each of the learning outcomes be assessed?

- a. **Direct Measures** *(If rubrics will be used to assess any aspect of the student learning outcomes, the rubrics should be included in Appendix B.)* Before completion of the CD certificate program all students will be required to complete a summary reflection mini-portfolio which demonstrates what they have learned in the curriculum and demonstrate the connections between their coursework and the program SLOs. The student created documents will ask students to reflect on the information they have received in a 2-3 page written word essay, using theories from the curriculum, and providing artifacts from course assignments (at least one assignment per course) to demonstrate their knowledge and skills as related to the SLOs.

The purpose of the summary reflection mini-portfolio will not just be for internal assessment, but will provide students with a tangible product from their CD certificate program to show future and/or current employers what they have collectively learned and synthesized.

Program SLOs will directly assessed using the attached rubric, which is a modified version of the M.S. CD program assessment rubric (Please see Appendix B).

- b. **Indirect Measures** *(Any surveys planned used should be in Appendix B.)* Using the wording from the rubric as attached in Appendix B, students will self-evaluate their own assessment levels of CD competency at the end of their certificate program. This indirect

assessment will be administered as a survey via Canvas using Qualtrics.

- c. **Number of students included in the assessment** (*Provide a rationale if you plan to sample only of subset of the students*) All KSU graduate certificate Community Development students will be assessed.
- d. **Timetable.** (*When will these outcomes be assessed? How will the data be collected? When will the data be collected? Who will collect the data?*) Outcomes will be assessed prior to the completion of the 12 credit hour certificate program, during a student's last semester in the certificate program. Students will be required to apply for the certificate by completing a summary reflection mini-portfolio of CD1 and CD2 in relation to the 6 credit hours of their chosen electives, as described in the Direct Assessment section. This document will be collected by the program director prior to completion of the final semester in the CD program, and assessed using the attached rubric, which is a modified version of the M.S. CD program assessment rubric (Please see Appendix B).

3. Results and Review of Student Learning Outcomes and Assessment Strategies

- a. Describe the process the faculty will follow to review the results of assessment data.

The program director will use the attached rubric (Appendix B) to evaluate each student summary reflection mini-portfolio before completion of the program. Assessment reports will be recorded and compiled for aggregate faculty reviews of the CD certificate program and the SLO accomplishments.

- b. Describe any other program improvement procedures that will be followed (e.g. formative assessments of delivery method, corporate or employer surveys).

None being proposed at this time.

Appendix A: Alignment Matrix

Matrix A

Alignment Matrix for Graduate Programs – For each stated student learning outcome, where does the student have the opportunity to learn the outcome (e.g., specific courses, multiple courses, or other program requirements) and where is student achievement of the outcome assessed (e.g., assignments in courses, evaluation of final thesis, report, dissertation)?

SLO/Required Courses/experiences	CDPLN 705 CDPLN 715 CDPLN 703	CDPLN 710 CDPLN 633	CDPLN 720 CDPLN 725 CDPLN 621 CDPLN 641	CDPLN 601 CDPLN 620 CDPLN 632 CDPLN 655 CDPLN 701	CDPLN 635	CDPLN 640	Summary reflection mini-portfolio
Degree program SLOs							
Outcome 1: <i>Demonstrate professional knowledge of the community development (CD) field and ethical practices.</i>	X	X	X	X			A
Outcome 2: <i>Demonstrate the ability to compare and contrast planning and action for community change.</i>	X		X		X	X	A
Outcome 3: <i>Demonstrate written communication skills synthesizing appropriate literature and providing sources.</i>	X	X			X		A
University SLOs (Graduate Programs)							
Knowledge	X	X	X	X	X	X	A
Skills	X	X	X	X	X	X	A
Attitudes and Professional Conduct	X	X	X	X	X	X	A

- Place an “X” for courses or experiences in which students have the opportunity to learn the outcome (coursework, other program requirements).
- Place an “A” for courses or experiences in which student performance is used for program level assessment of the outcome. (assignments in courses, evaluation of final thesis, report, dissertation)

SAMPLE MATRIX: Psychology Doctoral Program

Alignment Matrix for Graduate Programs – For each stated student learning outcome, where does the student have the opportunity to learn the outcome (e.g., specific courses, multiple courses, or other program requirements) and where is student achievement of the outcome is assessed (e.g., assignments in courses, evaluation of final thesis, report, dissertation)?

SLO/Required Courses/experiences	Psych 802 Psych 805 Psych 806	Psych 968	Other Program Courses	Preliminary Exams	Publication Submissions	
Degree program SLOs						
Research methodology	X			A		
Ethical Principles		X		A		
Communication Skills			X	A	A	
University SLOs (Graduate Programs)						
Knowledge	X		X	A		
Skills	X		X	A	A	
Attitudes and Professional Conduct		X		A		

Note: The following matrix for Graduate Programs is an EXAMPLE based on the original Assessment Plan proposed by the program and may not reflect current Assessment activities, based on revisions.

- Place an “X” for courses or experiences in which students have the opportunity to learn the outcome (coursework, other program requirements).
- Place an “A” for courses or experiences in which student performance is used for program level assessment of the outcome. (assignments in courses, evaluation of final thesis, report, dissertation)

Appendix B: Rubrics, Surveys, Other documentation

Assessment of Levels of CD Certificate Competency at End-of-Program from Summary Reflection Mini-Portfolio

Name of Assessment Reviewer: _____ Date of Assessment Review: _____
 Name of CD Program Student: _____ Type of Review Material: _____

Standards for Student Learning Outcome Development	Maturing 1	Mature 2	Exceptional 3	Comments
<p>Outcome 1: <i>Demonstrate professional knowledge of the community development (CD) field and ethical practices.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Generally describes CD field and profession. <input type="checkbox"/> Discusses ability to apply knowledge. <input type="checkbox"/> Identifies theoretical models of CD; including but not limited to the Community Capitals Framework (CCF). <input type="checkbox"/> Awareness of norms and values of ethical practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exhibits thorough understanding and competency of CD field and profession. <input type="checkbox"/> Reflects on the ability to apply knowledge. <input type="checkbox"/> Discusses how communities balance development among all of the community capitals; and/or, other successful theoretical models of CD. <input type="checkbox"/> Awareness of norms and values of ethical practice of the Community Development Society (CDS). 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrates relationships to related fields and professions while demonstrating understandings and competencies of Community Development. <input type="checkbox"/> Produces scholarly and creative works that demonstrate critical thinking, inquiry, analysis, and/or communication while using knowledge of Community Development to solve problems. <input type="checkbox"/> Differentiates between and determines the value of CD theoretical models as applied in the CD field and profession. <input type="checkbox"/> Integrates norms and values of CDS in CD work. 	

<p>Outcome 2: <i>Demonstrate the ability to compare and contrast planning and action for community change.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describes community organizing processes and strategies. <input type="checkbox"/> Identifies tools and strategies for promoting broad-based decision making and action. <input type="checkbox"/> Identifies strategies to improve economic, social, cultural, and environmental conditions. <input type="checkbox"/> Identifies existing tools and strategies to assist communities in making change. <input type="checkbox"/> Identifies contextual factors that help determine successful tactics in addressing power structure. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compares and contrasts community organizing processes and strategies. <input type="checkbox"/> Compares and contrasts community decision-making processes and strategies. <input type="checkbox"/> Compares and contrasts strategies to improve economic, social, cultural, and environmental conditions. <input type="checkbox"/> Compares and contrasts existing tools and strategies to assist communities in making change. <input type="checkbox"/> Compares and contrasts contextual factors that help determine successful tactics in addressing power structure. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates community organizing processes and develops appropriate strategies. <input type="checkbox"/> Evaluates community decision-making processes and strategies. <input type="checkbox"/> Evaluates strategies to improve economic, social, cultural, and environmental conditions. <input type="checkbox"/> Evaluates existing tools and develops appropriate strategies to assist communities in making change. <input type="checkbox"/> Evaluates contextual factors that help determine successful tactics in addressing power structure. <input type="checkbox"/> Evaluates the impacts of community change with reference to theories of change, indicators, and measures. 	
<p>Outcome 3: <i>Demonstrate written communication skills synthesizing</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses language that generally conveys meaning with clarity, although with some errors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly and consistently conveys meaning using credible and relevant sources to support ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Skillfully and eloquently communicates a depth of meaning appropriate for the discipline. 	

<i>appropriate literature and providing sources.</i>				
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Note: Program goal is for all students to demonstrate a majority of Exceptional levels of CD competency upon completion, but these levels are not required for completion.