



**Graduate School**  
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**GRADUATE COUNCIL AGENDA  
FOR MEETING OF December 4, 2007**

DATE: November 27, 2007

TO: Graduate Council Members

FROM: Carol Shanklin, Interim Dean of the Graduate School

The Graduate Council will meet at 3:30 p.m. Tuesday, December 4, 2007, Room 213, Student Union.

Agenda items are as follows:

**1) Opening remarks**

**2) Minutes of the November 6, 2007 (4)**

**3) Graduate School Actions and Announcements**

**Appointments for Graduate Faculty Membership**

<b>Name</b>	<b>Position</b>	<b>Department/Program</b>	<b>Date approved by Graduate School</b>
Satoris Youngcourt	Assistant Professor	Psychology	10/23/07
Matthew Palmatier	Assistant Professor	Psychology	10/23/07
Gary Brase	Associate Professor	Psychology	10/23/07
Rhonda Wilkinson	Assistant Professor	Architectural Engineering & Construction Science	10/25/07
R. Kurt Barnhart	Professor	Aviation	10/25/07
Erica Hateley	Assistant Professor	English	11/02/07
Han Yu	Assistant Professor	English	11/02/07
Jared Anderson	Assistant Professor	Family Studies and Human Services	11/13/07

**4) Academic Affairs Committee**

**Graduate Faculty Nominations:** Approved by the Academic Affairs Committee on 10/23/07.

**Non-Graduate Faculty to teach Graduate Courses** (*One-Year Approval*)

Shireen Roshanravan Assistant Professor Women's Studies (68)

**Faculty - Membership**

Bill Golden	Research Assistant Professor	Agricultural Economics (69)
Mary Higginbotham	Assistant Professor	Clinical Sciences (70)
Xianghong Li	Research Assistant Professor	Agricultural Economics (71)

**Faculty - Membership and Certification**

Kristin Michel	Assistant Professor	Biology (72)
Jesse Nippert	Assistant Professor	Biology (73)
Sunghun Park	Assistant Professor	Horticulture, Forestry & Recreation Resources (74)

**Course and curriculum issues*****Changes***

ENGL 662	Playwriting (75)
KIN 792	<u>Health-Fitness Instructor</u> Internship (75)
KIN 796	Topics in <u>Exercise Physiology</u> (75)
KIN 830	<u>Advanced</u> Public Health Physical Activity (75)
THTRE 662	Playwriting (76)
ACCT 884	Enterprise Information Systems Assurance (76)
EDSP 728	Characteristics of Emotional and Behavioral Disorders (76)
EDSP 742	Interventions: Emotional and Behavioral Disorders (76)
EDSP 743	Interventions: Academic Disabilities (77)
EDCEP 877	Practicum in Counseling (77)
EDCEP 948	Advanced Student Development Theory in College Student Affairs (77)
EDCEP 967	Advanced Counseling Appraisal (77)
CE 703	Responsibility in Engineering: <u>Codes &amp; Professionalism</u> (78)
ARE 734	<u>Advanced Mechanical</u> Systems Design (78)
ARE 690	Senior Project (78)
ARE 710	Building Energy Analysis (79)
ARE 735	Electrical Systems Design (79)
BAE 636	<u>Biological Systems</u> Engineering Design <u>Project</u> (79)
BAE 660	<u>Natural Resource</u> Engineering II (80)
<u>GERON</u> 775	Perspectives in Gerontology (80)
<u>GERON</u> 776	Program Evaluation and Research Methods in Gerontology (80)
<u>GERON</u> 777	Public Policy: Economic & Social Impacts on Older Adults (81)
<u>GERON</u> 778	Aging and the Family (81)
<u>GERON</u> 779	Professional Seminar in Gerontology (81)
M.S. Degree in Kinesiology	(82)
Graduate Certificate in Food Safety and Defense	(83)

***New***

KIN 797	Topics in Public Health Physical Activity Behavior (86)
PHILO 801	Topics in the Philosophy and Methodology of Science (86)
ARE 725	Cold-Formed Steel Design (86)
ARE 630	Introduction to LEED (86)

CNS 629 Tilt-up Concrete Structures in Construction Management (86)  
 CNS 610 Pre-Engineered Metal Buildings (87)  
 BAE 665 Ecological Engineering Design (87)  
 BAE 669 Watershed Modeling (87)  
 BAE 865 Advanced Ecological Engineering Design (87)  
 BAE 869 Advanced Watershed Modeling (87)  
 CIS 734 Introduction to Genomics and Bioinformatics (87)  
 CE 704 Responsibility in Engineering: Leadership & Diversity (88)  
 FDSCI 750 Food Toxicants (88)  
 FDSCI 751 Food Laws and the Regulatory Process (88)  
 FDSCI 753 Risk Assessment for Food, Ag, & Vet Med (88)  
 FDSCI 810 Fermented Foods (88)  
 FDSCI 820 Advanced Food Microbiology & Biotechnology (88)  
 Masters of Science in Gerontology (89)

***Drop***

BAE 690 Non-Point Pollution Engineering (109)  
 BAE 761 Natural Treatment Systems (109)  
 BAE 869 Advanced Watershed Modeling (109)

**5) Graduate Student Affairs Committee**

Digital signature for ETDR-Final Approval for Electronic Submission and Electronic Submission Title Page (110)

**6) Graduate School Committee on Planning**

Second reading. Changes to the Graduate Handbook, Chapter 1, Admission to Graduate Study, Section E – Graduate Assistants (111)

Second reading. Changes to the Graduate Handbook, Appendix A, Graduate Student Rights and Grievance Procedure (112)

**7) Graduate School Committee on Assessment and Review**

Template for Graduate Certificate Program Review (117)

**8) Graduate Student Council Information**

**9) University Research and Scholarship**

**10) Other business**

cc: Academic Deans and Directors  
 Departments (please post)



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## Minutes of the Graduate Council

November 6, 2007

~~As approved by the Graduate Council, December 4, 2007~~

**Members present:** K. Adhikari, B. DePaola, M. Donnelly, T. Easton, S. Garimella, C. Griffin, M. Hancock, M. Hossain, S. Hutchinson, M. Kaff, J. Katz (named S. Kovar as proxy), J. Keller, K. Kershner, A. Knackendoffel, S. Kovar, J. Neill, J. Reese, B. Roland, R. Schaeffer, J.S. Smith, K. Taylor, M. Zolkiewski

**Members absent:** S. Bossmann, J. Fallin, J. Faubion, B. Fees, J. Fliter, D. Goodin, D. Gruenbacher, S. Haar, M. Herman, V. Krstic, B. Schultz, F. White

**Graduate School staff present:** S. Fox, C. Shanklin, S. Schlender

**Guests:** S. Bailey, D. Canter, B. Arthaud-Day, A. Hagedorn, J. Gerhrt, E. Minton (chair, Assessment and Review Committee), L. Scharmann, D. Youngman (library liaison)

### 1) Opening remarks

Carol Shanklin announced that applications are being accepted for the Interim Assistant/Associate Dean of the Graduate School. Screening of applications will begin November 12, 2007. Applications will be accepted until the position is filled.

2) Minutes of the October 2, 2007 meeting were approved as presented.

### 3) Overview of Campus Solution

Jennifer Gerhrt, Brian Arthaud-Day and Aimee Hagedorn gave a brief presentation on Campus Solutions. Campus Solutions is being implemented in phases. All phases are expected to be completed and fully implemented by Fall 2008.

### 4) Graduate School Actions and Announcements

The following appointments for graduate faculty membership and emergency approval for non-graduate faculty members to teach graduate courses were approved by the Dean of the Graduate School:

#### Appointments for Graduate Faculty Membership

Name	Position	Department/Program	Date approved by Graduate School
Michele Borgarelli	Associate Professor	Clinical Sciences	10/9/07
Amy Rosine	Assistant Professor	Music	9/26/07
Praveen Vadlani	Assistant Professor	Grain Science and Industry	9/26/07
Julie Yu	Assistant Professor	Music	9/26/07
Spencer Wood	Assistant Professor	Sociology, Anthropology, and Social Work	10/15/07

**Non-Graduate Faculty to teach Graduate Courses** (*Emergency Approval*)

<b>Name</b>	<b>Position</b>	<b>Department/Program</b>	<b>Date approved by Graduate School</b>
Joycelyn Falsken	Instructor	Apparel, Textiles and Interior Design	9/20/07
Christopher Lavergne	Instructor	Communications	9/20/07

**5) Graduate Council Academic Affairs Committee**

A motion was made to approve the following faculty members for non-graduate faculty to teach graduate courses (one-year approval), graduate faculty membership only, membership and certification, and certification only. The motion passed.

**Graduate Faculty Nominations:** Approved by the Academic Affairs Committee on 10/16/07.

**Non-Graduate Faculty to teach Graduate Courses** (*One-Year Approval*)

Adam Scott	Instructor	Art
Casey Westbrook	Instructor	Art

**Faculty - Membership**

Meredyth Jones	Assistant Professor	Clinical Sciences
*Laura Kanost	Visiting Assistant Professor	Modern Languages
Brad Logan	Research Associate Professor	Sociology, Anthropology and Social Work
Marco Margiocco	Assistant Professor	Clinical Sciences
Dudley McCaw	Professor	Clinical Sciences
Amy Rankin	Assistant Professor	Clinical Sciences
David Rankin	Assistant Professor	Clinical Sciences

\*This faculty member will be recognized as adjunct status since she is on a term appointment and not tenure track.

**Faculty - Membership and Certification**

John English	Professor	Industrial and Manufacturing Systems Engineering
Vinod Kumarappan	Assistant Professor	Physics

**Faculty – Certification Only**

Hulya Dogan	Assistant Professor	Grain Science and Industry
Johnathon Holman	Assistant Professor	Agronomy
Buddhi Lamsal	Research Assistant Professor	Grain Science and Industry

**Course and curriculum issues:** A motion was made to approve the following course and curriculum changes, additions and drops. The motion passed.

Current Course Description	Proposed Course Description
<b>AGCOM 810. Agriscience Communication.</b> (3) I. Written, visual, and oral communications for scientists. Attention is focused on literature reviews, scientific papers, graphics, poster presentations, and oral paper presentations. Grant applications, ethics, and communications with non-science audiences are discussed. Three hours lec. a week. Pr.: Graduate standing and instructor permission.	<b>AGCOM 810. Scientific Communication.</b> (3) I. Written, visual, and oral communications for scientists. Attention is focused on literature reviews, scientific papers, graphics, poster presentations, and oral paper presentations. Grant applications, ethics, and communications with non-science audiences are discussed. Three hours lec. a week. Pr.: Graduate standing and instructor permission.
<b>ASI 777. Meat Technology.</b> (4) II. <del>Meat composition, meat product safety and spoilage, quality assurance, meat processing techniques, sausage and formed products, color, packaging, plant planning and organization, field trip.</del> Three hours lec. and three hours lab a week. Recommended pr.: ASI 350 and 361. Pr.: Senior or graduate standing.	<b>ASI 777. Meat Technology.</b> (3) II. <u>Physical, chemical, and microbiological effects of processing technologies on meat products. Non-meat ingredient functionality, processing techniques, and quality parameters associated with processed meat manufacturing.</u> Two hours lec. and three hours lab a week. Pr.: ASI 350; senior or graduate standing.
<b>FDSCI 791. Advanced Application of HACCP Principles.</b> (3) II. Evaluation of control parameters and methodology at critical control points, validating and auditing the effectiveness of critical control points, critical limits, monitoring tools, corrective action procedures, recordkeeping and verification procedures in addressing biological, chemical, and physical hazards that may be present in food products. Three hours lec. a week. Pr.: FDSCI 690. Recommended pr.: BIOL 455.	<b>FDSCI 791. Advanced Application of HACCP Principles.</b> (3) II, <u>in odd years.</u> Evaluation of control parameters and methodology at critical control points, validating and auditing the effectiveness of critical control points, critical limits, monitoring tools, corrective action procedures, recordkeeping and verification procedures in addressing biological, chemical, and physical hazards that may be present in food products. Three hours lec. a week. Pr.: FDSCI 690. Recommended pr.: BIOL 455.
<b>HORT 625. Floral Crops Production and Handling.</b> (4) II. The principles and commercial practices for producing floral crops emphasizing the physical responses of plants to their environment. Aspects of postharvest physiology are also covered. <del>Three</del> hours lec. and three hours lab a week. One Saturday field trip will be taken. Recommended pr.: BIOL 500, HORT 350 and 570.	<b>HORT 625. Floral Crops Production and Handling.</b> (2) II. The principles and commercial practices for producing floral <u>potted crops and cut flowers crops</u> emphasizing the physical responses of plants to their environment. Aspects of postharvest physiology will be covered. <u>One</u> hour lec. and three hours lab a week. Pr.: <u>HORT 201.</u> Rec. Pr.: BIOL 500, HORT 350 and 570.

Current Course Description	Proposed Course Description
<p><b>HORT 775. Plant Nutrition and Nutrient Management.</b> (3) II, in even years. Focuses on the macro and micro nutrient elements and their function in the growth and development of plants. Emphasis will be placed on the roles of single elements, interactions/balances between elements, and nutrient deficiency/toxicity symptoms as they affect the physiology of the whole plant and management of nutrient applications. The relationships between crop nutrition and production and environmental considerations (yield, drought, temperature, pests) will be explored. <del>This course will utilize instructional technologies which may include electronic chat rooms, satellite video, compressed video, and other technologies. Two hours lec. and two hours discussion a week.</del> Pr.: AGRON 305 and BIOL 500.</p>	<p><b>HORT 815. Plant Nutrition and Nutrient Management.</b> (3) II, in even years. Focuses on the macro and micronutrient elements and their function in the growth and development of plants. Emphasis will be placed on the roles of single elements, interactions/balances between elements, and nutrient deficiency/toxicity symptoms as they affect the physiology of the whole plant and management of nutrient applications. The relationships between crop nutrition and production and environmental considerations (yield, drought, temperature, pests) will be explored. Three hours lec. a week. Pr.: AGRON 305 and BIOL 500.</p>
<p><del>♦GEOG 620. Geography of Latin America.</del> (3). II, in even years. A broad survey of the physical and human patterns of the Latin American culture area, past and present, with emphasis on the changing landscape features in the successive patterns of human occupancy.</p>	<p><b>♦GEOG 620. Mexico, Central America, and Caribbean.</b> (3) A broad survey of the physical and human <u>geographic</u> patterns of <u>Middle America (Mexico, Central America, and the Caribbean)</u>, past and present, with emphasis on the changing landscape features in the successive patterns of human occupancy <u>and globalization.</u></p>
<p><b>SOCWK 610. Topics in Social Work.</b> (1-3). Supervised independent study projects. Pr.: SOCWK 260 plus 6 hours of behavioral science foundation courses and consent of instructor.</p>	<p><b>SOCWK 610. Topics in Social Work.</b> (1-3). Supervised independent study projects. Pr.: SOCWK <u>100</u> plus 6 hours of behavioral science foundation courses and consent of instructor.</p>
<p><b>HN 620. Nutrient Metabolism.</b> (4) I. Basic concepts of the mechanisms of actions, interactions, and the processes of cellular assimilation and utilization of nutrients in humans. Emphasis on the coordinated control of nutrient utilization among the major organs. Pr.: HN 400, BIOL 340, and BIOCH 521.</p>	<p><b>HN 620. Nutrient Metabolism.</b> (3) I. Basic concepts of the mechanisms of actions, interactions, and the processes of cellular assimilation and utilization of nutrients in humans. Emphasis on the coordinated control of nutrient utilization among the major organs. Pr.: HN 400, BIOL 340, and BIOCH 521.</p>
<p><del>HN 630. Clinical Nutrition.</del> (5) II. <del>Nutrition in disease including physiological and biochemical basis of nutritional care, effects on nutrient metabolism, diet therapy, nutritional assessment and nutrition counseling.</del> Pr.: HN 450 and 620.</p>	<p><b>HN 632. Clinical Nutrition II.</b> (3) II. <u>Continuation of the application of nutrition principles in disease; includes physiological and biochemical basis of nutritional care, effects of disease on nutrient metabolism, medical nutrition therapy for critical care needs, standardized language in advanced professional nutrition diagnoses and care of selected diseases.</u> Pr.: HN 620 <u>and 631.</u></p>

Current Course Description	Proposed Course Description
<b>CS 732. Diagnostic Techniques in Equine Medicine.</b> (1) II. This elective course emphasizes the techniques needed for internal medicine. <del>42 lectures, 3 labs (covering endoscopy, BAL, TTW, V/S, spinal tap, epidural) emphasize skills, indications, and complications.</del> Pr.: Fourth-year standing in the College of Veterinary Medicine.	<b>CS 732. Diagnostic Techniques in Equine Medicine.</b> (1) II. This elective course emphasizes the techniques needed for internal medicine. <u>Lectures and labs covering endoscopy, bronchoalveolar lavage, transtracheal wash, ultrasound, spinal tap, dentistry and epidural will emphasize skills, indications, and complications.</u> Pr. Fourth-year standing in College of Veterinary Medicine
<b>DMP 854. Veterinary Epidemiology.</b> (2) I, <del>in even years.</del> Epidemiologic principles <del>relative to infectious and noninfectious diseases transmissible from animals to humans, and application of these principles by use of case investigations.</del> Pr.: DMP 708 and DMP 753.	<b>DMP 854. Disease Epidemiology.</b> (3) I. Epidemiologic principles <u>of disease with a focus on measures of disease occurrence, association and impact, determinants of disease diagnostic test evaluation, study design and critical literature evaluation.</u> Pr. STAT 703 or DMP 830 or equivalent.
<b>DMP 871. Molecular Diagnostics of Infectious Diseases.</b> (2-3) II. <del>Review and evaluation of new, molecular based diagnostic techniques for infectious diseases. Current literature will be used extensively as a course resource.</del> Pr.: A 3-hour course in basic molecular biology.	<b>DMP 871. Molecular Diagnostics of Infectious Diseases.</b> (3) I. <u>in odd years. This graduate course is aimed at reviewing and evaluating new and improved molecular diagnostic methods for infectious diseases. Theory, development, and applications of molecular diagnostic tests will be discussed in the context of current literature. This course will provide an opportunity for students to learn and apply recent advances in the development of molecular diagnostic tests.</u> Pr: BIOCH 521 or BIOL 625. <u>Students without the prerequisites must have the permission of the course coordinator.</u>

## **CURRICULUM CHANGES:**

### **Plant Pathology MS Graduate Curriculum**

#### **FROM:**

M.S. students are required to take at least 30 credit hours beyond the B.S. degree.

At least two of the following (or their equivalents):

PLPTH 730 Plant Nematology.....2 cr

PLPTH 835 Plant Virology .....2 cr

PLPTH 840 Plant Pathogenic Bacteria .....2 cr

PLPTH 845 Plant Pathogenic Fungi .....2 cr

At least one of the following:

PLPTH 880 Plant Molecular Biology .....3 cr

PLPTH 910 Molecular Plant-Microbe Interactions.....3 cr

At least one of the following:

PLPTH 905 Ecology and Epidemiology of Plant Pathogens.....2 cr

PLPTH 768 Population Genetics.....3 cr

~~Seminar, (PLPTH 870, 1 credit hour), must be taken at least once, in addition to the thesis defense seminar (credit in PLPTH 870 (1 credit hour) is also granted for the thesis (or report) defense seminar).~~ The non-thesis defense seminar must be in an area not related to the thesis work unless approved by the Seminar Committee. ~~(2 credit hours total for Seminar)~~



At least two additional credit hours of electives must be taken in Plant Pathology:

One of the following, depending upon the option (report or research) selected:

PLPTH 898 Master's Report (2 credit hours)

PLPTH 899 Research in Plant Pathology for the M.S. degree (6 credit hours minimum, 8 credit hours maximum; students can take more than 8 credit hours of PLPTH 899, but only 8 credit hours will count toward the degree and only 8 credit hours can be listed on the Program of Study).

Most students in our Department choose the thesis option and sign up for PLPTH 899. Students who do not desire the intensive research experience may choose to do a report instead, and will sign up for PLPTH 898 instead of 899. Because research experience is considered a prelude for a Ph.D., the report option is sometimes considered a "terminal degree;" i.e., students who complete the report option are much less likely to be accepted into a Ph.D. program. It is recommended only for those students who do not intend to later pursue a Ph.D.

Students who start in the research option and have taken PLPTH 899 for credit, and then switch to a report option, sign up for 2 credits of PLPTH 898 and leave the PLPTH 899 credit on their transcripts; however, the PLPTH 899 credit does not count toward the 30 credit-hour minimum requirement for the M.S. degree.

~~Free electives:~~

~~Report option: 14-15 credit hours~~

~~Thesis option: 10-11 credit hours~~

#### **TO:**

M.S. students are required to take at least 30 credit hours beyond the B.S. degree.

At least two of the following (or their equivalents):

PLPTH 730 Plant Nematology.....3 cr

PLPTH 835 Plant Virology .....2 cr

PLPTH 840 Plant Pathogenic Bacteria .....2 cr

PLPTH 845 Plant Pathogenic Fungi .....3 cr

At least one of the following:

PLPTH 880 Plant Molecular Biology .....3 cr

PLPTH 910 Molecular Plant-Microbe Interactions.....3 cr

At least one of the following:

PLPTH 905 Ecology and Epidemiology of Plant Pathogens.....2 cr

PLPTH 768 Population Genetics.....3 cr

PLPTH 870 Seminar must be taken for a total of 2 credit hours. One credit hour of PLPTH 870 may be used for the thesis defense. The second hour of seminar must be in an area not related to the thesis work unless approved by the Seminar Committee.

At least two additional credit hours of electives must be taken in Plant Pathology:

One of the following, depending upon the option (report or research) selected:

PLPTH 898 Master's Report (2 credit hours)

PLPTH 899 Research in Plant Pathology for the M.S. degree (6 credit hours minimum, 8 credit hours maximum; students can take more than 8 credit hours of PLPTH 899, but only 8 credit hours will count toward the degree and only 8 credit hours can be listed on the Program of Study).

Most students in our Department choose the thesis option and sign up for PLPTH 899. Students who do not desire the intensive research experience may choose to do a report instead, and will sign up for PLPTH 898 instead of 899. Because research experience is considered a prelude for a Ph.D., the report option is sometimes considered a "terminal degree;" i.e., students who complete the report option are much less likely to be accepted into a Ph.D. program. It is recommended only for those students who do not intend to later pursue a Ph.D.

Students who start in the research option and have taken PLPTH 899 for credit, and then switch to a report option, sign up for 2 credits of PLPTH 898 and leave the PLPTH 899 credit on their transcripts; however, the PLPTH 899 credit does not count toward the 30 credit-hour minimum requirement for the M.S. degree.

### **Plant Pathology PhD Graduate Curriculum**

#### **FROM:**

Ph.D. students are required to take at least 90 credit hours beyond the B.S. degree; graduate committees normally require at least 24 credit hours of formal class work at KSU past the M.S. The Graduate School will usually allow 30 credit hours to be transferred from a completed M.S. program.

Each of the following (or their equivalents):

PLPTH 730 Plant Nematology.....	2 cr
PLPTH 835 Plant Virology .....	2 cr
PLPTH 840 Plant Pathogenic Bacteria .....	2 cr
PLPTH 845 Plant Pathogenic Fungi .....	2 cr

At least one of the following:

PLPTH 880 Plant Molecular Biology .....	3 cr
PLPTH 910 Molecular Plant-Microbe Interactions.....	3 cr

At least one of the following:

PLPTH 905 Ecology and Epidemiology of Plant Pathogens.....	2 cr
PLPTH 768 Population Genetics.....	3 cr

~~Seminar, (PLPTH 870, 1 credit hour), must be taken at least twice, in addition to the thesis defense seminar (credit in PLPTH 870 (1 credit hour) is also granted for the thesis defense seminar).~~ At least one of the nonthesis defense seminars must be in an area not related to the thesis work unless approved by the Seminar Committee. (3 credit hours total for Seminar)

At least four additional credit hours of electives must be taken in Plant Pathology.

Research (PLPTH 999). The Graduate School requires 30 credit hours minimum and notes that the number of research credits should accurately reflect the emphasis on research inherent in the Ph.D. degree.

#### **Free Electives:**

~~39-40 credit hours~~

**TO:**

Ph.D. students are required to take at least 90 credit hours beyond the B.S. degree; graduate committees normally require at least 24 credit hours of formal class work at KSU past the M.S. The Graduate School will usually allow 30 credit hours to be transferred from a completed M.S. program.

Each of the following (or their equivalents):

PLPTH 730 Plant Nematology.....	3 cr
PLPTH 835 Plant Virology .....	2 cr
PLPTH 840 Plant Pathogenic Bacteria .....	2 cr
PLPTH 845 Plant Pathogenic Fungi .....	3 cr

At least one of the following:

PLPTH 880 Plant Molecular Biology .....	3 cr
PLPTH 910 Molecular Plant-Microbe Interactions.....	3 cr

At least one of the following:

PLPTH 905 Ecology and Epidemiology of Plant Pathogens.....	2 cr
PLPTH 768 Population Genetics.....	3 cr

At least one of the following:

<u>PLPTH 922 Teaching Practicum in Plant Pathology.....</u>	<u>1-2 cr</u>
<u>EDCI 943 Principles of College Teaching.....</u>	<u>3 cr</u>
<u>Alternate teaching experience approved by the student's graduate committee</u>	

PLPTH 870 Seminar must be taken for a total of 3 credit hours. One credit hour of PLPTH 870 must be used for a proposal seminar with the first 2 years of entering the graduate program. One credit hour of PLPTH 870 must be used for the thesis defense seminar. At least one hour of seminar must be in an area not related to the thesis work unless approved by the Seminar Committee.

At least four additional credit hours of electives must be taken in Plant Pathology.

Research (PLPTH 999). The Graduate School requires 30 credit hours minimum and notes that the number of research credits should accurately reflect the emphasis on research inherent in the Ph.D. degree.

**NEW:**

**AGCOM 600. Crisis Communication.** (3) II. This hands-on class focuses on the application of effective crisis communication practices and techniques. Students will begin with an exploration of relevant interpersonal and organizational communication theory, learn to assess/evaluate organizational risks, and learn to develop a crisis communication plan. The students will then partner with a local community business to conduct the risk assessment and create and deliver a crisis communication plan to that business as the final project. Three hours lec. a week. Pr.: MC 200, or junior or senior standing, or instructor permission.

**ASI 602. Equine Breeding and Genetics.** (2) I, in even years. Application of genetic and animal breeding principles to the horse. Emphasis on inheritance of color and diseases, as well as selection and mating programs. Two hours lec. a week. Rec Pr.: ASI 500 and ASI 510.

**GRSC 745. Fundamentals of Bioprocessing.** (3) II. This course is designed for students who desire a clear understanding of bioprocessing principles as applied to the emerging bio-based industry. This course covers the fundamentals of mass and energy balances, fluid dynamics, heat and mass transfer, as applied to bioprocessing. The microbial growth, kinetics and fermenter operation will be covered in detail. Fundamentals of downstream operations as applicable to bioprocessing will be covered in this course. Industrial bioprocessing case studies that involve the integration of the course contents will be discussed. Three hours lecture a week. Recommended Prerequisites: MATH 205 or 210, PHYS 113 or 115, BIOCH 265 or CHM 210.

**HORT 600. Herbaceous Landscape Plant Production.** (2) II. The principles and commercial practices for producing annual and herbaceous perennial landscape plants from seed and cuttings. Analysis of crop production costs will be emphasized. One hour lec. and three hours lab a week. Recommended pr.: HORT 350 and 570.

**PLPTH 837 Plant-Virus-Vector Interactions.** (2) I, in even years. A study of modes of virus transmission, important arthropod vectors, plant responses to viruses and insects, and current literature and techniques. Two hours lec. a week. Pr.: one of the following: BIOCH 521, BIOCH 522, ENTOM 830, ENTOM 875, or PLPTH 500.

**PLPTH 921. Special Topics in Plant Pathology.** (Var.) I, II, S. Discussions and lectures on important areas and contributions in the field of plant pathology. Credit/No Credit. Pr.: Consent of instructor.

**PLPTH 922. Teaching Practicum in Plant Pathology.** 1-2. I, II, S. Practical training in teaching courses offered in the Department of Plant Pathology. Most students will serve as Teaching Assistants. Pr: Consent of instructor.

**CHM 939. Topics in Analytical Chemistry.** (1-3). On sufficient demand. A lecture course in analytical chemistry in areas of specialization of the faculty, with emphasis on current developments. May be repeated for credit with change in topic. Pr.: CHM 566

**GEOG 622. Geography of South America.** (3). A survey of the physical and human patterns of South America, past and present, with emphasis on the changing landscape features in the successive patterns of human occupancy and globalization.

**HIST 854. History and Security: South Asia.** (3) II, alternate years. An examination of the major historical problems and literature relating to national and international security in South Asia. Pr.: HIST 801 or HIST 812/POLSC 812 or concurrent enrollment.

**ANTH 677. Digital Ethnography.** (3) I or II. A hands-on exploration of the uses of digital technology for ethnographic research and representation. Pr: Consent of instructor.

**SOCWK 612. Fundamentals of Communication for the Agriculture and Food Science Community.** (3) I, II. This course develops communication skills among the scientific community to improve discourse with lay persons. Fundamentals of active listening as well as techniques to diffuse tense situations are addressed. Students will apply the skills learned to their career field through a final research project.

**HRIMD 975. Research and Applied Theories in Consumer Behavior in Foodservice and Hospitality Management.** (3) II, in alternate years. Critique of theoretical constructs and research applications in the study in foodservice and hospitality management. Emphasis on preliminary stages of research development including preparation of literature reviews and preliminary proposals for research.

**HN 631. Clinical Nutrition I.** (2) I. First course of a two semester study of the application of nutrition principles in disease; includes physiological basis of nutritional care, effects of disease on nutrient metabolism, medical nutrition therapy, in-class team diagnoses presentations, and nutrition counseling. Pr.: HN 450.

**DMP 954. Design and Interpretation of Epidemiologic Research.** (3) II. Advanced theory and methods for designing, analyzing and interpreting epidemiologic research. Emphasis on observational study design and analysis issues including design identification and optimization, bias recognition and control, and appropriate analytical approaches for epidemiologic data. Pr. DMP 854 and STAT 717, or equivalent training

**Online Master of Science in Dietetics  
to be offered through  
the Great Plains Interactive Distance Education Alliance (GPIDEA)**

**Department of Hotel, Restaurant, Institution Management and Dietetics  
CIP Code 19.0501**

**Statement of Need**

Graduate education has long been valued among dietetics professionals. The *2005 Dietetics Compensation and Benefits Survey* of the American Dietetic Association revealed that 97% of dietetics practitioners are female with a median age of 43 years. Currently, 45% of all RDs hold a Master's degree, indicating that members of the profession value advanced education. The report indicates that, "education beyond the bachelor's degree is clearly associated with wage gains". The report also revealed that 42% of dietetics professionals receive assistance with college tuition as a job benefit. Anecdotal findings would indicate that dietetics professionals continue to seek advanced degree opportunities in a distance education format. Many registered dietitians (RDs) and dietetic technicians, registered (DTRs) are not only employed but also have family responsibilities, thus making distance education delivery an attractive alternative for pursuit of graduate education. The Commission on Dietetic Registration developed the Professional Development Portfolio as a continuing education scheme for credentialed dietetics professionals. Individual practitioners may design their own continuing education plan based on their professional goals. Because the portfolio approach requires practitioners to tailor a plan specific to their own needs and goals, dietetics professionals are ranging further afield to find appropriate continuing education opportunities. Having an MS degree available by distance could be an attractive alternative to more traditional forms of education.

In perusing the list of graduate education programs on the American Dietetic Association website, 34 programs are advertised as having distance education options. Of those 34, six programs indicate that the complete degree program is available by distance: The University of Alabama, The Rosalind Franklin University of Medicine and Science (North Chicago), Eastern Michigan University, Central Michigan University, The University of Medicine and Dentistry of New Jersey, and East Carolina University. All of these programs are clinically oriented. Distance education options which are more management oriented or generalist in nature are limited if not non-existent.

The target audience for this online Master's degree would be dietetics professionals from across the United States. Currently there are approximately 65,000 active members of the American Dietetic Association employed across a wide variety of work settings including clinical nutrition acute care (28%), clinical nutrition ambulatory care (14%), clinical nutrition long term care (12%), community nutrition (11%), food and nutrition management (13%), consultation and business (11%) and education/research (6%), other (5%). One of the advantages of the RD credential is that practitioners can move across these different areas of practice as job demands or personal circumstances warrant. However, such movement also mandates the availability of educational opportunities to help individuals as they transition across the field or seek advancement in their particular area of expertise.

The Department of Hotel, Restaurant, Institution Management and Dietetics (HRIMD) is considered a leader in distance education efforts in dietetics. Since 1994, the department has offered an online baccalaureate degree in dietetics which has grown to be the largest online dietetics program in the country and the program recommended by the American Dietetic Association when individuals phone the association for information about online programs. Faculty from KSU acted as the original conveners for the work group which has developed this proposal for an online Masters degree in the field.

**Participating Institutions**

The following Great Plains Interactive Distance Education Alliance partners are participating in this online Masters program:

### Program Steering Committee

<u>Institution</u>	<u>Representative</u>
Kansas State University	Deborah D. Canter, PhD, RD, LD, Chair Dept. of Hotel, Restaurant, Institution Management and Dietetics
Iowa State University	Jean Anderson, MS, RD, LD Dept. of Food Science and Human Nutrition
Colorado State University	Mary Harris, PhD, RD Dept. of Food Science and Human Nutrition
Oklahoma State University	Nancy Betts, PhD, RD Dept. of Nutritional Sciences
North Dakota State University	Ardith Brunt, PhD, RD Dept. of Health, Nutrition and Exercise Science
South Dakota State University	Kendra Kattelmann, PhD, RD Dept. of Nutrition, Food Science, and Hospitality
University of Nebraska	Marilyn Schnepf, PhD, RD Dept. of Nutrition and Health Sciences
Montana State University	Christina Campbell, PhD, RD Dept. of Food and Nutrition
Michigan State University	Lorraine Weatherspoon, PhD, RD Dept. of Food Science and Human Nutrition
Kansas University Medical Center	Linda Griffith, PhD, RD Dept. of Dietetics and Nutrition

### Admission Requirements

Admission to the program:

Students must meet the following criteria to be admitted to the online Master's program:

- Must hold the credential of Registered Dietitian (RD) or be RD-eligible, (meaning the student has met both the academic and supervised practice requirements of the American Dietetic Association and is ready to sit for the national credentialing exam to become a Registered Dietitian).
- Must meet the Master's program entrance requirements of the admitting university. Typically this requires a minimum of at least a 3.0 undergraduate grade point average (or 3.0 on the last 60 hours of coursework in the undergraduate degree). The GRE or GMAT may be required by some participating institutions.

A proposed curriculum has been developed which includes a 9 credit hour general core (statistics, research methods, current issues) a 6 credit hour specialized core in either nutrition or management, a choice of 15-credit hours available in either of the above-mentioned tracks, and a 6-credit hour thesis. In lieu of the thesis, the student could take an additional 6 credits (2 courses) and then sit for a comprehensive written and oral examination.

### **Educational Objectives**

Graduates of this Master's degree program will demonstrate:

1. application of cutting-edge information in food, nutrition, foodservice management, and wellness to enhance dietetics practice;
2. ability to think independently and critically to evaluate and apply new research concepts and theories which will advance the profession of dietetics;
3. understanding of public policy and current systems of health care delivery with particular reference to the role of the dietitian; and,
4. evidence that they can advance the profession by contributing to evidence-based practice in dietetics.



## **Required Core Courses (15 credit hours)**

**STAT 702. Statistical Methods for Social Sciences.** (3) I, II. Statistical methods applied to experimental and survey data from social sciences; test of hypotheses concerning treatment means; linear regression; product-moment, rank, and bi-serial correlations; contingency tables and chi-square tests. Pr.: MATH 100.

### **OR**

**STAT 703. Statistical Methods for Natural Scientists.** (3). I, II, S. Statistical concepts and methods basic to experimental research in the natural sciences; hypothetical populations; estimation of parameters; confidence intervals; parametric and nonparametric tests of hypotheses; linear regression; correlation; one-way analysis of variance; t-test; chi-square test. Pr.: Junior standing and equiv. of college algebra.

**HRIMD 810. Research Techniques for Foodservice and Hospitality Management.** (3) II. Survey and application of research methodology in foodservice and hospitality management. Pr.: STAT 702 or STAT 703.

**HRIMD 890. Administration of Foodservice and Hospitality Organizations.** (3) I. Advanced study of management applied to foodservice and hospitality organizations. Pr.: HRIMD 480 or 560 or MANGT 420.

**Select one of the following tracks. The two courses listed for each track are required and complete the 15 credit hour core.**

### **Nutrition Track**

**HN 840. Advanced Nutrition: Nutrigenomics, Nutrigenetics, and Advanced Lipid Metabolism** (3) I, II. Fundamentals as to how the macronutrients – fat, carbohydrates, and protein – act to regulate gene expression (Nutrigenetics) and how an individual's genotype may alter an individual's macronutrient requirements (Nutrigenetics) and influence phenotype with respect to chronic disease and human health. Pr: HN 620 or consent of instructor.

**and**

**HN 812. Advanced Micronutrient Metabolism.** (3) I. Nutritional roles and metabolism of vitamins and minerals. Functions, biological availability, hormonal regulation, requirements, deficiency and toxicity signs, and interrelations with other nutrients. Pr.: HN 840.

**or**

### **Management Track**

**ACCTG 810. Accounting Concepts and Analysis.** (3) An emphasis on financial statement analysis is the main objective of the course. A review of all major accounts in the income statement, balance sheet and statement of cash flows is made in determining a firm's performance and financial condition in relation to what matters most to shareholders and investors. Pr.: MATH 205.

**and**

**HRIMD 640. Entrepreneurship in Hospitality Management and Dietetics.** (3) II. Development and management of small businesses or private practice within the dietetics or hospitality industry. Business plan development, marketing, cost considerations. Overview of consulting to healthcare and hospitality operations and examination of skills required for success. Pr.: A basic course in accounting.

## **Elective Courses (choose 15 credits)**

**HN 635. Nutrition and Exercise.** (3) I. The interrelationships among diet, nutrition, and exercise. Topics covered include physical fitness, weight control, nutrient metabolism during exercise, and athletic performance. Pr.: HN 132 or HN 400 and a grade of C or higher in KIN 310 and 335. Cross-listed with KIN 635.

**HN 702. Nutrition in Developing Countries.** (3) I, in odd years. Nutritional problems in developing countries, including an analysis of factors which contribute to malnutrition, effects of undernutrition, methods for assessing nutritional status, and interventions to combat nutrition problems. Pr.: HN 503 or 610.

**HN 718. Physical Health and Aging.** (3) II, alternate odd years. Focus is on the physiological theories of aging, the relationship between normal aging processes, and the major chronic and acute diseases of the elderly, and community health promotion/maintenance programs for older adults. Pr.: BIOL 198 and senior standing.

**HN 726. Nutrition and Wellness.** (3) II. Epidemiology and pathophysiology of chronic disease related to nutrition (e.g. obesity, cardiovascular disease, osteoporosis, hypertension, diabetes, cancer). Nutritional risk and protective factors will be examined as they relate to public health and individual nutrition. Pr.: Course in basic nutrition and statistics at the undergraduate level.

**HN 735. Advanced Energy Balance.** (3) I. Lifestyle, metabolic, and endocrine factors affecting energy balance and the development of obesity. Research methods to assess and apply energy balance data will also be discussed. Pr.: HN 620 or 635.

**HN 800. Nutrition Education and Communication.** (3) II. Apply principles of communication and learning technologies to nutrition education research and practice. Pr.: HN 610, HRIMD 515, and a statistics course with a grade of C or better; or consent of instructor.

**HN 820. Functional Foods for Chronic Disease Prevention.** (3) I. Integrate and evaluate the regulatory principles, food science, nutrient science and nutritional metabolism for the development of functional foods, nutraceuticals, and dietary supplements for chronic disease prevention. Pr.: HN 400, HN 413, BIOCH 521.

**HN 838. Advanced Clinical Dietetics.** (3) II. An in-depth study of the pathophysiology of nutritional disease. Those functional disorders which result in nutritional disease or those nutritional diseases which affect physiological function will be explored. The emphasis will be in the following areas: nutritional assessment, endocrinology, metabolism, gastroenterology, and organ failure. Pr.: HN 630 or equivalent.

**HN 859. Nutrition: A Focus on Life Stages.** (3) S. Nutritional needs throughout the life span including pregnancy, lactation, growth and aging. Approaches to nutrition education for different ages. Pr.: 3 hours undergraduate nutrition and 6 hours undergraduate natural sciences.

**HN 862. Maternal and Child Nutrition.** (3) S. A critical examination of behavioral, physiological, and public health issues impacting dietary and nutritional factors that support normal growth and development. The course content focuses on the early stages of the life cycle: gestation, lactation, infancy, preschool, school age and adolescence. Topics include the fetal programming hypothesis, growth and nutritional requirements, breast and formula feeding of infants, infant weaning, and eating behaviors that lead to normal growth, growth faltering, and pediatric obesity. Pr.: HN 510 or equivalent.

**HN 875. Pediatric Clinical Nutrition.** (3) I. The physiological, biochemical and nutritional aspects of disease processes relevant to infants and children up to 18 years of age. Medical nutrition therapy for a variety of medical conditions found in this population will be discussed including inborn errors of metabolism, food hypersensitivity, obesity, and diseases of the major organ systems. Pr.: HN 630 or equivalent.

**HRIMD 705. Computer Implementation in Foodservice and Hospitality Operations.** (3). S, in alternate years. Review of computer development in foodservice and hospitality operations; development of criteria for implementation of a computer system; analysis of foodservice and hospitality hardware and software. Pr.: CIS 101; and HRIMD 480 or 560 or MANGT 420

**HRIMD 720. Administration of Health Care Organizations.** (3) S. Comprehensive review of current health care institutions and their response to the economic, social/ethical, political/legal, technological, and ecological environments. Three hours lecture.

**HRIMD 805. Food Production Management.** (3) II. Production planning and controls in foodservice systems analysis in foodservice systems. Decision optimization and systems analysis in foodservice organizations. Consideration of various types of foodservice systems. Pr.: HRIMD 342; and HRIMD 480 or 560 or MANGT 420.

**HRIMD or HN 995. Grantsmanship and Publication.** (3) I, even years. Grant writing, identifying external funding, managing grants, preparing manuscripts for peer-reviewed publication, and preparing papers and poster for presentation at professional meetings. Pr.: HRIMD 810.

**MANGT 820. Behavioral Management Theory.** (3) 1. An in-depth analysis of the development of the behavioral bases of individual and group behavior in business, governmental, educational, and other organizations with emphasis on current research literature and applications. Pr.: Open only to students pursuing a graduate business degree or certificate programs or with permission of the instructor.

**FINAN 815. Managerial Finance I.** (3) II. Introduction to the process of value creation. Development of an understanding of the environment in which firms operate, including a discussion of financial markets and institutions and valuation of financial assets. Provides a working knowledge of the financial system and analytical tools for decision making. Pr.: ACCTG 810.

**MANGT 810. Operations Management and Analysis.** (3) I. The study of the role of operations systems in the provision of value for the customer. Operations systems design; capacity determination, resource requirements planning and control, theory of constraints, supply chain management, quality management and control and project management are discussed and analyzed. Pr.: STAT 351 or STAT 702.

**MKTG 810. Marketing Concepts and Research.** (3) Presents marketing concepts and marketing research concepts at the graduate level. Emphasis is directed toward managerial strategy development using marketing theories and applied marketing research techniques. Pr.: Three hours of economics, three hours of statistics, and MATH 205 or 220.

**GRAD 801. Foundations of Leadership** (3) Study of the key issues in the theory, research, and application of leadership in organizations. This includes defining leadership, understanding situational characteristics that facilitate / hinder effective leadership, understanding effective / dysfunctional leadership, and gaining greater insight into one's own leadership style and functioning.

**GRAD 820. Leadership Practicum.** (3) Develops the connections between leadership theory and practice. By conducting a practicum project, students demonstrate the ability to apply concepts and ideas from the study of leadership to a practical leadership problem within an organization. Pr.: GRAD 801.

## **Thesis/ Non-Thesis (6 credits)**

Students may select to complete a thesis (6 credit hours of **HRIMD 899 Research in HRIMD**) under the direction of their major professor and committee **OR** they may take 6 additional credit hours from program electives and sit for a comprehensive written examination followed by an oral examination with their committee.

The student's thesis problem is preferably a topic related to his/her dietetics practice, results of which may add to the body of knowledge and support evidence-based dietetics practice.

**Proposed Schedule of Course Offerings**

<b>Semester</b>	<b>Course</b>	<b>Offered by</b>	<b>Semester</b>	<b>Course</b>	<b>Offered by</b>	<b>Semester</b>	<b>Course</b>	<b>Offered by</b>
<b>Fall 2008</b>	Statistics	Oklahoma State	<b>Spring 2009</b>	Research Methods	Oklahoma State	<b>Summer 2009</b>	Healthcare Administration	Kansas State
	Current Trends in Dietetics	Kansas State (HRIMD)		Advanced nutrition: Nutrigenomics, Nutrigenetics & Advanced Lipid Metabolism in Human Nutrition	Colorado State		Maternal and Child Nutrition	KU Med Center
	Accounting Concepts & Analysis	Kansas State (College of Business)		Entrepreneurship: Theory & Practice in Dietetics	Kansas State (HRIMD)		Behavioral Management Theory	Kansas State (College of Business)
<b>Fall 2009</b>	Statistics	Oklahoma State	<b>Spring 2010</b>	Research Methods	Oklahoma State	<b>Summer 2010</b>	Healthcare Administration	Kansas State
	Current Trends in Dietetics	Kansas State (HRIMD)		Micronutrients	KU Med Center		Advanced Medical Nutrition Therapy	Colorado State
	Accounting Concepts & Analysis	Kansas State (College of Business)		Nutrition and Human Performance	South Dakota State		Maternal and Child Nutrition	KU Med Center
	Nutrition & Physical Activity in Aging	North Dakota State		Entrepreneurship: Theory & Practice in Dietetics	Kansas State (HRIMD)		Grantsmanship	Iowa State
	Functional Foods for Chronic Disease Prevention	Kansas State (Dept. of Human Nutrition)		Nutrition and Wellness	North Dakota State			
	Operations Management Analysis	Kansas State (College of Business)		Marketing Concepts & Research	Kansas State (College of Business)			
<b>Fall 2010</b>	Statistics	Oklahoma State	<b>Spring 2011</b>	Research Methods	Oklahoma State	<b>Summer 2011</b>	Healthcare Administration	Kansas State
	Current Trends in Dietetics	Kansas State (HRIMD)		Advanced nutrition: Nutrigenomics, Nutrigenetics & Advanced Lipid Metabolism in Human Nutrition	Colorado State		Health Behavior Change: Theory and Practice	Michigan State
	Behavioral Management Theory	Kansas State (College of Business)		Nutrition Education in the Community	North Dakota State		Maternal and Child Nutrition	KU Med Center
	Pediatric Clinical Nutrition	KU Med Center		Managerial Finance 1	Kansas State (College of Business)			
<b>Semester</b>	<b>Course</b>	<b>Offered by</b>	<b>Semester</b>	<b>Course</b>	<b>Offered by</b>	<b>Semester</b>	<b>Course</b>	<b>Offered by</b>
<b>Fall 2010</b>	Phytochemicals	South Dakota State	<b>Spring 2011</b>	International Nutrition and World Hunger	Oklahoma State	<b>Summer 2011</b>		
	Nutrition: A Focus on Life Stages	University of Nebraska		Vitamins and Minerals (Micronutrients)	South Dakota State			
	Foundations of Leadership	Kansas State (GRAD 801)						

Semester	Course	Offered by	Semester	Course	Offered by	Semester	Course	Offered by
Fall 2011	Statistics	Oklahoma State	Spring 2012	Research Methods	Oklahoma State	Summer 2012	Advanced Medical Nutrition Therapy	Colorado State
	Current Trends in Dietetics	Kansas State (HRIMD)		Nutrition and Wellness	North Dakota State		Maternal and Child Nutrition	KU Med Center
	Nutrition and Physical Activity in Aging	North Dakota State		Entrepreneurship: Theory & Practice in Dietetics	Kansas State (HRIMD)		Healthcare Administration	Kansas State
	Accounting Concepts & Analysis	Kansas State (College of Business)		Nutrition and Human Performance	South Dakota State			
	Metabolic Roles of Nutrients (Micronutrients)	Montana State		Community Nutrition Assessment	Michigan State			
	Functional Foods for Chronic Disease Prevention	Kansas State (Human Nutrition)		Marketing Concepts and Research	Kansas State (College of Business)			

## **Program Coordination and Administration**

The Graduate Program Director in the Dept. of Hotel, Restaurant, Institution Management and Dietetics will coordinate and administer the KSU program. Currently Dr. Deborah Canter, dept. head of HRIMD also serves as graduate program director. The Institute for Academic Alliances at Kansas State University will assist with program implementation, administrative support and development of policies and procedures. The program coordinating committee, comprised of individuals from the participating institutions, will continue to provide broad oversight of the program, program and student learning outcome evaluation, and other issues of program management.

## **Financials**

Below is a comparison chart of institutions offering similar online Master's degree programs in dietetics:

<b>School</b>	<b>Tuition</b>	<b>Admission Requirements</b>	<b>Hours to Complete</b>
University of Alabama	\$235/hour	Bachelors Degree GPA > 3.0 Satisfactory score on GRE	30 hours
Rosalind Franklin University	\$419/quarter	Bachelors Degree GPA > 2.75 Two Letters of Recommendation	Non-Thesis 42 quarter hours Thesis 52 quarter hours
Eastern Michigan	\$730/hour	Bachelors Degree GPA > 2.75 Two Letters of Recommendation	30 hours
University of Medicine of NJ	\$489/hour	Must be Registered Dietician Must state long term goals	31 hours
East Carolina University	\$770/hour	Bachelors Degree Satisfactory Score on GRE GPA > 3.0	29 hours
Central Michigan	\$425/hour	unknown at this date	37 hours

### **Proposed Revenue for Master's degree program in dietetics – 3 year projection**

The GP-IDEA cost per credit hour approved for per credit hour. This appears to be quite reasonable in comparison to the current competition as outlined above.

	<b>Cost per credit hour</b>	<b>Estimated Enrollment</b>	<b>Average of 12 credits per year</b>	<b>GP-IDEA Overhead @ 12.5% of Revenue</b>
<b>Year 1</b>	\$420.00	25	\$126,000	\$15, 750
<b>Year 2</b>	\$445.00	50	\$267,000	\$33,375
<b>Year 3</b>	\$470.00	75	\$423,000	\$52,875
<b>TOTALS</b>			\$816,000	\$102,000

#### **Assumptions:**

- Admitting 25 students per year for 3 years
- Students are taking an average of 12 credits per year

#### **Marketing Plan**

Primary vehicles for marketing the program to Registered Dietitians or RD-eligible practitioners:

- Listservs of the various dietetic practice groups within the American Dietetic Association
- State dietetic association listservs
- Newsletters of various dietetic practice groups
- Possible ads in the Journal of the American Dietetic Association and Today's Dietitian
- Possible exhibit at the annual Food and Nutrition Conference and Exhibition of the American Dietetic Association (may be cost-prohibitive)
- Ads in state dietetic association newsletters, particularly in the states which have participating educational institutions



## **Program Faculty**

### **Colorado State University**

Bizeau, Mike, PhD	Assistant Professor, Dept. of Food Science and Human Nutrition
Harris, Mary, PhD, RD	Professor, Dept. of Food Science and Human Nutrition
Melby, Christopher, DrPH	Professor and Dept. Head, Dept. of Food Science and Human Nutrition

### **Kansas State University**

Barrett, Elizabeth, PhD, RD	Associate Professor, Dept. of HRIMD
Canter, Deborah PhD, RD	Professor and Dept. Head, Dept. of HRIMD
Gould, Rebecca, PhD, RD	Professor HRIMD, Director of KSU Information Technology Assistance Center
Gwinner, Kevin, PhD	Associate Professor and Dept. Head, Dept. of Marketing
Halpin, Stanley, PhD	Adjunct Professor, Dept. of Psychology
Haub, Mark, PhD	Associate Professor, Dept. of Human Nutrition
Higgins, Eric, PhD	Associate Professor, Dept. of Finance
Medeiros, Denis, PhD, RD	Professor and Dept. Head, Dept. of Human Nutrition
Niehoff, Brian, PhD	Professor and Dept. Head, Dept. of Management
Shanklin, Carol, PhD, RD,	Professor, Dept. of HRIMD and Associate Dean, KSU Graduate School
Sheu, Chwen, PhD	Professor, Dept. of Management
Vruwink, David, PhD	Associate Professor, Dept. of Accounting
Wang, Weiqun, PhD	Associate Professor, Dept. of Human Nutrition

### **Iowa State University**

Anderson, Jean, MS, RD	Dietetic Internship Director, Dept. of Food Science and Human Nutrition
Johnson, Janet, MS, RD	Clinical Placement Coordinator, Dept. of Food Science and Human Nutrition

### **Kansas University Medical Center**

Griffith, Linda, PhD, RD	Clinical Assistant Professor, Dept. of Dietetics & Nutrition
Sullivan, Debra K., PhD, RD	Associate Professor and Dept. Chair, Dept. of Dietetics & Nutrition

### **Michigan State University**

Strasburg, Gale, PhD	Professor and Chair, Dept of Food Science & Human Nutrition
Weatherspoon, Lorraine, PhD, RD.	Associate Professor, Dept. of Human Nutrition

### **Montana State University**

Campbell, Christina, PhD, RD.	Associate Professor, Dept. of Health & Human Development
Harmon, Alison, PhD, RD	Assistant Professor, Dept. of Health & Human Development

### **North Dakota State University**

Brunt, Ardith, PhD, RD	Assistant Professor, Dept. of Health, Nutrition & Exercise Sciences
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### **Oklahoma State University**

Betts, Nancy, PhD, RD.	Professor and Dept. Head, Dept. of Nutritional Sciences
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### **South Dakota State University**

Dalaly, Basil K, PhD	Professor, Dept. of Nutrition, Food Science and Hospitality
Droke, Elizabeth, PhD, RD	Assistant Professor, Dept. of Nutrition, Food Science and Hospitality
Kattelman, Kendra, PhD, RD	Professor, Dept. of Nutrition, Food Science and Hospitality
Sergeev, Igor, PhD, DSc	Associate Professor, Dept. of Nutrition, Food Science and Hospitality
Wang, CY, PhD	Professor and Dept. Head, Dept. of Nutrition, Food Science and Hospitality

### **University of Nebraska**

Schnepf, Marilyn	Professor and Dept. Chair, Dept. of Nutrition and Health Sciences
Stanek-Krogstrand, Kaye	Associate Professor, Dept. of Nutrition and Health Sciences

**Master of Science in Dietetics  
Assessment of Student Learning Plan  
Kansas State University**

**A. College, Department, and Date**

College: College of Human Ecology  
Department: Department of Hotel, Restaurant, Institution Management and Dietetics  
Date: October 5, 2007

**B. Contact Person(s) for the Assessment Plans**

Deborah D. Canter, PhD, RD, LD  
Professor and Dept. Head  
Graduate Program Director

**C. Degree Program**

Master of Science in Dietetics, offered through the Great Plains Interactive Distance Education Alliance (GPIDEA)

**D. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcome(s)**

- a. List (or attach a list) all of the student learning outcomes for the program.**
- b. Identify outcomes that will be assessed in the first three years of the plan.**

1. Students completing the MS in Dietetics will articulate current issues facing the dietetics profession and practice.
2. Students completing the MS in Dietetics will be able to apply cutting-edge research in their work settings to enhance dietetics practice.
3. Students completing the MS in Dietetics will demonstrate the ability to design and implement a research project from inception of the idea to communication of the results.

Special rationale for selecting these learning outcomes (optional):

**Students completing the MS in Dietetics will articulate current issues facing the dietetics profession and practice.**

The profession of dietetics is wide-ranging and constantly changing. Practitioners in the field work in areas ranging from acute care medical centers to school foodservice operations to the food industry. Within the professional association (The American Dietetic Association), there are 29 different practice groups representing subspecialty areas within the profession. Because of the diversity and complexity of practice, we believe that graduates of this MS program should be able to discuss the major issues facing various areas of dietetics practice, the commonalities between them and the implications for practice.

**Students completing the MS in Dietetics will be able to apply cutting-edge research in their work settings to enhance dietetics practice.**

The development of an evidence base for dietetics practice is a major emphasis for research within the profession. Because many dietitians work in healthcare settings, this emphasis mirrors the current trend within healthcare for evidence-based practice. While the demand for evidence-based practice is strongest in the healthcare arena, we believe all practice decisions, no matter what the practice area, should be grounded in solid research and analysis. Thus we believe that this is a worthy SLO for our program.

**Students completing the MS in Dietetics will demonstrate the ability to design and implement a research project from inception of the idea to communication of the results.**

There is a growing recognition of the importance of research at all levels within the profession of dietetics. The professional association is stressing to its members the need for research to happen in the practice setting, not just in medical centers or academic settings. The faculty of this program believe that every graduate should be able to demonstrate the design and implementation of a research project whether the student opts to do a thesis or not. This ability is a hallmark of an individual with a graduate degree.

	<b>University-wide SLOs (<u>Graduate</u> Programs)</b>			Program SLO is conceptually different from university SLOs
<b>Program SLOs</b>	Knowledge	Skills	Attitudes and Professional Conduct	
<b>Knowledge of the Industry</b> Students will articulate current issues affecting the dietetics profession and practice.	X			Program SLO is consistent with the University SLO.
<b>Professional Practice</b> Students will be able to apply cutting-edge research in their work settings to enhance dietetics practice.	X	X		Program SLO is consistent with the University SLO.
<b>Research</b> Students will demonstrate the ability to design and implement a research project from inception of the idea to communication of the results	X	X	X	Program SLO is consistent with the University SLO.

1. **How will the learning outcomes be assessed? What groups will be included in the assessment?**

**SLO #1 – Students will articulate current issues affecting the dietetics profession and practice.**

- a. Measures used in SLO assessment - Completion of an environmental scanning project in HRIMD 890.
- b. Direct measures –Evaluation of the environmental scanning project; final exam in the course. Rubric developed for evaluation of project.
- c. Indirect measures – Oral examination as part of thesis defense or comprehensive examination oral defense. Rubric used for evaluation of oral examination.
- d. Who will be assessed? All students completing the degree program.

**SLO #2 – Students will be able to apply cutting-edge research in their work settings to enhance dietetics practice.**

- a. Measures used in SLO assessment - Completion of case studies posed in HRIMD 890; completion of thesis for students opting to do a thesis; completion of case studies posed as part of comprehensive examination for non-thesis students.
- b. Direct measures – Defense of case study analyses in HRIMD 890. Defense of thesis or comprehensive exam case studies. Rubric used for evaluation.
- c. Indirect measures – Exit interview of student and follow-up survey with student and student's employer 1 year after graduation.
- d. Who will be assessed? All students completing the degree program.

**SLO #3 – Students will demonstrate the ability to design and implement a research project from inception of the idea to communication of the results.**

- a. Measures used in SLO assessment - Completion of research proposal for HRIMD 810 and subsequent paper and oral presentation.
- b. Direct measures – final defense of thesis; final oral defense in comprehensive examination of non-thesis students.
- c. Indirect measures – Exit interview with student and follow-up survey with student and student's employer 1 year after graduation.

2. **When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?**

**SLO #1 – Students will articulate current issues affecting the dietetics profession and practice.**

The faculty member teaching HRIMD 890 will compile the environmental scanning projects completed in the class, and a random sampling of projects will be selected for evaluation by the steering committee. The program steering committee will discuss and evaluate student performance on these projects using a rubric developed for this purpose. This evaluation will be completed during the spring semester after this course is offered each fall (spring 2009, spring 2010, and spring 2011). Each student's supervising committee also will evaluate student performance on this SLO as part of the oral defense at the conclusion of the student's program.

**SLO #2 – Students will be able to apply cutting-edge research in their work settings to enhance dietetics practice.**

The faculty member teaching HRIMD 890 will compile written case studies completed by students in the class, and a random sampling of cases will be selected for evaluation by the steering committee. The program steering committee will discuss and evaluate student performance on these projects using a rubric developed for this purpose. This evaluation will be completed during the spring semester after this course is offered each fall (spring 2009, spring 2010, and spring 2011). Each student's supervising committee also will evaluate student performance on this SLO as part of the oral defense at the conclusion of the student's program. Finally, this SLO will be assessed by the student and their employer in a follow-up survey distributed one year after completion of the degree.

**SLO #2 – Students will be able to apply cutting-edge research in their work settings to enhance dietetics practice.**

A random sample of research proposals completed in HRIMD 810 will be evaluated by the program steering committee once a year using a rubric developed for the purpose. Students completing a thesis will be evaluated by their supervisory committee in the final defense of their thesis. The program will also keep track of refereed publications, trade journal or dietetic practice group newsletter publications or presentations (refereed and otherwise) of program graduates. This SLO will also be measured in the survey which will be sent to graduates and their employers one year after program completion.

**3. What is the unit's process for using assessment results to improve student learning?**

The program coordinator for the GPIDEA MS Program in Dietetics will summarize data collected for each SLO by year and cumulatively as the program progresses. The data will be presented to the program coordinating committee on a yearly basis. Input from graduates of the program will also be solicited. If the program is failing to meet expected outcomes, a corrective action will be formulated by the steering committee and implemented. The result may mean curriculum revision, course revision, or development of new assessment instruments.

## NEW PROGRAM PROPOSAL

**Proposing Institution:** Kansas State University

**Title of Proposed Program:** Theatre

**Degree(s) to be offered:** Master of Arts in Theatre

**Anticipated Date of Implementation:** Fall 2008

**Responsible Department:** Speech Communication, Theatre and Dance Department

**Center for Education Statistics code:** 500501

### PROGRAM PROPOSAL NARRATIVE

Program Need: Since 1962 the K-State Department of Speech Communication, Theatre and Dance (formerly called the Department of Speech) has been offering an MA in Speech. Under this degree title students choose one of two different curricula: one curriculum is in rhetoric/communication and speech; one is in theatre. Each curriculum has been entirely different with only one apparent overlap (SPCH 899 for a Masters report or a Masters thesis). That overlap is only apparent and not actual because the vast majority of theatre students (99%) don't take SPCH 899; instead they do a Creative Project in theatre for no credit (for example, they direct a play or design a play) in order to demonstrate their cumulative skill level and competence in the art and craft of theatre. At the inception of the Speech Department, there were not enough graduate students in each separate discipline to offer separate degrees. In the ensuing years this has changed and now each discipline is healthy and robust with approximately 15 to 20 students in each program at any given time.

Obviously, as the theatre degree is not literally new (having been a course of study for some 30 or more years at this university), it has been part of the Board approved Mission Statement of K-State for a long time. We have also been nationally acknowledged for our theatre training by the National Association for Schools of Theatre since 1984. We only wish to have our degree formally acknowledged by creating an appropriately named degree for students already enrolled in the curriculum.

Moreover, the need for a separate degree in theatre has become more important as the years have passed because of a change in the structure of university departments across the country. When the Speech Department was created, most universities housed Speech and Theatre together. In the 1970's this started to change. In most academic settings Speech and Theatre became independent departments or aligned with other disciplines (Speech with Mass Communication or English and Theatre with Dance, Performing Arts, or Fine Arts). This change did not happen at K-State: when reorganization was done, the Speech Department "lost" Linguistics to English and "lost" Speech Pathology to the College of Human Ecology and "gained" Dance from the Physical Education Department. Theatre and Speech remained together in the unit.

Currently, the unit functions as three smaller departments within one large academic unit: Speech Communication/Rhetoric, Theatre, and Dance. Speech Communication/Rhetoric and Theatre have undergraduate and graduate programs. Dance, which is smaller, has an undergraduate program, but only offers a degree in Theatre with concentration in Dance.

This does not cause a problem for graduates in the Speech program who earn a Master of Arts in Speech; however, this does cause a problem for graduates in the Theatre program who *also* earn a Master of Arts in Speech. After graduation our theatre students have been denied jobs because they didn't have the "right" degree when they have applied for teaching positions in high schools, community colleges, or universities across the country. They have also had difficulty when they have applied for MFAs or Ph.D.s in theatre in other universities. They were rejected because their diplomas and transcripts indicates a degree that shows they "don't have the training required" for a theatre job or educational program. It doesn't matter if they show their transcript which lists all theatre courses – the degree doesn't scan and isn't accepted.

This is also a problem for theatre students who specialize in drama therapy. When they apply for jobs as therapists, counselors, or activity directors/coordinators, their MA in Speech does not indicate any of the disciplines pertinent to drama therapy (theatre or clinical mental health). The other drama therapy programs in the country are either titled "MA in drama therapy" (New York University's program is located in the School of Education/Professional Studies along with Theatre Education) or "MA in psychology with concentration in drama therapy" (California Institute of Integral Studies' program is located in a professional psychology school). As a result, K-State drama therapy graduates have been rejected for positions for which they have actually been trained.

In addition, the K-State drama therapy program has lost extremely gifted potential drama therapy students to New York University and California Institute of Integral Studies (and our Canadian rival Concordia University) because our degree is MA in Speech, not a degree in theatre or drama therapy! Students fear (rightly so) that they will not be as employable – not because their training isn't comparable, but because their degree title interferes with their future ability for jobs or licensure.

The graduate SCTD faculty feel it is time to create a separate MA for theatre students with two distinct concentration options that formally acknowledges their discipline and actual course of study. This will help our graduates get jobs and get into the MFA/Ph.D. programs of their choice.



Student Characteristics: 50% of the students who apply for the graduate program in theatre are looking for a general theatre education on an advanced level with the opportunity to specialize in a particular area of theatre or to combine several areas in which they feel they have strengths. Their purpose for coming to our program is to teach theatre at the high school or community college level or to prepare themselves for applying to an MFA or Ph.D. theatre program. MFA and Ph.D. programs in theatre have become more and more competitive over the past 20 years and often students who come from undergraduate schools with weak theatre departments do not have the skills or background to be accepted into a terminal degree program. A few of our MA applicants majored in other disciplines as undergraduates and have realized that they want a career in theatre. They need to develop the requisite skills in a place where they can generalize. All of these students come to K-State because here they can really hone their skills and get a broad background in theatre since our program requires a broad base of courses in dramatic literature and criticism, acting, directing, playwriting, technical theatre, design, and/or theatre.

50% of the students who apply for the graduate program in theatre want to train as drama therapists. These students need interdisciplinary courses in theatre, drama therapy, and clinical mental health areas (psychology, family studies, research, ethics, etc.) in order to develop the appropriate clinical skills to work as drama therapists and to qualify for registry as a drama therapist (The professional credential for drama therapists is RDT – Registered Drama Therapist). The education curriculum and standards for registry are set by the National Association for Drama Therapy (NADT). Most of these students have a strong undergraduate background in theatre; many have minors or double majors in psychology, special education, or criminal justice. The drama therapy program attracts non-traditional (older) students and international students, adding to the diversity of the department.

Total students in the theatre program have been growing consistently over the past five years. In Fall 2005 we had 17 students in theatre in both years; in Fall 2006 we had 22.

The graduate program in speech has similar numbers: over the past five years Speech students have numbered in total 18, 20, 18, 18, and 15. Both programs feel that they will stabilize at approximately 10 students per cohort or 20 students in each program each year.

Demand for Graduates of this Program: Graduates of the graduate theatre program work professionally in all areas of theatre. A number of our alumni are currently performing in shows on Broadway, on TV commercials, in television and film, or are working as designers, technical directors, playwrights, theatre critics, stage managers or theatre managers in professional theatre. Others are teaching theatre in high schools, community colleges, 4 year colleges and universities across the country. Still others are working as drama therapists in schools, psychiatric hospitals, retirement communities/nursing homes, therapeutic communities, and recreation programs. Many have gone on to get MFAs and Ph.D.s at other universities across the country.

Locational and Comparative Advantages: In the Regents system there is only one other school – University of Kansas – which has an MA degree in theatre. This degree is focused on training directors and scenographers. Our degree is for a different set of students – students who wish to be generalists and who wish to be professional practitioners in the additional theatre areas of acting, playwriting, technical theatre, and theatre management. About half are interested in pursuing careers as drama therapists.

What makes the program at K-State unique is the drama therapy concentration. There are no other schools in the state of Kansas or in the central region of the country where one can study drama therapy. In fact, the only other schools offering a full program of drama therapy training at the current time are New York University on the East Coast and California Institute of Integral Studies on the West Coast. Presently, the National Association for Drama Therapy cannot approve K-State's program because our degree is listed as being in Speech and many licensing boards across the country will not acknowledge a degree that is not in some way designated as theatre or drama therapy. (see letter from President of NADT).

The other unique aspect of the theatre program at K-State is that we have the only theatre program in Kansas that has been accredited by the National Schools of Theatre (NAST). This accreditation approves both the undergraduate and graduate levels separately, holding both to the highest standards of education, training, production, and ethics.

Procedures and criteria for admission: We do not propose changes to any of our procedures or criteria for admission. Currently we require an application, an undergraduate degree in theatre (or commitment to taking specified undergraduate courses in acting, directing, theatre history, and/or technical theatre to make up deficiencies), an essay stating the student's reasons for wanting to enter our program, official transcripts from previous educational institutions with a GPA of 3.0 or better, and three letters of recommendation. Applicants for a design concentration are required to submit a design portfolio. Applicants for the drama therapy concentration are required to have an interview on campus with the director of the program. Applicants for a theatre management concentration are required to have a phone interview with the management professor.

Pool of students: We expect that with the creation of a Master of Arts degree in theatre, that we will be able to attract an even higher caliber of students, particularly students interested in the drama therapy option (As mentioned earlier, often potential drama therapy students are suspicious that a drama therapy degree awarded as MA in Speech may not a valid or useful degree down the road considering guidelines of licensing boards).

Curriculum of Proposed Program: We expect to keep our curriculum the same as it has been, but graduate faculty are currently involved in fine tuning the curriculum in preparation for the NAST onsite visitation scheduled for spring 2009 for our re-approval. We would like to create a separate curriculum option in drama therapy so that the drama therapy students will be able to take all the courses required for registry by NADT without having to take many additional courses in dramatic literature which relate only tangentially to their educational needs. We wish to substitute courses which will provide the clinical skills and critical thinking/research skills needed for a practicing drama therapist.

Objectives for theatre generalists are to gain a broad understanding of the many areas of theatre art (acting, directing, playwriting, design, management, lights, sound, construction, etc.) as well as a broad understanding theatre history and the dramatic canon of works of Western theatre since the Greeks. Critical thinking is developed in relation to performing art as well as in relation to history, theory and criticism. Emphasis is placed on verbal and written expression in all classes and in visual literacy in design classes. In addition to a broad understanding of theatre, each student chooses an area of specialization in which to focus and completes a Creative Project demonstrating mastery of that area. A paper is expected along with the project.

Drama therapy students also require a broad understanding of theatre arts, particularly in terms of directing, acting, and playwriting, which are crucial skills used in drama therapy. However, in addition to a basic understanding of theatre history and criticism, they also need skills in research, ethics, and psychology, so their program of study reflects a wider list of interdisciplinary courses.

Program Faculty: This degree approval requires **no additional costs or requirements in terms of faculty**. We already have the faculty in place which we need to run the program.

We currently have 9 tenure track faculty who are graduate faculty (have recently hired one more who will apply to be graduate faculty, bringing the number back up to 10). All but one of the current graduate faculty have a terminal degree: 7 have Master of Fine Arts in theatre and 1 has a Ph.D. in theatre. Each graduate faculty member has at least 2 academic specializations which they teach, covering all areas offered. Of these current faculty members 7 have tenure and are at the Associate Professor level; 2 haven't been on faculty long enough yet to apply for tenure and are at the Assistant Professor level.

Cathy L. Anderson, M.F.A., University of Connecticut  
Sally D. Bailey, M.F.A., Trinity University M.S.W., University of Maryland at Baltimore  
Daniel L. Davy, Ph.D., University of California – Santa Barbara  
R. Michael Gros, M.F.A., University of California – Irvine  
Charlotte A. MacFarland, M.A. University of Wisconsin  
Marci E. Maullar, M.F.A., Pennsylvania State University  
Dana Pinkston, M.F.A. Pennsylvania State University  
John S. Uthoff, M.F.A. University of Iowa  
Kathy Voecks, M.F.A., University of Missouri – Kansas City

See <http://www.k-state.edu/sctd/theatre/faculty.html> for more information on faculty.

Graduate Assistants: There are currently 9 graduate teaching assistant positions: 1 assisting with Introduction to Theatre, 1 assisting with Costume Design, 1 assisting with Scene Design and Technical Theatre, 6 teaching Public Speaking along with the graduate students in Speech and graduate students in Speech Pathology.

Academic Support:

**Advising Services:** The director of graduate studies in theatre advises graduate students as they enter the program their first semester and connects them with the appropriate graduate faculty member in their area(s) of interest to help them begin to develop a program of study and plan for their creative project. By the second semester most students have identified their major professor and graduate committee.

**Library:** Hale Library has a good collection of plays, as well as journals, and books on acting, directing, dramatic criticism, drama therapy, and creative arts therapies. There is a librarian on staff who is assigned to work with all the performing arts departments and a graduate faculty member in theatre who is assigned to serve as liaison to keep our collection up to date.

**Audio-visual and Academic Computing Resources:** We do not currently have enough resources in this area and have been working with the university on improving our equipment.

**New materials:** No new library materials or other forms of academic support are required beyond normal, ongoing additions once our computer technology is brought up to date.

**New support staff:** No new support staff will be required as the program is not adding students or faculty.

**Facilities and Equipment:** Beyond additions and improvements in spaces, equipment, and facilities that we would want in order to replace old, broken, and out-dated spaces and materials, the creation of this new degree does not require any additional resources or spending.

**Program Review, Assessment and Accreditation:** We are in the process of our re-approval process for accreditation by the National Association of Schools of Theatre (NAST) which will be officially done in 2009. We are committed to continuing to pursue this accreditation.

We have developed a system of Graduate Student Learning Outcomes with which we use to evaluate our graduate program and teaching. These SLOs measured in a number of ways: through student report on TEVALS (Teacher Evaluations), through an evaluation of a collection of students' critical essays, and through an evaluation of students' creative projects and oral examinations. The data derived from these measures are reviewed every year in the fall by a committee of graduate faculty to determine if we are achieving the SLOs we have set for ourselves or if we need to revise our program requirements or teaching methods.

The Student Learning Outcomes are based in three areas: Knowledge, Skills, and Attitude.

- Knowledge of the diverse areas of theatre art.
- Knowledge of the various means (i.e., acting, directing, designing, etc.) through which a theatrical concept is realized.
- Knowledge of plays that are representative of the development of theatre and drama.
- Knowledge of theatre history, including its cultural context and its modes of production
- Knowledge of research sources and methods.
- A competency in a chosen specialization and/or general proficiency in a broad based background in Theatre Arts demonstrated through coursework and a final Masters Project.
- The ability to think critically, listen effectively, and clearly communicate ideas in writing and in speech.
- The development of professional discipline
- The development of a collaborative attitude
- The development of artistic standards and judgment
- The development of respect for the art form as it contributes to an understanding of human diversity.

### New Degree Request – Kansas State University

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Masters of Arts in Theatre with 2 options: 1 in general theatre studies and 1 in drama therapy.
2. Academic Unit	Department of Speech Communication, Theatre and Dance/ Graduate Theatre Program
3. Program Description	Our 30 credit hour Master level degree emphasizes general education in theatre on an advanced level with the opportunity to specialize in a particular area or a specialization in the interdisciplinary field of drama therapy. In the first, students learn the discipline of theatre as an artistic form and as a social and cultural institution with focus on acquiring skills and knowledge through study and practice in the classroom, studio, and public performance. Historical, theoretical, critical and cultural studies provide perspective on the art of theatre in performance past and present. In the second drama therapy students develop clinical skills through course work in a variety of disciplines and through internship experiences.
4. Demand/Need for the Program	K-State has been offering an MA in Speech since 1962. This degree has been earned by students with concentrations in either speech or theatre; however, <b>none</b> of the courses that MA students in speech take are taken by MA students in theatre and vice versa: there is <b>no overlap</b> in the two curricula. In essence, the SCTD Department has had two separate programs in two different disciplines getting a degree under the identical name: MA Speech. Originally this was done because of the small number of students in each program, but both programs have grown considerably over the years. This causes difficulty for students of theatre later, when they are applying for teaching positions in theatre or for MFA and Ph.D. programs in theatre elsewhere. It is also an issue for students of drama therapy when applying for drama therapy jobs. In all cases K-State graduates are told they don't have the "training" required because the name of their degree does not reflect the discipline they will be working in/studying. Creating a separate MA for theatre students with two distinct options to concentrate in, formally acknowledges what has been actually in existence for some time and will help our graduates get jobs and move on to Ph.D. and MFA programs.
5. Comparative/ Locational Advantage	K-State's program is the only NAST approved theatre program in the state of Kansas. There is only one other MA degree in theatre offered in another state school in Kansas -- at KU. KU's MA program focuses on directing and scenography. About half of theatre MA students at K-State are theatre generalists who want to prepare for entry into teaching theatre at the high school or community college level or who are preparing to apply to MFA and Ph.D. theatre programs. They focus on areas of theatre not covered by KU's program: in addition to directing and design, our students focus on acting, theatre management, stage management, playwriting, and/or technical theatre. The other half of students are training to become drama therapists and apply for registry with the National Association for Drama Therapy. K-State is the only school that has a drama therapy program in Kansas or in the Mid-West. In fact, the drama therapy curriculum makes K-State unique. There are currently only 2 other programs in the U.S. with degrees in drama therapy: New York University in NYC and California Institute of Integral Studies in San Francisco.

6. Curriculum	Our theatre program has been accredited by the National Association of Schools of Theatre (NAST) since 1984. For theatre generalists, requirements include 3 three credit courses in dramatic literature, 1 three credit course in advanced acting, directing or playwriting, 1 three credit course in technical theatre, design, or theatre management, and 5 other three credit courses in one or more areas of interest. 50% of the courses must be at the 800 level, and at least one course must be at the 700 level. Drama therapy students follow the alternative training guidelines set by the National Association for Drama Therapy (NADT) in order to complete all the requirements for registry (the national professional credential for drama therapists). There is overlap in requirements with the theatre generalists: 1 three credit course in dramatic literature, 1 three credit course in playwriting, and 1 additional three credit course in advanced theatre. Again, 50% of courses must be at the 800 level and at least one must be at the 700 level. All students complete a creative project (no credit) which demonstrates the integration and mastery of skills in a chosen area of specialization. This project includes a written paper and is followed by an oral examination by the student's graduate committee.
7. Faculty Profile	A graduate faculty of 10 teaches acting, directing, playwriting, design, technical theatre, theatre management, and/or drama therapy courses. Faculty also direct and design productions and serve on graduate committees. All but one graduate faculty members have terminal degrees: currently 8 of them with MFAs, one with a Ph.D. Many have years of professional theatre experience and/or clinical drama therapy experience which they bring to their classrooms.
8. Student Profile	Typically each cohort of students is 50% theatre generalist with interests in acting, directing, design, management, or playwriting and 50% drama therapy. In the past several years each cohort has ranged in number between 8 and 10, giving us a combined graduate student body of about 20. Most students graduate in two years. Most applicants have a strong theatre background and undergraduate GPAs of over 3.3. Students without a theatre degree are required to make up delinquencies in acting, directing, theatre history, and design/tech before beginning graduate coursework. The drama therapy program brings in non-traditional students and international students, adding to the diversity of the program.
9. Academic Support	Currently have a director of graduate studies in theatre who oversees applications and advising of newly accepted students with a graduate faculty of 10 who serve as major professors and committee members. Currently 9 graduate teaching assistantships. Currently already have a library collection of plays, theatre books and drama therapy/creative arts therapy books.
10. Facilities and Equipment	Three production facilities: a 250 seat thrust/arena stage, a 1,800 seat proscenium theatre, and a 100 seat student theatre in thrust configuration. Classes are held in the theatre spaces, in 3 classroom spaces, and 2 acting studios. Other spaces include costume shop, scene shop, and box office space.

<p>11. Program Review, Assessment, Accreditation</p>	<p>Our program has been accredited since 1984 by the National Association of Schools of Theatre (NAST). Next re-approval is scheduled for spring 2009, so the faculty is currently involved in a major review of all levels of teaching and production.</p> <p>Our program also has Student Learning Outcomes for the undergraduate and graduate programs for assessment purposes which are looked at every year by our faculty and by the K-State Office of Assessment. Basic competencies for the graduate program include</p> <ul style="list-style-type: none"> <li>-- knowledge of the diverse areas of theatre art,</li> <li>--knowledge of the means through which a theatre concept is realized,</li> <li>-- knowledge of history of the theatre and the plays that represent it.</li> <li>-- skills in a chosen specialization,</li> <li>-- ability to think critically, listen effectively, and communicate clearly,</li> <li>-- ability to function safely using contemporary theatre technology,</li> <li>-- development of a professional attitude,</li> <li>-- development of a collaborative attitude,</li> <li>-- development of artistic standards and judgment,</li> <li>-- development of respect for the art form as it contributes to an understanding of human diversity.</li> </ul> <p>Graduate students must complete an exit interview with the Graduate School before they can graduate.</p>
<p>12. Costs, Financing</p>	<p>No additional financing is required for this change. The change will acknowledge what we are already offering and have been offering for many years!</p>

IMPLEMENTATION YEAR FY 2008-2009

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University

Proposed Program: Master of Arts in Theatre

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	10 (no change)		10 (no change)		10 (no change)	
B. Total SCH taken by all students in program	360 (no change)		360 (No change)		360 (No change)	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	N/A		N/A		N/A	
OOE	N/A		N/A		N/A	
Total	No additional costs		No additional costs		No additional costs	

Indicate source and amount of funds if other than internal reallocation:

There are no additional costs to creating this program – the program is already in place.

Revised: September, 2003

Approved: \_\_\_\_\_

**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board of Regents**

**I. Identify the new degree:** Master of Arts in Theatre

**II. Provide courses required for each student in the major:**

	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Core Courses</b>	THTRE 870 Greek and Roman Theatre	3
	THTRE 871 Medieval and Baroque Theatre	3
	THTRE 879 Modern Theatre	3
	An Advanced Acting, Directing, or Playwriting Course at the 700 level or above.	3
	A Technical Theatre, Design or Theatre Management Course at the 600 level or above.	3
	_____	_____
	_____	_____
	_____	_____
	_____	_____
<b>Electives</b>	5 electives in area (s) of specialization at the 600 level or above	15
	_____	_____
	_____	_____
<b>Research</b>	_____	_____
	_____	_____
<b>Practica</b>	_____	_____
	_____	_____
	_____	_____
<b>Total</b>		<u>30</u>

\* At least 15 credit hours or 50% of course work needs to be at the 800 level.



**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board of Regents**

**I. Identify the new degree:** (option under Master of Arts in Theatre)  
Master of Arts in Theatre with concentration in drama therapy

**II. Provide courses required for each student in the major:**

	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Core Courses</b>	THTRE 870 Greek and Roman Theatre	3
	THTRE 865 Ethics in Drama Therapy	3
	THTRE 862 Workshop in Playwriting	3
	THTRE 760 Principles of Drama Therapy	3
	THTRE 770 Creative Arts Therapies	3
	THTRE 664 Creative Drama	3
	THTRE 665 Drama Therapy with Special Populations	3
	One Acting, Directing, Technical Theatre, Design, or Theatre Management course at the 600 level or above.	3
	_____	_____
	_____	_____
<b>Electives</b>	At least two electives in psychology or family studies, as required by the National Association for Drama Therapy (areas include Developmental Psychology, Abnormal Psychology, Group Dynamics, Advanced Counseling, and/or Theories of Personality).*	6
	_____	_____
<b>Research</b>		
<b>Practica</b>		
	<b>Total</b>	<u>30</u>

At least 15 credit hours or 50% of course work needs to be at the 800 level.

\* Students are currently already electing at least two psychology or family studies courses for their NADT requirements. This would not add any additional stress onto either department.

STUDENT LEARNING OUTCOMES

MASTER OF ARTS PROGRAM  
THEATRE DIVISION  
DEPARTMENT OF SPEECH COMMUNICATION, THEATRE AND DANCE  
NOVEMBER 2003  
REVISED: 10/14/2004, 4/23/2007, 10/5/2007

#### OVERVIEW

The discipline of theatre in higher education encompasses theatre as an artistic form and as a social and cultural institution. Its artistic form, which is defined through production, involves the collaboration of theatre artists, scholars, and technicians. Needed for this collaboration are theatrical knowledge and skills acquired through study and practice in classroom, studio, and public performance. Historical, theoretical, critical, and cultural studies provide perspective on the art of theatre in performance, and the theatre as a social and cultural institution, both past and present.

A Graduate of the Master of Arts Program in Theatre should have these basic competencies:

#### KNOWLEDGE

1. Knowledge of the various means (i.e., acting, directing, designing, playwriting) through which a theatrical concept is realized.
2. Knowledge of plays that are representative of the development of theatre and drama.
3. Knowledge of theatre history, including its cultural context and its modes of production.
4. Knowledge of research sources and methods.

#### SKILLS

1. A competency in a chosen specialization (e.g., acting, directing, design, playwriting) as demonstrated in a final Master's Project and/or general proficiency in a broad-based background in Theatre Arts demonstrated through coursework and a final Master's Report or Thesis.
2. The ability to think critically and analytically, and the capacity to demonstrate this ability in speech.
3. The ability to think critically and analytically, and the capacity to demonstrate this ability in writing.

#### ATTITUDES

1. The development of professional discipline.
2. The development of a collaborative attitude.
3. The development of artistic standards and judgment.
4. The development of respect for the art form as it contributes to an understanding of human diversity.

#### Theatre Faculty:

Cathy L. Anderson, M.F.A., University of Connecticut  
Sally D. Bailey, M.F.A., Trinity University M.S.W., University of Maryland at Baltimore  
Daniel L. Davy, Ph.D., University of California – Santa Barbara  
R. Michael Gros, M.F.A., University of California – Irvine  
Charlotte A. MacFarland, M.A. University of Wisconsin  
Marci E. Maullar, M.F.A., Pennsylvania State University  
Dana Pinkston, M.F.A. Pennsylvania State University  
John S. Uthoff, M.F.A. University of Iowa  
Kathy Voecks, M.F.A., University of Missouri – Kansas City

See <http://www.k-state.edu/sctd/theatre/faculty.html> for more information on faculty.

## STUDENT LEARNING OUTCOMES

MASTER OF ARTS in Theatre with concentration in Drama Therapy  
DEPARTMENT OF SPEECH COMMUNICATION, THEATRE AND DANCE

### OVERVIEW

The discipline of drama therapy in higher education encompasses interdisciplinary study of theatre, psychology, and drama therapy: theatre as an artistic form and as a social and cultural institution; psychology as the study of human attitudes, emotions, and behavior; drama therapy as the method for changing attitudes, emotions, and behavior through theatrical processes and products. Needed for this collaboration are theatrical knowledge and skills acquired through study and practice in classroom, studio, and public performance; knowledge of basic psychology in the areas of developmental psychology, abnormal psychology, personality theory, and group dynamics; knowledge and skills in applying drama processes and products to bring about therapeutic change in clients; the development of attitudes of ethics and professionalism in the application of drama therapy

A Graduate of the Master of Arts Program in Theatre with concentration in drama therapy should have these basic competencies:

### KNOWLEDGE

1. Knowledge of the various means (i.e., acting, directing, designing, playwriting) through which a theatrical concept is realized.
2. Knowledge of how the disciplines of drama and psychology interact and support each other interdisciplinarily in the discipline of drama therapy.
3. Knowledge of the theories and current approaches used in drama therapy.
4. Knowledge of the negative impact of stigma on non-dominant individuals and groups in our culture.
5. Knowledge of research sources and methods.
6. Knowledge of the NADT Code of Ethical Principles and how to apply ethics to practice.

### SKILLS

1. Competency in drama therapy as demonstrated by the ability to use the techniques and methods of drama processes and products to effect change in attitudes, emotions, and behaviors safely and ethically with individuals and groups.
2. Competency in drama therapy as demonstrated in a final Master's Project, Report, or Thesis.
3. The ability to think critically and analytically, and the capacity to demonstrate this ability in speech.
4. The ability to think critically and analytically, and the capacity to demonstrate this ability in writing.

### ATTITUDES

1. The development of professional discipline.
2. The development of an awareness of the harmful effects of stigma and a personal process through which stigma can be addressed personally and professionally.
3. The development of an ability to think and practice ethically.
4. The development of a collaborative attitude.
5. The development of artistic standards and judgment.
6. The development of sensitivity to and appreciation of the diversity of ways in which individuals from different cultural and socioeconomic backgrounds express themselves artistically and socially.

Theatre Faculty:

Cathy L. Anderson, M.F.A., University of Connecticut

Sally D. Bailey, M.F.A., Trinity University M.S.W., University of Maryland at Baltimore

Daniel L. Davy, Ph.D., University of California – Santa Barbara

R. Michael Gros, M.F.A., University of California – Irvine

Charlotte A. MacFarland, M.A. University of Wisconsin

Marci E. Maullar, M.F.A., Pennsylvania State University

Dana Pinkston, M.F.A. Pennsylvania State University

John S. Uthoff, M.F.A. University of Iowa

Kathy Voecks, M.F.A., University of Missouri – Kansas City

See <http://www.k-state.edu/sctd/theatre/faculty.html> for more information on faculty.

## **Proposal**

### **Graduate Certificate in Teaching and Learning**

#### **Department of Secondary Education College of Education – Kansas State University**

##### Statement of Need

The Department of Secondary Education is responsible, with respect to the college and university, for ensuring that state standards are addressed and met by candidates seeking teaching licensure in secondary education. Faculty members from the department work closely with colleagues in respective colleges to ensure that academic majors meet rigorous standards that meet (often greatly exceed) those required by the Kansas State Department of Education (KSDE). Kansas State University's land grant mission enhances our unique position in offering teacher licensure in academic majors not duplicated elsewhere in the Regent's System. One program, Agricultural Education, is not offered elsewhere in the State of Kansas; another, Family & Consumer Sciences, is one of two programs at a Regent's school. Other academic majors such as science (e.g., biology, chemistry, earth/space, and physics) and mathematics, while not unique in the Regent's System, are traditional strengths associated with several iterations of the university mission statement (concerning the pure and applied sciences in association with both the Colleges of Arts/Sciences and Agriculture). Finally, consistent with our mission in the professional development of inservice teachers, the granting of advanced degrees, and close collaboration with local public schools, majors in academic fields such as art, business, English/journalism/speech & drama, modern language, music, and social studies provide the local region with a source of future professional teachers and additional resource contacts for local/regional schools. With the exception of social studies and (to some extent) English, however, each curriculum leading to licensure offered in secondary education currently represents an area of critical shortage in the State of Kansas and elsewhere across the nation.

##### Educational Objectives

There is an urgent need to address areas of critical shortage by attracting additional qualified candidates to the teaching profession, without seriously jeopardizing either the content integrity inherent to a given academic field or instructional best practices associated with high quality teaching and learning. Therefore, in collaboration with several units across the KSU campus (those expressing a personal interest in this certificate as an option for their own students to consider), and/or in response to individuals having completed a baccalaureate in a subject identified as a critical shortage, the Department of Secondary Education proposes a graduate certificate in teaching and learning to all candidates meeting specific stipulations for admission (see section below entitled "Program Coordination, Administration, and Budget").

## Overarching Learning Outcomes

Faculty members associated with this graduate certificate program identified three critical student learning outcomes that are tied directly to Kansas State Department of Education (KSDE) teaching licensure requirements and the College/Department conceptual framework. To earn the certificate, therefore, students will demonstrate:

- The ability to provide different approaches to learning and create instructional opportunities that are equitable, based on developmental levels, and adapted to diverse learners (including those with exceptionalities).
- An understanding and use of a variety of appropriate instructional strategies to encourage, develop, and achieve various kinds of students' learning including critical thinking, problem solving, and reading.
- Professionalism – the educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (e.g., students, parents, and other professionals in learning communities), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [KQPA]).

## Required Courses

### **FSHS 506 – Middle Childhood & Adolescence (3 credit hours)**

Principles of growth and development during middle childhood and adolescence, including familial, societal, and other ecological factors affecting development of youth.

### **EDCEP 525 – Interpersonal Relations in the Schools (1 credit hour)**

A didactic and experiential course designed to develop an understanding of human relations skills necessary to work effectively with students, parents, and school personnel. Particular emphasis is on the basis for interpersonal relations in education, communication skills, the facilitative relationship, working with students in groups, and conducting meetings with parents and school personnel.

### **EDSP 710 – Education of Exceptional Individuals (3 credit hours)**

A general study of special education, with emphasis on legislation, Individual Education Plans, cross-cultural assessment and intervention, and strategies for exceptional students at the preschool, elementary, and secondary levels.

### **EDCEP 715 – Principles of Assessment (3 credit hours)**

Principles of development, administration, evaluation, and constructive instructional use paper-pencil, product, and performance assessments. Focus on norm- and criterion-referenced uses of teacher-made and published measures as an integral part of effective decision making in education.

### **EDCI 786 – Topics: Methods of Teaching Content in Secondary and Middle Schools (2 credit hours)**

Intensive discussion of the principles of teaching applied to specific content area instruction in the secondary and middle schools.

### **EDCI 886 – Seminar: History of American Education (3 credit hours)**

An historical examination of the foundations of American education with emphases on diversity issues and the forces that demand and dictate changes in the American educational system.

### **EDCI 991 – Internship in Curriculum and Instruction (5 credit hours).**

Studies of and field experiences in the development of programs in cooperating schools and educational or related agencies under the supervision of College of Education graduate faculty members.

### **Program Coordination, Administration, and Budget**

The Department Chair of Secondary Education will serve as the administrator of the certificate program. Currently, Dr. Lawrence C. Scharmann (364 Bluemont Hall) serves as Department Chair. Faculty members in Secondary Education (and related academic departments) will serve as advisors for the students in the program consistent with the specific subject area(s) in which the certificate candidate plans to seek teacher licensure (e.g., biology, mathematics, modern language, music, etc.). These same faculty members will participate in the assessment of the quality of both candidates' internship performance and final Internship Teaching Portfolio. Acceptance of students into the Graduate Certificate in Teaching & Learning program is contingent on meeting both Graduate School requirements for admission and specific departmental criteria. Specifically, applicants for admission to the program must:

1. Apply and be accepted into a graduate program at K-State or as a non-degree student seeking the Graduate Certificate in Teaching and Learning;
2. Represent a teaching field identified as a critical area of need;
3. Meet all undergraduate content requirements (or equivalent) for subject in which licensure is sought\*;
4. Possess a baccalaureate in the subject area in which licensure is sought;
5. Take and receive a passing score on Praxis II (content area exam administered by ETS);
6. Participate in two levels of graduate internship split between high school and middle school (or high/middle school and elementary school for art, music, or modern languages); one of these must be at a school possessing a diversity index at or above the state median;
7. Possess 2 years of post-baccalaureate work experience (note: this could be work as a graduate teaching assistant, paraprofessional educator, etc.);
8. Receive the support, through personal interview, of at least one member of the faculty sponsoring the Graduate Certificate;
9. Possess documented experiences working with youth;
10. Complete an online module delineating the forms, rubrics, and assessment requirements of the UG teacher education program (rationale permits waiver of DED 075 and EDSEC 200);
11. Demonstrate technology skills equivalent to DED 318.

\* *Some subject areas may require additional professional hours (e.g., Agriculture, Art, Business, Family & Consumer Sciences, Modern Language, Music, etc.)*

**Budget** – There are no additional costs associated with administration of this program since the courses in the program are currently being offered and staffed by existing faculty.

## Participating Faculty Members

Bennett, Andrew	Professor (Mathematics)	<a href="mailto:bennett@ksu.edu">bennett@ksu.edu</a>
Benson, Douglas	Professor (Modern Languages)	<a href="mailto:bensonml@ksu.edu">bensonml@ksu.edu</a>
Burrack, Frederick	Asst. Professor (Music/Secondary Education)	<a href="mailto:fburrack@ksu.edu">fburrack@ksu.edu</a>
Corum, Robert	Dept. Head/Professor (Modern Languages)	<a href="mailto:corum@ksu.edu">corum@ksu.edu</a>
Goodson, F. Todd	Assoc. Professor (Secondary Education)	<a href="mailto:tgoodson@ksu.edu">tgoodson@ksu.edu</a>
Harbstreet, Steve	Assoc. Professor (Secondary Education)	<a href="mailto:srh@ksu.edu">srh@ksu.edu</a>
Murry, Kevin	Assoc. Professor (Secondary Education)	<a href="mailto:xmas@ksu.edu">xmas@ksu.edu</a>
Robello, N. Sanjay	Assoc. Professor (Physics)	<a href="mailto:srebello@ksu.edu">srebello@ksu.edu</a>
Scharmann, Lawrence	Dept. Chair/Professor (Secondary Education)	<a href="mailto:lscharm@ksu.edu">lscharm@ksu.edu</a>
Spears, Jacqueline	Assoc. Professor (Secondary Education)	<a href="mailto:jdspears@ksu.edu">jdspears@ksu.edu</a>
Totten, Iris	Asst. Professor (Geology)	<a href="mailto:itotten@ksu.edu">itotten@ksu.edu</a>
Wright, Emmett	Professor (Secondary Education)	<a href="mailto:birdhunt@ksu.edu">birdhunt@ksu.edu</a>
Yahnke, Sally	Assoc. Professor (Secondary Education)	<a href="mailto:syahnke@ksu.edu">syahnke@ksu.edu</a>
Zollman, Dean	Dept. Head/Professor (Physics)	<a href="mailto:dzollman@ksu.edu">dzollman@ksu.edu</a>

## Assessment Plan

Contact Person for the Assessment Plan:

*Dr. Lawrence C. Scharmann, Chair of the Dept. of Secondary Education*  
364-A Bluemont Hall  
532-5904  
[lscharm@ksu.edu](mailto:lscharm@ksu.edu)

## Certificate Program

*Graduate Certificate in Teaching and Learning*

## Assessment of Student Learning Three-Year Plan

To earn the certificate students will demonstrate:

1. The ability to provide different approaches to learning and create instructional opportunities that are equitable, based on developmental levels, and adapted to diverse learners (including those with exceptionalities).
2. An understanding and use of a variety of appropriate instructional strategies to encourage, develop, and achieve various kinds of students' learning including critical thinking, problem solving, and reading.
3. Professionalism – the educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (e.g., students, parents, and other professionals in learning communities), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [KQPA]).



Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Graduate Program)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Students and Learning: Diversity <i>The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities</i>	X	X		
2. Instruction: Critical Thinking. <i>The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.</i>	X	X		
3. Professionalism: Reflection and Professional Integrity. <i>The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</i>	X		X	

How will the learning outcomes be assessed? What groups will be included in the assessment?

Graduate Certificate Learning Outcomes	Measures used in the Assessment of SLO		Who Will be Assessed?
	Direct	Indirect	
1. Students and Learning: Diversity <i>The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities</i>	Internship Teaching Portfolio  Internship Final Evaluation  Principles of Learning and Teaching Test: Praxis II	Survey at the end of the Internship	All students in the program
2. Instruction: Critical Thinking. <i>The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.</i>	Internship Teaching Portfolio  Internship Final Evaluation  Principles of Learning and Teaching Test: Praxis II	Survey at the end of the Internship	All students in the program
3. Professionalism: Reflection and Professional Integrity. <i>The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</i>	Internship Teaching Portfolio  Internship Final Evaluation  Principles of Learning and Teaching Test: Praxis II	Survey at the end of the Internship	All students in the program

When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

<b>Graduate Certificate Program SLOs</b>	<b>Year 1 (2008-2009)</b>	<b>Year 2 (2009-2010)</b>	<b>Year 3 (2010-2011)</b>	<b>Discussion Groups</b>
1. Students and Learning: Diversity <i>The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities</i>	X	X	X	Participating faculty; graduate certificate program completers
2. Instruction: Critical Thinking. <i>The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.</i>	X	X	X	Participating faculty; graduate certificate program completers
3. Professionalism: Reflection and Professional Integrity. <i>The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</i>	X	X	X	Participating faculty; graduate certificate program completers

What is the unit's process for using assessment results to improve student learning?

Results from the three direct measures will be compared to sets of similar results from our undergraduate program completers, who are also subject to the same learning outcomes. In addition, based on the indirect measure (program completer survey), current courses making up the curriculum will be evaluated and revised as appropriate. Information from both of these sources (direct and indirect) will be used to determine if courses need to be added to improve the certificate program.

Approval status by the Department of Secondary Education and College of Education

Approved by department faculty members on April 19, 2007.

Approved by Graduate Faculty membership representing Curriculum and Instruction: April 26, 2007.

Approved by College of Education Academic Affairs: May 3, 2007.

Approved by College of Education Faculty Assembly: September 25, 2007

Approved by Assessment Sub-Committee of Graduate Council: October 15, 2007

Approved by Academic Affairs Sub-Committee of Graduate Council: October 23, 2007

Approved by Kansas State University Graduate Council: November 6, 2007.

EFFECTIVE DATE: Spring 2008.

Appendix A. Graduate Certificate in Teaching & Learning Comparison to UG Professional Program Leading to Teacher Licensure

<b>UG Professional Program Requirements</b>	<b>Graduate Certificate Requirements</b>
DED 075- Orientation to Teacher Ed. (0)	Substitution – see (9) & (10) “Program Coord., Administration, and Budget” Section
EDSEC 200 – Teaching as a Career (1)	Substitution – see (9) & (10) “Program Coord., Administration, and Budget” Section
EDSEC 230 – Early Field Experience (1)	Substitution – see (7) & (9) “Program Coord., Administration, and Budget” Section
FSHS 110 – Intro. Human Development (3)	FSHS 506 – Middle Childhood & Adoles. (see below)
EDSEC 310 – Foundations of Education (3)	EDCI 886 – History of Amer. Ed. (see below)
DED 318 – Instructional Media & Tech (2)	Substitution – see (11) “Program Coord., Administration, and Budget” Section
<b>Block 1</b>	
EDSEC 405 – Middle Level Ed (2)	FSHS 506 – Middle Childhood & Adoles. (3)
EDCEP 315 – Educational Psych (3)	EDCEP 715 – Principles of Assessment (3) (accounts for both EDCEP 315 and EDSEC 376)
EDSEC 376 – Core Teaching Skills (3)	
EDSP 323 – Exceptional Students Sec Sch (2)	EDSP 710 – Education of Except. Indiv. (3)
<b>Block 2</b>	
EDCEP 525 – Interpersonal Relations (1)	EDCEP 525 – Interpersonal Relations (1)
EDSEC 455 – Multicultural Ed. (1)	EDCI 886 – History of Amer. Ed. (3)
EDSEC 477 – Mid Lvl/Sec Reading (2)	Substitution – performed as targeted assignments w. EDCI 786 (Top/Methods of Tchg. Content and Reading)
EDSEC 500 – Content Area Methods (3)	EDCI 786 – Top/Methods of Tchg. Content and Reading (2)
EDSEC 520 – Block 2 Lab (1)	EDCI 991 – Internship/C&I (1)
<b>Block 3</b>	
EDSEC 586 – Teaching Part Sec Schools (12)	EDCI 991 – Internship/C&I (4)
<b>TOTAL HOURS = 40</b>	<b>TOTAL HOURS = 20</b>

**DROP:**

**CS 723. Core Food Animal Rotation.** (1) S. Each student enrolled in the D.V.M. degree curriculum will be required to complete a one week rotation at the Great Plains Veterinary Educational Center (GPVEC) on the Meat Animal Research Center (MARC) near Clay Center, Nebraska, during the summer semester between the first and second years of the curriculum.

**CS 744. Grand Rounds II.** (1) II. An introduction into veterinary medical problem identification and solving. Emphasis will be on history and physical examination, diagnostic data interpretation, and designing a therapeutic plan. Pr. Second-year standing in College of Veterinary Medicine.

**6) Graduate Council Student Affairs Committee**

The following motion was made and approved for inclusion to the Graduate School financial assistance policy in the Graduate Catalog:

Graduate students eligible for veterans administration benefits are considered as full time students if they are enrolled in 6 hours or more.

**7) Graduate Council Committee on Planning**

On behalf of the Committee on Planning, John Keller, chair, proposed the following changes to the Graduate Handbook for a second reading. The motion passed.

**Second reading. Changes to the Graduate Handbook, Chapter 2, The Master's Degree, Section A - Admission and General Requirements:**

To gain admission to a Master's program, the student must be approved for admission both by the graduate faculty of the department or interdepartmental program and by the Graduate School.

A minimum of thirty semester hours of graduate credit is required for a master's degree, but some academic units may require more.

The Graduate School recognizes three different plans for a master's degree, and the graduate faculty in each academic unit may accept one or more of them. The three possibilities are:

1. *Thesis option:* As a part of the degree program the student will complete a thesis for 6 to 8 hours credit.
2. *Report option:* As a part of the degree program the student will complete a written report for 2 hours credit on research or on a problem in the major field.
3. *Course work option:* The student's degree program will consist of course work only, but it will include evidence of advanced work, such as term papers, objects of art, music, or designs, as determined by the committee.

Not all master's programs offer all three options, and a student may not select a plan that has not been approved by the graduate faculty of the program in which he or she is enrolled. ~~All master's candidates must pass a final oral examination, a comprehensive written examination or both as determined by the academic program.~~

A culminating experience is required to earn a master's degree. The culminating experience should verify the student's competence to synthesize information across the student's program of study. The culminating experience will be completed prior to or during the semester the student plans to graduate based on the recommendation of the supervisory committee. The Supervisory Committee is responsible for administering the culminating experience and must include at least 3 graduate faculty members. The majority of the Supervisory Committee must vote in favor for the student to pass his/her defense (a tie vote is a failure). The major professor is responsible for returning the signed ballot to the Graduate School.

For students pursuing a thesis or report option, the culminating experience shall be a defense of the thesis or report.

For students pursuing a coursework only degree, the experience may be an interpretation of scholarly work, a test of the student's understanding of the field or other culminating experiences. It is the responsibility of the academic unit to provide culminating experience guidelines for each coursework-only master's degree that the department offers. Examples could include concerts, portfolios, final written or oral examinations, case studies, or whatever the program deems appropriate.

To be awarded a master's degree, the student (a) must have a bachelor's degree or equivalent, (b) must not be on probation, (c) must have a cumulative grade point average (GPA) of 3.0 or higher, (d) must meet all the requirements of the Graduate School, the student's academic program area, and the student's supervisory committee, and (e) must be enrolled during the semester in which the degree requirements are completed.

**Second reading. Changes to the Graduate Handbook, Chapter 3, The Doctoral Degree, Section L – Final Examination:**

When the student is admitted to candidacy, the Dean of the Graduate School appoints an examining committee. This committee consists of the supervisory committee and a member of the graduate faculty not on the supervisory committee. For Ed.D. candidates the outside chair will be a graduate faculty within the College of Education. The additional member serves as chairperson for the final oral examination.

The outside chairperson, as the representative of the Graduate School, is responsible for conducting the final examination in an orderly manner, evaluating it as a test of the candidate's expertise, submitting the final examination ballot, and making other reports as appropriate or required. As a member of the examining committee, the chairperson also has the right and the responsibility to evaluate the candidate's performance and to cast a vote. The outside chair is responsible for returning the signed ballot and evaluation form to the Graduate School immediately after the oral examination.

The major professor is responsible for submitting the ETDR ballot Approval Form to the Graduate School. By submitting the signed ETDR ballot Approval Form, the major professor indicates that he/she has reviewed and approved the final PDF file for electronic submission. The responsibilities of the examining committee are:

1. A copy of the dissertation that has been approved by the major professor or co-major professors is presented to each member of the supervisory committee and outside chair at least 10 working days prior to the oral examination. To examine the doctoral dissertation and to report on the Approval To Schedule Final Examination Form whether the dissertation is acceptable for review. At least three-fourths of the committee must agree that it is in acceptable form before the final examination may be scheduled. All members must sign their approval or disapproval. By signing, a faculty member indicates only that the form of the dissertation is acceptable for review and that a final examination may be scheduled. Signing does not imply that the content of the dissertation is satisfactory.
2. If during the 10 working days prior to the scheduled defense, one or more committee members or the outside chair have significant concerns regarding the content or quality of the dissertation, the faculty should consult with the major professor or co-major professor. The major professor should confer with the other members of the supervisory committee and determine whether the orals should be held as scheduled or delayed. The supervisory committee should meet during the scheduled time to provide specific feedback to the candidate regarding the necessary changes. The ballot must be returned to the Graduate School. Once the student has addressed the concerns and made the necessary changes in the dissertation, the orals can be rescheduled. The candidate will provide the supervisory committee and outside chair with a copy of the dissertation and obtain their signatures on an Approval to Schedule Final Examination form. This form must be submitted to the Graduate School 10 working days prior to the scheduled oral examination. To hold a public oral examination, after the dissertation is deemed acceptable in form, at which the candidate presents and defends the dissertation; and to report the result of this



~~examination to the Dean of the Graduate School.~~

3. After the dissertation is deemed in an acceptable form, an oral examination at which the candidate presents and defends the dissertation is scheduled. All members of the examining committee (or substitutes appointed by the Dean of the Graduate School) are expected to be present throughout the examination. At least three-fourths of the examining committee including substitutes appointed by the Dean of the Graduate School must approve the candidate's performance before he or she is deemed to have passed. A refusal to vote by the chairperson or any other member of the examining committee shall be recorded as a negative vote. With the permission of at least three-fourths of the committee, a failed oral examination may be retaken but no sooner than three months from the date of the failure.

Normally the oral examination will be open to the public. All or part of the exam may be closed at the request of the major professor with only the committee, candidate and others approved by the major professor, attending the exam. Such a request with a justification for the examination not to be open, such as presentation of data on a pending patent or confidential materials based on existing contract, must be received by the Graduate School before the exam is scheduled and must be approved by the Dean of the Graduate School.

The final oral examination may be taken when the student has completed the program of study and satisfied all other program requirements. All final examinations must be given on the Manhattan campus and scheduled at least two weeks in advance.

When the dissertation has been approved, the oral final examination has been passed, and all other requirements have been met, the candidate is recommended by the Dean of the Graduate School to the Faculty Senate for approval to award the degree.

**Second reading. Changes to the Graduate Handbook, Chapter 4, Graduate Certificate Programs, C.3 Criteria for Approval:**

~~The overarching principles applied to the assessment of the academic quality of proposals for new graduate certificate programs include~~ The following information should be included in the proposal for a new certificate program:

- a. The proposed sequence of coursework must offer a clear and appropriate educational objective at the post-baccalaureate level.
- b. The proposed program must achieve its educational objective in an efficient and well-defined manner.
- c. A demonstrated need or demand for such a program must exist. This provision may be defined in terms of either external markets (e.g., external demand for the skills associated with such a certificate) or internal academic needs (e.g., the need for a critical mass of students in a given discipline).
- d. The certificate program must include an appropriate number of credit hours, normally between 12 and 20.
- e. The Assessment of Student Learning Plan must be approved by the Graduate Council Assessment and Review Committee.

The proposal is approved based on need and perceived program quality.

**Second reading. Changes to the Graduate Handbook, Chapter 6, Graduate Council Constitution, By-Laws, Procedures, E.1 New Graduate Programs:**

All requests to offer new graduate degree programs and graduate certificate programs must be approved by the Graduate Council.

- a. The following approvals are mandatory, in the order given: the department or program Graduate Faculty, the department head or program chairperson, other departments or colleges offering similar material, college course and curriculum committee, college faculty (unless the course and curriculum committee is the official representative of the college faculty), and college dean. The Assessment of Student Learning Plan must be approved by the Graduate Council Assessment and Review Committee concurrent to submission of the proposal to the Graduate Council Academic Affairs Committee.
- b. The request is forwarded to the Dean of the Graduate School, who sends it to the appropriate Academic Area Caucus for their information and review, and to the Graduate Academic Affairs Committee for their review. The Academic Affairs Committee may request clarification, additional information, or consultation.
- c. The Graduate Academic Affairs Committee returns the request with its recommendation to the Graduate School. If the advanced degree is approved by the Committee, it is sent to the Graduate Council for action. If it is not approved, the submitting department head or program chairperson is notified in writing by the Dean of the Graduate School of the reasons for rejection.
- d. If the department or program does not agree, the department head or program chairperson has the right to appeal by supplying written notice to the Dean of the Graduate School and requesting that the recommendation be placed on the agenda of the next regularly scheduled Graduate Academic Affairs Committee meeting and that the department head or program chairperson be allowed to discuss the decision.

## **Second reading. Changes to the Graduate Handbook, Appendix B, Dissertations, Theses and Reports:**

The faculty of individual graduate programs should establish policies regarding an appropriate style and general format of dissertations, theses and reports for their students. In the absence of detailed program requirements, the supervisory committee is responsible for specifying the style and general format to be used. Specific format requirements may be found in the current Student Guide for Master's and Doctoral Candidates, available on the Graduate School website.

Regardless of the style and format used, a thesis or dissertation must be sufficiently complete to allow an independent investigator to repeat or verify all of the work leading to the author's results and conclusions. In certain cases, when a manuscript prepared for publication is to be used, the terseness or page restrictions required by professional journals may prevent an author from meeting this condition with the publishable manuscript alone. In such cases, the thesis or dissertation must include additional materials that ensure independent reproducibility tables, descriptions of unproductive or unsuccessful explorations, derivations, and so forth.

An abstract, not exceeding 350 words, must accompany each copy of the dissertation, thesis or report. A thesis or dissertation must also include a title page that carries the signature block listing the major professor(s).

~~All theses and reports are to be bound in accordance with specifications for Class A binding of the Library Binding Institute. To cover the cost of binding, the student must deposit a money order made out to an approved bindery. Specific information is available in the Graduate School. The university library will forward manuscripts to the bindery.~~

All dissertations, theses and reports are submitted electronically. Details regarding specific requirements are available on the Graduate School website at: <http://www.k-state.edu/grad/etdr>. Dissertations, theses and reports are submitted to K-State Research Exchange (KREx). Access to all Electronic Theses, Dissertations and Reports (ETDR) are available at KREx. KREx is located at: <http://krex.k-state.edu/dspace>.

~~Dissertations theses, and reports may be bound for personal use through Heckman Bindery and Houchen Bindery. Heckman Bindery information is available on the Graduate School ETDR website at: <http://www.k-state.edu/grad/etdr/bound.htm>.~~

## **B. PUBLICATION**

A dissertation is an original contribution to knowledge, and it should be available to interested scholars outside of Kansas State University. After completing their doctorate, authors may publish their dissertation in any form they see fit, but the University participates in a program intended to make these works accessible to the widest possible audience.

Dissertations are microfilmed by UMI/ProQuest, and the abstracts submitted with them are published in Dissertation Abstracts. Works so listed are available from UMI/ProQuest as on-demand publications. A publication form from UMI/ProQuest must be completed online and submitted with the electronic dissertation.

~~Access to all ETDR's (electronic theses, dissertations, reports) is available through K-State~~

~~Research Exchange (K-REx). The full text is available in PDF format, supplemental files are available in their native format.~~

### **C. SEQUESTRATION**

The purpose of sequestration is to delay for a limited time public dissemination of patentable or otherwise proprietary or sensitive materials. Prior to the final defense, the student and his/her major professor may request that the University act to protect the student's rights concerning the dissertation, thesis, or report by temporarily sequestering the work. Approval must be obtained from the Dean of the Graduate School at least 30 days prior to graduation.

If the dissertation, thesis, or report does not contain material believed to be patentable, the student's major professor should send a request of sequestration directly to the Dean of the Graduate School. If the dissertation, thesis, or report does contain material believed to be patentable, the student's major professor notifies the University Patent Advisory Committee. The chairperson of the University Patent Advisory Committee notifies the major professor of the committee's decision. The major professor sends a letter to the Graduate School requesting sequestration.

If approved by the Dean of the Graduate School, the Graduate School defers electronic submission of the dissertation, thesis, or report. In place of electronic submission, a disk or CD of the PDF file(s) is submitted to the Graduate School. The disk or CD is stored in a secure location in the Graduate School during the period of sequestration. However, this procedure involves no delay in the conferral of the degree. The student whose dissertation, thesis, or report has been approved for sequestration still deposits with the Graduate School the normal fees for graduation. These fees cover the ETDR submission fee and cost of microfilming by UMI/ProQuest, if applicable, at the time of degree completion.

Sequestration is normally limited to four years. Nevertheless, under compelling circumstances that require continued protection, the Dean of the Graduate School may approve further sequestration at the student's or major professor's request on a year-by-year basis for an additional three years.

If the request for sequestration is approved, the Graduate School provides the student a preliminary receipt for the required disk or CD after it is submitted. After the sequestering period, Graduate School provides the student and major professor a receipt indicating the ETDR file(s) have been made available through K-State Research Exchange and submitted to UMI/ProQuest.

As long as the disks or CD remain in the secure location within the Graduate School, access to them may be obtained only with the student's and major professor's written permission authorizing the type of access. On each occasion when the document is reviewed, it will not leave the Graduate School and the user must sign a form on the same day on which he or she uses them indicating he/she had access to the document.

At the end of the sequestration period, the University has the right to disseminate information from the dissertation, thesis, or report as an original contribution to knowledge. For the dissertation, publication normally will be accomplished by electronically submitting the work to UMI/ProQuest for microfilming.

On behalf of the Committee on Planning, John Keller, chair, proposed the following changes to the Graduate Handbook for a first reading. The motion passed.

**First reading. Changes to the Graduate Handbook, Chapter 1, Admission to Graduate Study, Section E - Graduate Assistants**

**E. GRADUATE ASSISTANTS**

The principal objective of a graduate student is to pursue a concerted program of study that will normally lead to an advanced degree in the chosen academic discipline. To assist students to pursue their studies full-time, the University makes available financial assistance through a limited number of graduate teaching assistantships, graduate research assistantships and graduate assistantships. These assistantship appointments carry with them a nominal service requirement, typically directed at improving professional skills in their academic fields. To fulfill the obligation that students pursue studies full-time, graduate assistants must be enrolled for a minimum of six (6) semester hours of graduate credit.

Tuition responsibilities for students appointed as graduate assistants for 0.4 full-time equivalent (FTE) or greater depends on the nature of the appointment. Students holding 0.4 FTE appointments as graduate teaching assistants have their tuition waived. Students holding 0.4 FTE appointments as graduate research assistants or graduate assistants (or any combination of graduate assistant appointments) pay reduced tuition at the staff rate according to an established schedule. Students who receive stipend checks from September 1 through November 17 receive tuition benefits for the fall semester, and students who receive stipend checks from February 1 through April 17 receive tuition benefits for the spring semester. Graduate students who are both enrolled and have at least a 0.4 teaching appointment during the summer semester are eligible to receive a full tuition waiver. Graduate students who hold at least a 0.4 total appointment during the summer semester but only a partial appointment as a teaching assistant are eligible to receive the employee tuition rate and a partial tuition waiver based on the amount of the teaching appointment.

Disputes concerning graduate assistants (GTA/GRA/GA) are employment matters that should be originated with the appointing department and be addressed through normal supervisory channels. The student should begin addressing the concern with the assigned supervisor of the assistantship and, if necessary, proceed to the department or unit head. If the matter is not resolved at the department or unit level, the student may present it to the Dean of the College of which the (GTA/GRA/GA) is employed. Formal grievance procedures do not apply to these appointments.

Individuals having employment disputes believed to constitute discrimination, including sexual harassment as described and defined in the "Policy and Procedure for Discrimination and Harassment Complaints" in the University Handbook should contact Affirmative Action or the Office of Student Life.

**First reading. Changes to the Graduate Handbook, Appendix A, Section B, Graduate Student Academic Grievance Procedures**

The *Graduate Handbook* contains general rules and procedures governing graduate education

developed by the Graduate Council. In addition, each graduate program may have more detailed departmental or program guidelines that specify how that degree program operates within general Graduate School policies, and what graduate students can expect during their graduate career. If departmental or program policies are inconsistent with Graduate School policy, the Graduate School policy is the overriding policy.

#### 1. Scope of Authority

This policy is designed to resolve concerns and grievances brought by graduate students related to their graduate level academic program as more fully defined below. The formal grievance must be initiated within 6 months of the time that the graduate student knows of the matter prompting the grievance, or the graduate student relinquishes any opportunity to pursue the grievance. Under these procedures, a graduate student is any person who has been formally admitted as a graduate student at the time the alleged events leading to the grievance occurred. A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.

Non-academic conduct of graduate students is governed by the KSU Student Code of Conduct in the *Student Life Handbook* and the hearing procedures therein. The undergraduate grievance procedure, as described in Appendix A of the *Student Life Handbook*, applies to any academic matter involving an undergraduate student taking graduate courses. The Veterinary Medicine academic grievance procedures, as described in Appendix A of the *Student Life Handbook*, govern academic matters involving courses within the DVM degree. The K-State Honor & Integrity System, as described in the *Student Life Handbook*, governs issues of academic integrity. Allegations of misconduct believed to constitute discrimination, including sexual harassment as described and defined in the "Policy and Procedure for Discrimination and Harassment Complaints," ~~Prohibiting Sexual Harassment,~~ and ~~"Policy Prohibiting Racial and/or Ethnic Harassment"~~ in the University Handbook should be referred to the Affirmative Action Office or the Office of Student Life. Allegations of assault covered under the "Policy Prohibiting Sexual Violence" should be referred to the Office of Student Life.

## 2. Definition of Terms



- a. Graduate Student - Under these procedures, a graduate student is any person who has been formally admitted into the Graduate School of Kansas State University and was enrolled as a graduate student at the time the alleged events leading to the grievance occurred.
- b. Grievance - A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.
- c. Respondent - The person(s) against whom a grievance is being made.
- d. Working Days - For the purpose of this section a "working day" is defined as any weekday that is part of the regular nine-month academic calendar, including all days that classes are conducted and the period of final examinations. Legal holidays and the time when summer school is in session are excluded from the definition of "working day." However, if it is agreed to by all of the parties, a hearing can be conducted and/or the process completed during a vacation period.

## 3. Guidelines for Administrative Review and Conflict Resolution

- a. The graduate student should attempt to resolve any grievance first with the faculty member, supervisory committee, or administrator involved.
- b. If, after earnest inquiry, the conflict remains unresolved, the graduate student should discuss the grievance with the department head/chairperson, or other immediate administrative superior of the respondent, the academic dean or his/her designee and, if pertinent, with any relevant departmental faculty member or committee. If the outcome of this conflict resolution process is successful, then the resolution shall be reduced to writing with copies provided to the graduate student, respondent, administrative superior, and academic dean involved in the conflict resolution session.
- c. If the conflict resolution process is not successful, the academic dean and the associate dean of the Graduate School will confer to determine if further conflict resolution steps should be pursued.



#### 4. Formal Grievance Procedure

- a. If the grievance is not resolved by the above discussions and the graduate student then chooses to pursue the matter further, the issue must be reduced to writing within 10 working days by the graduate student and sent immediately to the associate dean of the Graduate School. A [Notice of Grievance](#) form, available in the Graduate School or on the Graduate School website (  [Word](#)  [PDF](#) ), must be submitted with the written statement. The written grievance shall include a clear, concise statement of the policy or policies/procedures violated, and the redress requested. The associate dean of the Graduate School shall forward a copy of the grievance to the respondent. Within 10 working days after receipt of the grievance, the respondent shall provide the associate dean of the Graduate School with a copy of his or her written response.
- b. Upon receipt of the written response, the associate dean of the Graduate School shall, within 10 working days, appoint an ad hoc grievance committee to hear and make a recommendation regarding the grievance. The associate dean of the Graduate School shall appoint, from the membership of the Graduate Council, a committee chair (without vote), and 3 committee members. A member of the Graduate School staff will be selected as secretary (without vote). Two graduate students will be appointed as committee members from a slate of nominees selected by the Graduate Student Council.
- c. The hearing shall be scheduled within 30 working days after the appointment of the ad hoc grievance committee barring extenuating circumstances.
- d. Guidelines for ad hoc grievance committee hearings
  1. Pre-hearing procedures
    - a. Notice of the time and place of the hearing shall be given by the chair to the graduate student and the respondent not less than 10 working days prior to the hearing.
    - b. The notice shall include the written grievance and the written response of the respondent.
    - c. A copy of the procedures guiding the hearings shall accompany the notice.

- d. The following must be submitted by each party to the chair at least five working days prior to the hearing:
  - i. A copy of all written supporting documentation that the party will present at the hearing,
  - ii. A list of witnesses to be called by the party (each party is responsible for ensuring that his/her witnesses are at the hearing), and
  - iii. The name of any advisor who will accompany the party to the hearing and whether the advisor is an attorney.

## 2. Hearing

- a. The hearing will be conducted informally and the committee will have complete discretion in deciding any procedural questions that arise during the hearing.
- b. At the hearing, each party may be accompanied by an advisor, who may advise the party but not participate in the hearing.
- c. All hearings shall be closed except for parties to the grievance and their advisors unless the graduate student requests that the hearing be open. All parties are advised that the Committee routinely records the hearing for its own use.
- d. The committee will permit each party to present a brief opening statement of no more than 10 minutes.
- e. The evidence shall be presented by the graduate student and then by the respondent at the hearing.
- f. The parties and the committee shall have the opportunity to question all witnesses.
- g. The committee will accept any evidence, information, or testimony, which it feels is pertinent to the grievance and will help the committee understand and evaluate the issue(s) before it. The committee chair will determine the relevance and materiality of the evidence offered. Legal rules of evidence shall not apply.
- h. Following the presentation of evidence, the committee will permit each party to present a brief closing statement of no more than 10 minutes.
- i. The committee will meet in closed session to deliberate and recommend action to the Dean of the Graduate School on the grievance.

- j. Within ten (10) working days from the conclusion of the hearing, the committee will prepare a report which will serve as its recommendation to the Dean of the Graduate School. The report will contain the factual findings of the committee and the reasons for the recommendation. The Dean of the Graduate School will consider the committee's recommendation and transmit a final decision to both parties within ten (10) working days of receiving the Committee's recommendation.

## 5. Enforcement of the Graduate School's Decision

The Graduate School has the authority to enforce the decision.

## 8) Graduate Council Committee on Assessment and Review

Ernie Minton, chair, indicated the following assessment plans were approved at the October 15, 2007 Committee on Assessment and Review meeting:

- Graduate Certificate in Teaching and Learning
- Master of Arts in Theatre (general theatre curriculum)
- Master of Arts in Theatre with concentration in drama therapy
- Master of Science in Gerontology
- Graduate Certificate in Gerontology

## 9) Graduate Student Council Information

Kellan Kershner, president, summarized the following Graduate Student Council (GSC) activities:

- GSC will host the following Professional Development Seminars: Vita Writing - November 15, 2007 and Conflict Resolution - November 29, 2007. The Professional Development Seminars are held in the Big XII room of the K-State Union at 4:30 pm.
- Volunteers are needed for the upcoming series of Professional Development Seminars. Please email the Graduate Student Council at [egsc@ksu.edu](mailto:egsc@ksu.edu) if you are interested in helping with this series or an individual workshop.
- The next GSC meeting will be held October 8, 2007 at 12:00 pm in room 213 of the K-State Student Union.
- GSC publishes a seminar listserv every Monday. If you would like to be added to the listserv please email the Graduate Student Council at [egsc@ksu.edu](mailto:egsc@ksu.edu).
- Planning is underway for the K-State Research Forum and the Capitol Research Summit. The K-State Research Forum will be held March 7, 2008. The Capitol Research Summit will be held March 13, 2008. Abstracts are due February 1, 2008 for both events.

## 10) University Research and Scholarship

No report

## 11) Other business

No report

Council was adjourned at 4:43 p.m.

**Shireen Roshanravan**

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Kansas State University  
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**Academic Employment**

Assistant Professor, Program in Women's Studies, Kansas State University,  
(2007-present)

**Education**

Ph.D., Binghamton University, Philosophy, Interpretation & Culture, 2007  
Dissertation: "South Asian American Identity Formation and the Politics of  
Women of Color," María Lugones, Director  
M.A., Binghamton University, Philosophy, Interpretation & Culture, 2002  
B.A., Southwestern University, Spanish and Philosophy with Honors, 2000

**Publications Forthcoming**

"Re-membering Community-of-Place," *Brown Souls: Voices of South Asian Americans*  
Ed. Roksana Badruddoja and Shikha Malaviya (Under Review -- Lexington  
Books, expected 2009).

**Conference Papers & Presentations (selected)**

"Passing-as-if: Dangerous Desires and the Politics of Women of Color," *Midwest Society  
for Women in Philosophy*, St. Cloud State University, Minnesota, October 2006  
"A Transnational Feminist Account of South Asian American Identity Formation," *South  
Asia Conference*, Berkeley, California February 2006  
"South Asian American Identity and the Politics of Women of Color," *The Future of  
Minority Studies: Mentoring Multiculturalism*, Ann Arbor, Michigan, September  
2005  
"Forging Identity and Resistant Company: Political Reflections on What it Means to be a  
Spanish Speaking Asian-American," *Racial (Trans)Formations: Asians and  
Latinos Remaking the United States*, Columbia University, March 2002

**Teaching Experience**

Assistant Professor, Women's Studies, Kansas State University, 2007-present  
Courses: Introduction to Women's Studies  
Introduction to Philosophy of Feminism  
Instructor, Binghamton University, 2003-2006  
Courses: Gender, Sexuality, and Community in South Asian America  
Racial and Gender Formation in the United States  
Asian American Feminisms  
Women of Color Feminisms  
Multiculturalism

# Bill Golden

Kansas State University ♦ Department of Agricultural Economics ♦ Assistant Professor  
780 Maplewood Drive ♦ Stephenville, Texas 76401 ♦ Home Phone: (254) 968-8018 ♦  
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## Education

- **PhD in Agricultural Economics, May 2005; Kansas State University, Manhattan, Kansas**
- **Masters of Agribusiness, December 2001; Kansas State University, Manhattan, Kansas**
- **Bachelor of Science in Agricultural Engineering, May 1973; Texas A & M University, College Station, Texas**

## Professional and Vocational Experience

- |  |                       |
|--|-----------------------|
| • <b>Research Assistant Professor, Kansas State University</b>               | <b>9/2006-Present</b> |
| • <b>Bill &amp; Freida Golden Farms, Bay City, Texas</b>                     | <b>1989-2001</b>      |
| • <b>Matagorda Tractor and Southwest Irrigation (owner), Bay City, Texas</b> | <b>1983-1989</b>      |
| • <b>Valmont Industries Inc., Valley, Nebraska</b>                           | <b>1976-1983</b>      |

## Peer Reviewed Publications

- Tsoodle, L., **B. Golden**, and A. Featherstone. "Factors Influencing Kansas Agricultural Farm Land Values." *Land Economics*. February, 2006. 82(1): 124-139.
- **Golden, B.**, L. Tsoodle, O. Odeh, and A. Featherstone. "Determinants of Agricultural Economic Faculty Salaries: A Quarter of a Century Later." *Review of Agricultural Economics*. Summer 2006. 26(2): 254-261.

## Grants and Contracts

- J. Leatherman, **B. Golden**, A. Featherstone, T. Kastens, and K. Dhuyvetter. "Regional Economic Impacts of the Conservation Reserve Enhancement Program in the Upper Arkansas River Basin." Contract with the Kansas Water Office.
- **B. Golden**. "Evaluation of Policy Options Aimed at Achieving a Reduction in Groundwater Consumption in Western Kansas." Grant from the NRI - USDA. May, 2006.
- J. Peterson and **B. Golden**. "Northwest Kansas Water Policy and Economic Impact Analysis." Contract with the Kansas Water Office. November 2006.
- K. Dhuyvetter, **B. Golden**, J. Peterson, and T. Kastens. "Research and Development of a Water Allocation Risk Analysis Tool (WARAT)." Grant from the RMA September 2006.
- J. Peterson, **B. Golden**, A. Almas, J. Johnson, and S. Amosson. "Economic and Policy Implications of Underground Water Use in the Southern Ogallala Region." Grant from the ARS. September 2006.
- **B. Golden** and J. Leatherman. "Impact Analysis of the Wet Walnut Creek Intensive Groundwater Use Control Area." Grant from the NRI - USDA. May, 2007.

## Other Research/White Papers/Staff Papers/Seminars

- **Golden, B.** "The Value of Water Rights in the Rattlesnake Sub-basin: A Spatial-Hedonic Analysis." Runner-up in the Universities Council on Water Resources (UCOWR) 2006 Ph.D. Dissertation Award. April 2006.
- Leatherman J., **B. Golden**, A. Featherstone, T. Kastens, and K. Dhuyvetter. "Regional Economic Impacts of the Conservation Reserve Enhancement Program in the Upper Arkansas River Basin." Final report submitted to the Kansas Water Office, reported to the House committee on Natural Resources, and posted to [www.agmanager.info](http://www.agmanager.info). May, 2006.
- **Golden, B.** "Possible Economics Impacts of the Pawnee-Buckner-Sawlog IGUCA." Research report requested by the Kansas Department of Agriculture. October, 2006.
- **Golden, B.** and J. Peterson. "The Coase Theorem: Applications to the Pawnee-Buckner-Sawlog IGUCA." Research report requested by the Kansas Department of Agriculture. January, 2007.

**Mary Lynn Higginbotham, DVM, MS, DACVIM (Oncology)**  
Department of Clinical Sciences

**Education:**

B.S.	1994	Northwest Missouri State University
D.V.M.	1998	University of Missouri-Columbia
M.S.	2004	University of Missouri-Columbia

**Professional experience:**

Current:	2007- present	Assistant Professor, Department of Clinical Sciences, Kansas State University, Manhattan, KS
Previous:	2004 - 2007	Assistant Professor, Department of Clinical Sciences, Auburn University, Auburn, AL
	2002 - 2003	Staff Oncologist, Mission MedVet, Mission, KS
	1998 - 2002	Oncology Resident, University of Missouri-Columbia, Columbia, MO

**Selected Refereed Journal Articles:**

Henry CJ, Downing S, Rosenthal RC, Klein MK, Meleo K, Villamil JA, Fineman LS, McCaw DL, **Higginbotham ML**, McMichael J. Evaluation of a novel immunomodulator composed of human chorionic gonadotropin and bacillus Calmette-Guerin for treatment of canine mast cell tumors in clinically affected dogs. *Am J Vet Res.* 68(11): *in press*.

**Higginbotham ML**, Henry CJ, Katti KV, Casteel SW, Dowling PM, Pillarsetty N. Preclinical tolerance and pharmacokinetic assessment of MU-Gold, a novel chemotherapeutic agent, in laboratory dogs. *Vet Ther.* 2003 4(1):76-82.

Henry CJ, Tyler JW, McEntee MC, Stokol T, Rogers KS, Chun R, Garrett LD, McCaw DL, **Higginbotham ML**, Glessland KA, Sotkes PK. Evaluation of a bladder tumor antigen test as a screening test for transitional cell carcinoma of the lower urinary tract in dogs. *Am J Vet Res.* 2003, 64(8):1017-20.

Henry CJ, McCaw DL, Turnquist SE, Tyler JW, Bravo L, Sheafor S, Straw RC, Dernell WS, Madewell BR, Jorgensen L, Scott MA, **Higginbotham ML**, Chun R. Clinical evaluation of mitoxantrone and piroxicam in a canine model of human invasive urinary bladder carcinoma. *Clin Cancer Res.* 2003 9(2):906-11.

Henry CJ, McCaw DL, Brock KV, Stoker AM, Tyler JW, Tate DJ, **Higginbotham ML**. Association between cancer chemotherapy and canine distemper virus, canine parvovirus, and rabies virus antibody titers in tumor-bearing dogs. *J Am Vet Med Assoc.* 2001; 219(9):1238-41.

Luna LD, **Higginbotham ML**, Henry CJ, Turnquist SE, Moore AS, Graham JC, Smith AN. Feline nonocular melanoma: A retrospective study of 23 cases. *J Feline Med and Surgery* 2000; 1:173-181.

**Xianghong Li**  
Department of Agricultural Economics

**Education:**

B.S.	1995	China Agricultural University, Managerial Economics
M.S.	1998	China Agricultural Economics, Agricultural Economics
Ph.D.	2005	University of California, Davis, Agricultural and Resource Economics

**Professional experience:**

Current:	2006 - present	Research Assistant Professor, Department of Agricultural Economics, Kansas State University, Manhattan
Previous:	2005 - 2006	Research Associate, Department of Agricultural Economics, Kansas State University
	1998 - 2005	Research Assistant/Teaching Assistant, Department of Agricultural Economics, University of California, Davis

**Publications:**

- Carter, C. and X. Li. 2005. "China's Horticultural Trade Patterns: Implications for World Markets." *Journal of International Agricultural Trade and Development*, 1(1): 1-15.
- Carter, C. and X. Li. 2004. "Changing Trade Patterns in Major OECD Countries." *Applied Economics*, 36(14): 1501-1511.
- Carter, C. and X. Li. 2002. "Implications of World Trade Organisation Accession for China's Agricultural Trade Patterns." *Australian Journal of Agricultural and Resource Economics*, 46(2): 193-207.

Name Kristin Michel

Title Assistant Professor

Degrees Diploma, Biology, 1995, Christian-Albrechts-University, Department of Biology, Kiel, Germany (Degree is equivalent to M.Sc. in Biology)  
Ph.D., 2002, Entomology, University of California Riverside

#### Professional History

2007 - Assistant Professor, Division of Biology, Kansas State University  
2005 – Senior Research Associate, Adviser: Fotis C. Kafatos, Imperial College London, UK  
2002 – Postdoctoral Fellow, Advisor Fotis C. Kafatos, EMBL, Heidelberg, Germany

#### Publications

- Waterhouse RM, Kriventseva, Meister, Xi, Alvarez, Bartholomay, Barillas-Mury, Bian, Blandin, Christensen, Dong, Jiang, Kanost, Koutsos, Levashina, Li, Ligoxygakis, Maccallum, Mayhew, Mendes, Michel K, Additional Authors. Evolutionary dynamics of immune-related genes and pathways in disease-vector mosquitoes. *Science*, 316(5832):1738-1743. **2007**
- Michel K, Suwanchaichinda C, Morlais I, Lambrechts L, Cohuet A, Awono-Ambene PH, Simard F, Fontenille D, Kanost MR and Kafatos FC Increased melanizing activity in *Anopheles gambiae* does not affect development of *Plasmodium falciparum*. *PNAS*, 103(45):16858-16863 **2006**
- Cohuet A, Osta MA, Morlais I, Awono-Ambene PH, Michel K, Simard F, Christophides GK, Fontenille D, Kafatos FC *Anopheles* and *Plasmodium*: from laboratory models to natural systems in the field. *EMBO Rep.*, 7(12):1285-1289 **2006**
- Abraham EG, Pinto S, Ghosh A, Vanlandingham DL, Budd A, Higgs S, Kafatos FC, Jacobs-Lorena M, Michel K. An immune-responsive serpin, SRPN6, mediates mosquito defense against malaria parasites. *PNAS*, 102(45):16327-16332 **2005**
- Michel K, Pinto S, Budd A and Kafatos, FC. *Anopheles gambiae* SRPN2 facilitates midgut invasion by the malaria parasite *Plasmodium berghei*. *EMBO Rep.*, 6(9):891-897 **2005**
- Moita LF, Wang-Sattler R, Michel K, Zimmermann T, Blandin S, Levashina EA and Kafatos FC. *In vivo* phagocytic screen in *A. gambiae*: new players and conserved pathways of engulfment, *Immunity*, 23(1):65-73 **2005**
- Michel K, and Kafatos, FC. Mosquito immunity against *Plasmodium*. *Insect Biochem Mol Biol.*, 35(7):677-689 **2005**
- Michel K, and Atkinson PW. The C-terminus of the Hermes transposase contains a protein multimerization domain. *Insect Biochem Mol Biol.* 33(10): 959-970. **2003**
- Michel K, and Atkinson PW. Nuclear localization of the Hermes transposase depends on basic amino acid residues at the N-terminus of the protein. *J Cell Biochem.* 89(4): 778-790. **2003**
- Atkinson PW and Michel K. *Drosophila melanogaster* germ line transformation. Encyclopedia of Life Sciences, Nature Publishing Group. **2003**
- Michel K, O'Brochta DA, and Atkinson PW. Does the proposed DSE motif form the active center in the Hermes transposase? *Gene.* 298(2): 141-146. **2002**



Name Jesse B. Nippert

Title Assistant Professor

Degrees B.Sc., 1998, Park Resource Management and Environmental Sciences, Cum Laude, Kansas State University  
M.Sc., 2002, Forest Resources, University of Idaho  
Ph.D., 2006, Ecology, Biology, Colorado State University

Professional History

Aug. 2007 - Assistant Professor, Division of Biology, Kansas State University

Jan. 2007 - Post-doctoral fellow; *Advisor: James J. Butler Jr.*, Kansas Geological Survey

Jan. 2006 - Post-doctoral fellow; *Advisor: Joy K. Ward*, Department of Ecology and Evolutionary Biology, University of Kansas.

Publications

- Nippert, JB, PA Fay, J.D. Carlisle, AK Knapp, & MD Smith. (2007). Ecophysiological responses of two dominant grasses to altered temperature and precipitation regimes. *International Journal of Plant Sciences* (submitted).
- Nippert, JB, JJ Butler Jr, GJ Kluitenberg DO Whittemore, D Arnold, SA Spal, & JK Ward. (2007). Rapid water table tracking by an invasive shrub during a record drought. *Global Change Biology* (submitted).
- Nippert, JB & AK Knapp (2007). Linking water uptake with rooting patterns in grassland species. *Oecologia* doi:10.1007/s00442-007-0745-8.
- Nippert, JB & AK Knapp. (2007). Soil water partitioning contributes to species coexistence in tallgrass prairie. *Oikos* 116: 1017-1029.
- Nippert, JB, PA Fay & AK Knapp. (2007). Photosynthetic traits in C<sub>3</sub> and C<sub>4</sub> grassland species in mesocosm and field environments. *Environmental and Experimental Botany* 60: 412-420.
- Nippert, JB, AK Knapp & JM Briggs. (2006). Intra-annual rainfall variability and grassland productivity: can the past predict the future? *Plant Ecology* 184: 65-74.
- Duursma, RA, JD Marshall, JB Nippert, CC Chambers, & AP Robinson. (2005). Estimating leaf-level parameters for ecosystem process models: a study in mixed conifer canopies on complex terrain. *Tree Physiology* 25: 1347-1359.
- Nippert, Jesse and John Blair. (March 2005, posting date) Comparing the Influence of Precipitation, Fire, and Topography on Plant Productivity in the Tallgrass Prairie, *Teaching Issues and Experiments in Ecology*, Vol. 3: Issues: Data Set #1 [online]. [http://tiee.ecoed.net/vol/v3/issues/data\\_sets/konza/abstract.html](http://tiee.ecoed.net/vol/v3/issues/data_sets/konza/abstract.html)
- Nippert, JB, RA Duursma, & JD Marshall. (2004) Seasonal variation in the photosynthetic potential of montane conifers. *Functional Ecology* 18: 876-886.
- Morgan, J. et al. (2004) Water relations in grassland and desert ecosystem exposed to elevated atmospheric CO<sub>2</sub>. *Oecologia* 140: 11-25
- Nippert, JB & JD Marshall (2003) Sources of variation in ecophysiological parameters in Douglas-fir and grand fir canopies. *Tree Physiology* 23: 591-601.

## SUNGHUN PARK

Department of Horticulture, Forestry & Recreation Resources (HFRR)

### EDUCATION

Ph.D. Plant Physiology - Texas A&M University, 1995

M.S. Agronomy - Seoul National University, 1989

B.S. Agronomy - Seoul National University, 1987

### PROFESSIONAL EXPERIENCE

Current: 2007 – present Assistant Professor, Department of Horticulture, Forestry & Recreation Resources (HFRR), Kansas State University, Manhattan

Previous: 2006- 2007 Research Associate Professor, Department of Horticultural Sciences  
Texas A&M University, College Station

2001-2006 Assistant Research Scientist, Department of Horticultural Sciences  
Texas A&M University, College Station

1999-2001 Research Associate, Department of Soil & Crop Sciences, Texas A&M  
University, College Station

### SELECTED PUBLICATIONS

V. Koren'kov, **S.H. Park**, N-H. Cheng, C. Sreevidya, J. Lachmansingh, J. Morris, K. Hirschi, and G.J. Wagner. (2007) Enhanced  $\text{Cd}^{2+}$  selective root-tonoplast-transport in tobaccos expressing *Arabidopsis* cation exchangers. *Planta*. 225: 403-411

**S.H. Park**, J Li, J.K. Pittman, G. Berkowitz, S. Undurraga, H. Yang, J.L. Morris, K.D. Hirschi, and R.A. Gaxiola. (2005) Up-regulation of a vacuolar  $\text{H}^+$ -PPase as a strategy to engineer drought resistant crop plants. *Proc. Natl. Acad. Sci. USA*. 102: 18830-18835

**S.H. Park**, N.H. Cheng, J.K. Pittman, K.S. Yoo, J. Park, R.H. Smith, and K.D. Hirschi. (2005) Increased calcium levels and prolonged shelf life in tomatoes expressing *Arabidopsis*  $\text{H}^+/\text{Ca}^{2+}$  transporters. *Plant Physiology*. 139: 1194-1206

**S.H. Park**, C-K. Kim, L.M. Pike, R.H. Smith, and K.D. Hirschi. (2004) Increased calcium in carrots by expression of an *Arabidopsis*  $\text{H}^+/\text{Ca}^{2+}$  transporter. *Molecular Breeding*. 14: 275-282

S. Kim, M.L. Binzel, K-S. Yoo, **S.H. Park**, and L.M. Pike. (2004) Pink (P), a new locus responsible for pink trait in onions (*Allium cepa*) resulting from natural mutations of anthocyanidin synthase. *Molecular Genetics and Genomics*. 272: 18-27

## COURSE AND CURRICULUM

### COURSE CHANGES:

Current Course Description	Proposed Course Description
<p><b>ENGL 562. Playwriting. (3) I, II.</b> Theoretical study and practical application of techniques of playwriting with regard to plot, characters, and production; emphasis on the one-act form. Same as THTRE 562.</p>	<p><b>ENGL 662. Playwriting. (3) I, II.</b> Theoretical study and practical application of techniques of playwriting with regard to plot, characters, and production; emphasis on the one-act form. Same as THTRE 662.</p> <p><i>RATIONALE: The new number makes the course more parallel to other advanced creative writing courses offered by the English Department (ENGL 661, 663, and 665).</i></p>
<p><b>KIN 792. Internship in Exercise Science. (6-8) I, II, S.</b> Supervised field experience for the exercise science major in training settings such as YMCA, YWCA, municipal recreation agency, or industrial fitness agency. May be completed with a half-time assignment for 12-16 weeks or a full-time assignment for 6-8 weeks. Pr.: KIN335/336, KIN 520 or 625, and consent of instructor.</p>	<p><b>KIN 792. Health-Fitness Instructor Internship. (6-8) I, II, S.</b> Supervised field experience in settings such as Hospital Wellness Centers, YMCA, YWCA, municipal recreation agency, or industrial fitness agency. May be completed with a half-time assignment for 12-16 weeks or a full-time assignment for 6-8 weeks. Pr.: KIN 335/336, KIN 520, 625, 655, and consent of instructor.</p> <p><i>RATIONALE: The revised title better describes the course requirements.</i></p>
<p><b>KIN 796. Topics in Kinesiology. (1-4)</b> Selected topics in Kinesiology involving either greater in-depth study, or application of theory presented in a related course. May be repeated as topic varies. Pr.: 6 hours in Kinesiology 500 or above. Only six hours may be counted toward degree. Cross-listed with Anatomy &amp; Physiology. See AP 796.</p>	<p><b>KIN 796. Topics in Exercise Physiology. (1-4)</b> Selected topics in Exercise Physiology involving either greater in-depth study, or application of theory presented in a related course. May be repeated as topic varies. Pr.: KIN 335, KIN 336. Only six hours may be counted toward degree. Cross-listed with Anatomy and Physiology. See AP 796.</p> <p><i>RATIONALE: The revised title describes topics courses that will meet the curriculum's exercise physiology emphasis requirements.</i></p>
<p><b>KIN 830. Public Health Physical Activity. II. (3)</b> Exploration of the experimental, clinical and epidemiological research addressing the issues of promoting physical activity. Practical applications of theory and research discussed. Pr.: KIN 655.</p>	<p><b>KIN 830. Advanced Public Health Physical Activity. II. (3)</b> Exploration of the social and behavioral epidemiology of physical activity in public health: outcomes, influences, and promotion in individuals, settings, and communities.</p> <p><i>RATIONALE: The title and description will be changed to reflect current terminology in the field and to be more uniform with other graduate courses and focus areas within the undergraduate curriculum.</i></p>

Current Course Description	Proposed Course Description
<p><b>THTRE 562. Playwriting. (3)</b> Theoretical study and practical application of techniques of playwriting with regard to plot, characters, and production; emphasis on the one-act form.</p>	<p><b>THTRE 662. Playwriting. (3)</b> Theoretical study and practical application of techniques of playwriting with regard to plot, characters, and production; emphasis on the one-act form.</p> <p><i>RATIONALE: The theatre faculty feels that the material covered in this course is of sufficient rigor in terms of the content and level of difficulty that the course should be raised to a higher course level (from 500 to 600).</i></p>
<p><b>ACCT 884. Enterprise Information Systems Assurance. (3) II.</b> This course focuses on types of assurance available in an enterprise-wide information systems environment and methods for providing assurance from the view of management, external auditors and consultants. Assurance topics discussed include assurances related to systems security, fraud, business and information process integrity, and operational efficiency. Focus is on designing systems to increase the level of inherent assurance as well as auditability. This course also includes a service learning component. Pr.: <del>ACCTG 844</del>.</p>	<p><b>ACCT 884. Enterprise Information Systems Assurance. (3) II.</b> This course focuses on types of assurance available in an enterprise-wide information systems environment and methods for providing assurance from the view of management, external auditors and consultants. Assurance topics discussed include assurances related to systems security, fraud, business and information process integrity, and operational efficiency. Focus is on designing systems to increase the level of inherent assurance as well as auditability. This course also includes a service learning component. Pr.: ACCTG 810, MANGT 830 for MBA students or ACCTG 331 for Masters of Accountancy students or instructor permission.</p> <p><i>Rationale: This change will allow students in other programs to take the course.</i></p>
<p><b>EDSP 728. Characteristics of Emotional and Behavioral Disorders. (3) S.</b> Study of conceptual models for understanding emotional and behavioral disorders of childhood and adolescents, and their implications for educators. Pr.: EDCEP 315 and EDSP 323 or EDSP 324.</p>	<p><b>EDSP 728. Characteristics of Emotional and Behavioral Disorders. (3) I, S.</b> Study of conceptual models for understanding emotional and behavioral disorders of childhood and adolescents, and their implications for educators. Pr.: EDCEP 315 and EDSP 323 or EDSP 324</p> <p><i>RATIONALE: Course now being offered Fall and Summer.</i></p>
<p><b>EDSP 742. Interventions: Emotional and Behavioral Disorders. (3) I, S.</b> Educational planning assessment, instructional methods, curricular modification, media and materials, teacher competencies, and model programs for students with emotional and behavioral disorders. Pr.: EDSP 323 or 324, 710.</p>	<p><b>EDSP 742. Interventions: Emotional and Behavioral Disorders. (3) I, II, S.</b> Educational planning assessment, instructional methods, curricular modification, media and materials, teacher competencies, and model programs for students with emotional and behavioral disorders. Pr.: EDSP 323 or 324, 710.</p> <p><i>RATIONALE: Courses will now be offered Spring, Summer and Fall.</i></p>

Current Course Description	Proposed Course Description
<p><b>EDSP 743. Interventions: Academic Disabilities.</b> (3) II, S. Educational planning, instructional methods, and curricula modifications for students with academic learning disabilities. Pr.: EDCEP 323 or 324; EDSP 710.</p>	<p><b>EDSP 743. Interventions: Academic Disabilities.</b> (3) I, II, S. Educational planning, instructional methods, and curricula modifications for students with academic learning disabilities. Pr.: EDCEP 323 or 324; EDSP 710.</p> <p><i>RATIONALE: Courses will now be offered Spring, Summer and Fall.</i></p>
<p><b>EDCEP 877. Practicum in Counseling.</b> (3) I, II, S. This is a developmental counseling skills course addressing influences on the helping process such as personal characteristics, theoretical orientation, verbal and nonverbal behaviors, and ethical considerations. Includes research applications, case conceptualization, evaluation, simulation, and supervised individual and group practice in the field. Pr.: 24 credit hours of prescribed counseling curriculum.</p>	<p><b>EDCEP 877. Practicum in Counseling.</b> (3) I, II. This is a developmental counseling skills course addressing influences on the helping process such as personal characteristics, theoretical orientation, verbal and nonverbal behaviors, and ethical considerations. Includes research applications, case conceptualization, evaluation, simulation, and supervised individual and group practice in the field. Pr.: 24 credit hours of prescribed counseling curriculum.</p> <p><i>RATIONALE: Course will no longer be taught in Summer.</i></p>
<p><b>EDCEP 948. Advanced Student Development Theory in College Student Affairs.</b> (3) S. In-depth examination of the major young adult and adult development models and their implications within the context of student affairs in higher education. Pr.: EDCEP 816, 818, 838, and consent of instructor.</p>	<p><b>EDCEP 948. Advanced Student Development Theory in College Student Affairs.</b> (3) I, Even Years. In-depth examination of the major young adult and adult development models and their implications within the context of student affairs in higher education. Pr.: EDCEP 816, 818, 838, and consent of instructor.</p> <p><i>RATIONALE: Course will now be offered Fall semesters of even years.</i></p>
<p><b>EDCEP 967. Advanced Counseling Appraisal.</b> (3) II. Advanced application of appraisal models and methods for use with clientele. Specific personality tests and classification systems will be addressed. Pr.: EDCEP 715, EDCEP 815, PSYCH 505.</p>	<p><b>EDCEP 967. Advanced Counseling Appraisal.</b> (3) II. Even Years. Advanced application of appraisal models and methods for use with clientele. Specific personality tests and classification systems will be addressed. Pr.: EDCEP 715, EDCEP 815, PSYCH 505.</p> <p><i>RATIONALE: Courses will now be offered Spring semesters of even years.</i></p>

Current Course Description	Proposed Course Description
<p><b>CE 703. Responsibility in Engineering.</b> (3). II. Course designed to help engineers, scientists, and technical managers to: understand fundamental "canons" of professional societies, establish or revitalize personal ethical standards using these canons, realize when situations are ethical dilemmas, and develop a process to solving dilemmas. Key activities are: interviewing peers, analyzing current environment for potential challenges, developing ethics workshop, and writing individual code of ethics. Prerequisite: Graduate standing or instructor approval.</p>	<p><b>CE 703. Responsibility in Engineering: <u>Codes &amp; Professionalism</u>.</b> (3). II. Course designed to help engineers, scientists, and technical managers to: understand fundamental "canons" of professional societies, establish or revitalize personal ethical standards using these canons, realize when situations are ethical dilemmas, and to develop a process to solving dilemmas. Key activities are: interviewing peers, analyzing current environment for potential challenges, developing ethics workshop, and writing individual code of ethics. Prerequisite: Graduate standing or <u>senior with</u> instructor approval.</p> <p><i>Rational: CE 704 will have a similar name so CE 703 needs a more descriptive title.</i></p>
<p><b>ARE 734. <del>Building Thermal Systems Design.</del></b> (3) II. Design and specifications of selected thermal and mechanical systems for structures. The course uses all the modern techniques of thermal/mechanical system design for buildings. <del>Students are required to develop term research design projects.</del> Two hours rec. and three hours lab a week. Pr.: ARE 640.</p>	<p><b>ARE 734. <u>Advanced Mechanical Systems Design.</u></b> (3) II. Design and specifications of selected thermal and mechanical systems for structures. The course uses all the modern techniques of thermal/mechanical system design for buildings. Two hours rec. and three hours lab a week. Pr.: ARE <u>540</u>.</p> <p><i>Rationale: Students have confused the course name with ARE 534, Thermal Systems Design, a junior course in the Architectural Engineering program. To eliminate this problem and to follow the pattern of other course titles for advanced courses in other department, the word "Advanced" will be used here in this course title. The ARE 640 course number was revised in the Fall of 2006 to ARE 540.</i></p>
<p><b>ARE 690. Senior Project.</b> (3) I, II. Student working individually with laboratory support will prepare and present a project of appropriate scope and complexity with emphasis on structural, mechanical, <del>acoustical</del>, electrical and <del>lighting</del> <del>requirements</del>. Nine hours lab a week. Pr.: ARE 590, and CE 522. Must be taken concurrently with ARE 539 <del>Architectural Engineering Management.</del></p>	<p><b>ARE 690. Senior Project.</b> (3) I, II. Student working individually with laboratory support will prepare and present a <u>design</u> project of appropriate scope and complexity with emphasis on structural <u>or</u> mechanical <u>and</u> electrical <u>building systems</u>. Nine hours lab a week. Pr.: ARE 590, and CE 522. Must be taken concurrently with ARE 539.</p> <p><i>Rationale: The description revision is to bring the wording to match the ABET accreditation terminology.</i></p>

Current Course Description	Proposed Course Description
<p><b>ARE 710. Building Energy Analysis.</b> (2) I. Study of building energy consumption and current modeling techniques to analyze overall energy usage including: economic evaluation and energy efficient system selection for new construction. Two hours rec. a week. Pr.: ARE <del>640</del> or instructor permission.</p>	<p><b>ARE 710. Building Energy Analysis.</b> (2) I. Study of building energy consumption and current modeling techniques to analyze overall energy usage including: economic evaluation and energy efficient system selection for new construction. Two hours rec. a week. Pr.: ARE <u>533</u>, <u>540</u> or instructor permission.</p> <p><i>Rationale: The ARE 640 course number was revised in the Fall of 2006 to ARE 540. This is merely a text correction. Since the material in ARE 710 builds upon ARE 533 Building Electrical Systems, it must become a prerequisite for this course.</i></p>
<p><b>ARE 735. Electrical Systems Design.</b> (3) I. <del>Complete design and specifications of electrical systems for a selected structure.</del> The course uses the National Electrical Code in conjunction with all the modern techniques of electrical systems design for buildings. <del>Students are required to develop term research design projects.</del> Two hours rec. and three hours lab a week. Pr.: ARE 533.</p>	<p><b>ARE 735. Electrical Systems Design.</b> (3) I. <u>Design and application of various electrical distribution system components.</u> The course uses the National Electrical Code in conjunction with all the modern techniques of electrical systems design for buildings. Two hours rec. and three hours lab a week. Pr.: ARE 533.</p> <p><i>Rationale: The description revision is to accurately state the course objectives which look at a variety of system components in multiple buildings.</i></p>
<p><b>BAE 636. Agricultural Engineering Design II.</b> (2) II. <del>A continuation of BAE 536.</del> Completion of a team-oriented design project, with emphasis on construction, evaluation, documentation, and presentation of the design. <del>Two 3-hour labs a week.</del> Pr.: BAE 536.</p>	<p><b>BAE 636. <u>Biological Systems Engineering Design Project.</u></b> (3) <u>I, II.</u> Completion of a team-oriented design project, with emphasis on construction, evaluation, documentation, and presentation of the design. <u>By appointment.</u> Pr.: <u>BAE 536 or other approved capstone design course.</u></p> <p><i>RATIONALE: Course changes will provide greater opportunity for students to participate in design experiences and team-based competitions.</i></p>

Current Course Description	Proposed Course Description
<p><b>BAE 705. Irrigation Engineering.</b> (3) II, on sufficient demand. Design and operative problems on the fundamentals of irrigation system design and management. Soil, plant, and water relationships; pipeline and system hydraulic design; design of irrigation systems; filtration systems and chemigation; sources of water and water quality. Two hours rec. and three hours lab a week. Pr. BAE 530, and AGRON 305 or CE 522. Pr. or conc. ME 571.</p>	<p><b>BAE 660. <u>Natural Resource Engineering II.</u></b> (3) I. Design and operative problems on the fundamentals of irrigation/<u>water application</u> system design and management. <u>Field water balances</u>; <u>sources of water and water quality</u>; pipeline, <u>pump</u>, and system hydraulic design; design of irrigation/<u>water application</u> systems; filtration systems and <u>water treatment</u>. <u>Three</u> hours rec. a week. Pr. BAE <u>560</u> or <u>CE 550</u>. Pr. or conc. ME 571.</p> <p><i>RATIONALE: In order to provide a more complete understanding of natural resource engineering, we are developing a 2 class series (BAE 560 and BAE 660 to be renumbered from BAE 530 and BAE 705) required for all environmental option students. BAE 560 will focus on gravitational flow systems; BAE 660 will focus on pressurized systems. By removing information on pumps and pipelines from BAE 560, information previously taught in BAE 531 can be covered in BAE 560.</i></p>
<p><b>FSHS 775. Perspectives in Gerontology.</b> (3) I, II, S (Upon demand). Exploration of basic concepts in gerontology through current and classic research. Themes and issues include stereotypes and myths of aging, theories of aging, research approaches in aging, and related social issues facing the elderly.</p>	<p><b><u>GERON 775. Perspectives in Gerontology.</u></b> (3) I, II, S (Upon demand). Exploration of basic concepts in gerontology through current and classic research. Themes and issues include stereotypes and myths of aging, theories of aging, research approaches in aging, and related social issues facing the elderly.</p> <p><i>RATIONALE: To accommodate the request being made to the Board of Regents to move the program from FSHS to Human Ecology/Center on Aging and change the designation to Masters of Science in Gerontology.</i></p>
<p><b>FSHS 776. Program Evaluation and Research Methods in Gerontology.</b> (3) I, II, S (Upon demand). Overview of program evaluation, research methods, and grant writing in gerontology. Includes application of quantitative and qualitative methods in professional settings.</p>	<p><b><u>GERON 776. Program Evaluation and Research Methods in Gerontology.</u></b> (3) I, II, S (Upon demand). Overview of program evaluation, research methods, and grant writing in gerontology. Includes application of quantitative and qualitative methods in professional settings.</p> <p><i>RATIONALE: To accommodate the request being made to the Board of Regents to move the program from FSHS to Human Ecology/Center on Aging and change the designation to Masters of Science in Gerontology.</i></p>



Current Course Description	Proposed Course Description
<p><b>FSHS 777. Public Policy: Economic &amp; Social Impacts on Older Adults.</b> (3) I, II, S (Upon demand). Study of policy development and public policy programs associated with aging. Attention is given to the impact of policies on older adults and economic impacts of and for an aging population.</p>	<p><b><u>GERON 777. Public Policy: Economic &amp; Social Impacts on Older Adults.</u></b> (3) I, II, S (Upon demand). Study of policy development and public policy programs associated with aging. Attention is given to the impact of policies on older adults and economic impacts of and for an aging population.</p> <p><i>RATIONALE: To accommodate the request being made to the Board of Regents to move the program from FSHS to Human Ecology/Center on Aging and change the designation to Masters of Science in Gerontology.</i></p>
<p><b>FSHS 778. Aging and the Family.</b> (3) I, II, S (Upon demand). Investigates the issues that relate to family life in the later years from the perspective of older adults, the family and society.</p>	<p><b><u>GERON 778. Aging and the Family.</u></b> (3) I, II, S (Upon demand). Investigates the issues that relate to family life in the later years from the perspective of older adults, the family and society.</p> <p><i>RATIONALE: To accommodate the request being made to the Board of Regents to move the program from FSHS to Human Ecology/Center on Aging and change the designation to Masters of Science in Gerontology.</i></p>
<p><b><del>FSHS</del> 779. Professional Seminar in Gerontology.</b> (3) I, II, S (Upon demand). Students apply and integrate knowledge gained in earlier courses and strengthen skills in ethical decision-making through applications in gerontology-related areas such as advocacy, professionalism, family and workplace issues. Students from a variety of professions bring their unique perspectives to bear on topics of common interest.</p>	<p><b><u>GERON 779. Professional Seminar in Gerontology.</u></b> (3) I, II, S (Upon demand). Students apply and integrate knowledge gained in earlier courses and strengthen skills in ethical decision-making through applications in gerontology-related areas such as advocacy, professionalism, family and workplace issues. Students from a variety of professions bring their unique perspectives to bear on topics of common interest.</p> <p><i>RATIONALE: To accommodate the request being made to the Board of Regents to move the program from FSHS to Human Ecology/Center on Aging and change the designation to Masters of Science in Gerontology.</i></p>

## **CURRICULUM CHANGES:**

### **M.S. Degree in Kinesiology**

#### **From:**

The specific program of study, designed by the student and supervisory committee, is tailored to meet the individual needs and interests of the student. ~~An individual's program of study consists of a minimum of 30 graduate hours. A maximum of 12 hours of supporting work in other departments may be applied toward the 30 hour requirement. Students choose from one of two different degree options: master's thesis or course work.~~ All students are expected to demonstrate a depth and breadth of understanding of kinesiology in a written and/or oral final evaluation.

#### **To:**

The M.S. degree in kinesiology requires a minimum of 30 hours for students completing a master's thesis option and 36 hours for students completing a course work option. The specific program of study, designed by the student and supervisory committee, is tailored to meet the individual needs and interests of the student. A maximum of 12 hours of supporting work in other departments may be applied toward the degree. All students are expected to demonstrate a depth and breadth of understanding of kinesiology in a written and/or oral final evaluation.

*RATIONALE: The course work option in Kinesiology is targeted to students seeking a terminal degree for careers in community and corporate settings in fitness and wellness and hospital settings in cardiopulmonary rehabilitation. Students completing this degree will seek certification by the American College of Sports Medicine. The course work necessary for professional preparation in this area requires at least 36 credit hours.*

**From:**

**Graduate Certificate in Food Safety and Defense**

**Curriculum Requirements:**

**REQUIRED AND ELECTIVE COURSES (Minimum of 12 credit hours)**

**CORE COMPETENCIES (6 credit hours)**

\*Courses offered online.

**\*FDSCI 600 MICROBIOLOGY OF FOOD (2 credit hours)**

This course deals with the identification, enumeration, and characterization of bacteria, yeast, and molds associated with foods and food processing. Effects of physical and chemical agents on microorganisms will be studied. Microbiological problems in food spoilage, food preservation, food fermentation, and foodborne diseases will be discussed.

**\*FDSCI 690/ASI 690 HACCP (2 credit hours)**

A comprehensive study of the Hazard Analysis and Critical Control Point System and its application in the food industry. A course in Food Toxicology is highly recommended but not required and can be taken as a distance transfer or on-campus credit.

**\*FDSCI 730 A MULTIDISCIPLINARY OVERVIEW OF FOOD SAFETY AND SECURITY (2 credit hours)**

This course provides students with an overview appreciation and understanding of the many multidisciplinary aspects of food safety and security. Such an overview will inform and enhance preparedness, prevention, response, and recovery related activities. Note: This course is currently offered as an FDSCI 630 Problems course. However, the course is currently seeking a permanent course number of FDSCI 730 through course and curriculum.

**ELECTIVE COURSES**

**FDSCI 713 Rapid Methods and Automation in Microbiology (2 credit hours)**

Rapid Methods and Automation is a dynamic area in applied microbiology dealing with the study of improved methods in the isolation, early detection, characterization, and enumeration of micro-organisms and their products in clinical, food, industrial and environmental samples. This workshop will focus on the practical application of conventional and new commercial systems of rapid identification of micro-organisms from medical specimens, foods, etc. On-campus short course.

**\*FDSCI 961 Problems/Food Fermentation (2 credit hours)**

~~Application of the principles of microbiology to the understanding of the fermentation of various categories of foods. Chemical, biochemical and microbiological changes under controlled and uncontrolled conditions.~~

**\*SOCWK 610 Fundamentals of Communication for the Agriculture and Food Science Community (3 credit hours)**

It is often difficult to communicate agriculture and food related issues to the public without generating misunderstanding. This course is designed to develop communication skills among the agriculture and food science community to effectively disseminate scientific information. Fundamentals of active listening as well as techniques to address misinformation and misunderstanding will be provided. Opportunities through online exercises and homework assignments will give students experience in the application of communication skills. Individual feedback will be provided by the instructors. Students taking the course for graduate credit will be required to complete an observational project including a summary paper.

**DMP 806 Environmental Toxicology (3 credit hours)**

An advanced toxicology course concerned with the occurrence, biological effect, detection, and control of foreign chemicals in the environment.

**DMP 854 Veterinary Epidemiology (3 credit hours)**

Epidemiologic principles relative to infectious and noninfectious diseases transmissible from animals to humans, and application of these principles by use of case investigations.

**KIN 818 Social and Behavioral Bases of Public Health (3 credit hours)**

The role of behavioral, social, psychological, economic, environmental, and social structural factors in both the occurrence of health problems in groups and populations, and in the development of the risk factors that contribute to these problems. Principles of health behavior change and the application of these principles to a variety of health issues as well as an emphasis on how social structural factors impact health are examined to better understand health behavior and health inequities in contemporary society.

Note: It is possible that a student may already have taken one or more of these courses or their equivalent on another degree or certificate program. Upon approval by the major professor, three hours of credit could be accepted toward the 12 hour minimum required for this certificate.

To:

**Graduate Certificate in Food Safety and Defense Graduate (offered via the Great Plains Interactive Distance Education Alliance and on campus)**

**Curriculum Requirements:****REQUIRED AND ELECTIVE COURSES (Minimum of 12 credit hours)****CORE COMPETENCIES (8 credit hours):**

\*Courses offered online.

**\*FDSCI 600 MICROBIOLOGY OF FOOD (2 credit hours)**

This course deals with the identification, enumeration, and characterization of bacteria, yeast, and molds associated with foods and food processing. Effects of physical and chemical agents on microorganisms will be studied. Microbiological problems in food spoilage, food preservation, food fermentation, and foodborne diseases will be discussed.

**\*FDSCI 690/ASI 690 HACCP (2 credit hours)**

A comprehensive study of the Hazard Analysis and Critical Control Point System and its application in the food industry.

**\*FDSCI 730 A MULTIDISCIPLINARY OVERVIEW OF FOOD SAFETY AND SECURITY (2 credit hours)**

This course provides students with an overview appreciation and understanding of the many multidisciplinary aspects of food safety and security. Such an overview will inform and enhance preparedness, prevention, response, and recovery related activities.

**\*FDSCI 750 FOODBORNE TOXICANTS (2 credit hours)**

Quantitation metabolism and mechanisms of action of major foodborne toxicants. Toxicant defense and control systems, risk analysis and assessment and application of food laws.

**ELECTIVE COURSES (4 credit hours)****FDSCI 713 RAPID METHODS AND AUTOMATION IN MICROBIOLOGY (2 credit hours)**

Rapid Methods and Automation is a dynamic area in applied microbiology dealing with the study of improved methods in the isolation, early detection, characterization, and enumeration of micro-organisms and their products in clinical, food, industrial and environmental samples. This workshop will focus on the practical application of conventional and new commercial systems of rapid identification of micro-organisms from medical specimens, foods, etc. *On-campus short course.*

**\*SOCWK 610 FUNDAMENTALS OF COMMUNICATION FOR THE AGRICULTURE AND FOOD SCIENCE COMMUNITY (3 credit hours)**

It is often difficult to communicate agriculture and food related issues to the public without generating misunderstanding. This course is designed to develop communication skills among the agriculture and food science community to effectively disseminate scientific information. Fundamentals of active listening as well as techniques to address misinformation and misunderstanding will be provided. Opportunities through online exercises and homework assignments will give students experience in the application of communication skills. Individual feedback will be provided by the instructors. Students taking the course for graduate credit will be required to complete an observational project including a summary paper.

**DMP 806 ENVIRONMENTAL TOXICOLOGY (3 credit hours)**

An advanced toxicology course concerned with the occurrence, biological effect, detection, and control of foreign chemicals in the environment.

**DMP 854 VETERINARY EPIDEMIOLOGY (3 credit hours)**

Epidemiologic principles relative to infectious and noninfectious diseases transmissible from animals to humans, and application of these principles by use of case investigations.

**KIN 818 SOCIAL AND BEHAVIORAL BASES OF PUBLIC HEALTH (3 credit hours)**

The role of behavioral, social, psychological, economic, environmental, and social structural factors in both the occurrence of health problems in groups and populations, and in the development of the risk factors that contribute to these problems. Principles of health behavior change and the application of these principles to a variety of health issues as well as an emphasis on how social structural factors impact health are examined to better understand health behavior and health inequities in contemporary society.

**\*FDSCI 751 FOOD LAWS AND THE REGULATORY PROCESS (2 credit hours)**

History of the development of the current federal and state food regulations. Guidelines that govern the practice of regulating the wholesomeness of red meats, poultry, and eggs. Presentations by state and federal food regulators.

**\*FDSCI 753 RISK ASSESSMENT FOR FOOD, AG, & VET MED (3 credit hours)**

Risk assessment principles as applied to biological systems. Exposure and effects characterization in human and animal health and ecological risk assessment. Risk analysis frameworks and regulatory decision-making. Introduction to quantitative methods for risk assessment using epidemiological and distributional analyses.

**\*FDSCI 810 FERMENTED FOODS (2 credit hours)**

Application of the principles of microbiology to the understanding of the fermentation of various categories of foods. Chemical, biochemical and microbiological changes under controlled and uncontrolled conditions.

**\*FDSCI 820. ADVANCED FOOD MICROBIOLOGY & BIOTECHNOLOGY (2 credit hours)**

Principles of food biotechnology, including introduction of molecular biology and enzyme immobilization. Theory and concepts of current biotechnology trends as it relates to food safety and security issues.

*Note: It is possible that a student may already have taken one or more of these courses or their equivalent on another degree or certificate program. Upon approval by the major professor, three hours of credit could be accepted toward the 12 hour minimum required for this certificate.*

**RATIONALE:** By offering the certificate through the Great Plains IDEA, students would have the opportunity to take a broader scope of courses and would have more classes available to them throughout the year. In addition, it would share the teaching load amongst the four universities and decrease duplication of courses being taught or developed. The certificate program will continue to be offered on campus. The proposed course additions and changes will provide students additional options for core and elective courses to be used in support of the Graduate Certificate in Food Safety and Defense.

**NEW:**

**KIN 797. Topics in Public Health Physical Activity Behavior. (1-4).** Selected topics in Public Health Physical Activity Behavior involving either greater in-depth study, or application of theory presented in a related course. May be repeated as topic varies. Pr.: KIN 345, KIN 346. Only six hours may be counted toward degree.

*RATIONALE: The new title describes topics courses that will meet the curriculum's public health physical activity behavior emphasis requirements.*

**PHILO 801. Topics in the Philosophy and Methodology of Science. (1-3). On sufficient demand.** This course explores philosophical problems concerning science and its methods. Topics selected from: conceptual foundations of modern science, qualitative and quantitative confirmation theories, and the nature of theories, laws, and explanation in the sciences. Pr.: Instructor permission.

*RATIONALE: This course addresses the increasing demand for a graduate level course in the logic, methodology and foundations of science. This demand includes, as an important subset, students related to the Center for Understanding of Origins, which is planning a graduate certificate.*

**ARE 725. Cold-Formed Steel Design. (V) On sufficient demand.** Principles of behavior, design, fabrication, and construction of cold-formed steel structures. Two or three hours rec. a week. Pr.: ARE 524 or CNS 524 or CE 542.

*Rationale: The course is needed for the structural engineer as cold-formed steel structures are currently a very popular structural system. It will be taught as an elective course.*

**ARE 630. Introduction to LEED. (V) On sufficient demand.** Introduction to green building design and construction principles and practices based on the Leadership in Energy and Environmental Design (LEED) Green Building Rating System of the United States Green Building Council (USGBC). One or Two hours rec. a week. Pr.: Professional Program standing.

*Rationale: LEED awareness and in some cases certification is becoming extremely important to clients of design professionals and constructors. Energy conservation in the manufacture of materials, construction of the projects, and long term operation of the structure is important as well as the use of environmentally friendly materials and methods. It will be taught as an elective course.*

**CNS 629. Tilt-up Concrete Structures in Construction Management. (2) On sufficient demand.** Basics of concrete, principles of tilt-up concrete, construction operations of tilt-up projects, planning procedures for job site erection, and safety procedures. Two hours rec. a week. Pr.: CNS 320 and CNS 522.

*Rationale: Tilt-up concrete processes are used more frequently today and is predicted to increase in use during the coming decade. Offered as an elective course.*

**CNS 610. Pre-Engineered Metal Buildings.** (2) On sufficient demand. Pre-engineered metal building systems: history, components, erection procedures and sequencing, delivery considerations, quality control, safety, and quantity surveying and plan reading. Two hours rec. a week. Pr.: Professional Program standing in Construction Science and Management or Graduate student in Architectural Engineering.

*Rationale: This course has been taught numerous times and covers a specific area of the industry that impacts projects from small commercial to large manufacturing structures. It is a popular specialized method of construction. This course is designed for those wishing detailed knowledge of this construction system.*

**BAE 665. Ecological Engineering Design.** (3) I. Definition, classification, and practice of ecological engineering. Course describes ecological systems, ecosystem restoration, and the utilization of natural processes to provide societal services and benefits to nature. Three hours rec a week. Pr.: MATH 221 and one of the following courses: BAE 560, CE 563, BIOL 529, BIOL 612, ATM 661.

*RATIONALE: BAE 690 and 761 currently address the study and modeling of nonpoint source pollution issues, treatment systems, and environmental remediation processes. Two new courses, BAE 665 and 669, will reorganize those materials and update some topics based on current advances in knowledge and technology.*

**BAE 669. Watershed Modeling.** (3) II. Even years. Study and evaluation of process equations used in watershed-scale, water-quality models. Use and application of watershed models. Three hours rec. a week. Pr.: GEOG 508 and one of the following courses: BAE 560, CE 550, ATM 661.

*RATIONALE: BAE 690 and 761 currently address the study and modeling of nonpoint source pollution issues, treatment systems, and environmental remediation processes. Two new courses, BAE 665 and 669, will reorganize those materials and update some topics based on current advances in knowledge and technology.*

**BAE 865. Advanced Ecological Engineering Design.** (3) I. Advanced study of ecological engineering, systems and processes. Recommended background: Hydrology and Ecology. Three hours rec. a week. Not available for students with credit for BAE 665.

*RATIONALE: This new course will support the graduate environmental engineering program in BAE.*

**BAE 869. Advanced Watershed Modeling.** (3) II. Even years. Advanced study and evaluation of process equations used in watershed-scale, water-quality models. Advanced application of watershed models. Recommended background: Hydrology and GIS. Three hours rec. a week. Not available for students with credit for BAE 669.

*RATIONALE: This new course will support the graduate environmental engineering program in BAE.*

**CIS 734. Introduction to Genomics and Bioinformatics.** (4) II, in even years. A problem solving approach to understanding genomics and bioinformatics. Practical use of databases and web-based tools used to study biological problems. Introduction to the algorithms behind these tools. Three hours lec. and one-and-a-half hours lab a week. Cross-listed with BIOL 734. Pr.: Either BIOL 450 or CIS 300, and instructor permission.

*RATIONALE: Our course represents one of the first steps towards establishing a common language between computer scientists and life scientists and thereby implementing the goals of the minor in Bioinformatics.*

**CE 704. Responsibility in Engineering: Leadership & Diversity.** (3). I. Course designed to help engineers, scientists, and technical managers to: understand leadership approaches that promote high ethical conduct, and to understand the ethical value and challenges associated with a diverse workplace. Key activities are: interviewing peers; analyzing current environment for potential challenges; developing a workshop related to ethics, leadership and diversity; and writing individual code of ethics. Prerequisite: Graduate standing or instructor approval.

*RATIONALE: There is a need to provide education on how to deal with technical ethical challenges related to leadership and diversity.*

**FDSCI 750. Food Toxicants.** (2) I. Quantitation metabolism and mechanisms of action of major foodborne toxicants. Toxicant defense and control systems, risk analysis and assessment and application of food laws. Pr.: a course in biochemistry.

*RATIONALE: The proposed course will provide students an option for an additional core course to be used in support of the Graduate Certificate in Food Safety and Defense.*

**FDSCI 751. Food Laws and the Regulatory Process.** (2) I, S. History of the development of the current federal and state food regulations. Guidelines that govern the practice of regulating the wholesomeness of red meats, poultry, and eggs. Presentations by state and federal food regulators. Nonmajor graduate credit. Pr.: (3) credits in food science coursework at 200 level or above.

*RATIONALE: The proposed course will provide students an option for an additional elective course to be used in support of the Graduate Certificate in Food Safety and Defense.*

**FDSCI 753. Risk Assessment for Food, Ag, & Vet Med.** (3) I. Risk assessment principles as applied to biological systems. Exposure and effects characterization in human and animal health and ecological risk assessment. Risk analysis frameworks and regulatory decision-making. Introduction to quantitative methods for risk assessment using epidemiological and distributional analyses. Uncertainty analysis. Pr.: A course in statistics or instructor consent.

*RATIONALE: The proposed course will provide students an option for an additional elective course to be used in support of the Graduate Certificate in Food Safety and Defense.*

**FDSCI 810. Fermented Foods.** (2) I, II. Application of the principles of microbiology to the understanding of the fermentation of various categories of foods. Chemical, biochemical and microbiological changes under controlled and uncontrolled conditions.

*RATIONALE: The proposed course will provide students a more structured course and an option for an additional elective course to be used in support of the Graduate Certificate in Food Safety and Defense.*

**FDSCI 820. Advanced Food Microbiology & Biotechnology.** (2) I of odd years. Principles of food biotechnology, including introduction of molecular biology and enzyme immobilization. Theory and concepts of current biotechnology trends as it relates to food safety and security issues. Pr.: A course in food microbiology or general microbiology, and a course in biochemistry.

*RATIONALE: The proposed course will provide students an option for an additional elective course to be used in support of the Graduate Certificate in Food Safety and Defense.*



## **Masters of Science in Gerontology**

### Basic Program Information:

1. Proposing Institution: Kansas State University
2. Title of proposed program: Masters of Science in Gerontology.
3. Degree to be offered: Master of Science in Gerontology.
4. Anticipated date of implementation: This program received institutional approval on March 11, 2003 as a Master of Science in Family Studies and Human Services (FSHS) with a Specialization in Gerontology. The first students matriculated in Fall 2003. Fall 2008 is the anticipated date for transfer from Family Studies to Gerontology.
5. Responsible department(s): This is an inter-institutional program. The responsible KSU department will be Human Ecology/Center on Aging.
6. Center for Education Statistics (CIP) code associated with the program: 30.1101 Multidisciplinary Studies, Gerontology.

## New Degree Request—Kansas State University

<b><u>Criteria</u></b>	<b><u>Program Summary</u></b>
1. Program Identification	Master of Science program in Family Studies and Human Services added an area of specialization in Gerontology effective Fall 2003. The gerontology specialization is an inter-institutional program sponsored by the Great Plains IDEA. This program will be transferred to the College of Human Ecology/Center on Aging and will become a Master of Science in Gerontology.
2. Academic Unit	Human Ecology/Center on Aging
3. Program description	The inter-institutional M.S. in Gerontology draws on the expertise of graduate faculty and graduate courses from six universities. The program is taught entirely via the Internet. Students are educated in various areas of gerontology, which include; health issues, public policy, environmental issues, and adult development.
4. Demand/Need for the program	As the population of older adults continues to increase both in numbers and in proportion, there will be increased need for highly educated professionals in a variety of disciplines. Many professionals currently working with the aged of our population and even many of those who are providing direct care do not have education specific to gerontology and the issues surrounding it. A number of students either currently in the program or who are considering the program have expressed the desire to have the degree in Gerontology rather than in Family Studies. This request is related to their credentials when applying for positions in the field where many positions require a degree in Gerontology rather than a specialization in Gerontology.
5. Comparative/ Locational Advantage	Currently there are no other comparable programs in the State of Kansas. There are no other programs in the United States comparable to the Great Plains IDEA degree. Its uniqueness comes from a design that draws from the expertise of faculty across six Midwest universities. In addition a program that is offered entirely online draws students from across the U.S. and the world. The majority of these students are non-traditional, bringing their own expertise into enriching the on-line classroom.
6. Curriculum	Please see details in narrative.
7. Faculty Profile	This program is supported by current Ph.D. faculty in family studies and human services, gerontology, architecture, social work and biology at Kansas State University and by ten additional Ph.D. faculty from partner universities in the inter-

	institutional program.
8. Student Profile	Many students are professionals currently working in aging related settings who are interested in extending their education and expertise. Full admission requires evidence of completion of a bachelor's degree from an accredited university with a grade point average above 3.0 on a 4.0 scale for their junior and senior years. Applicants should have proficiency in the computer operations necessary to complete web-based distance courses.
9. Academic Support	The K-State faculty who participate in this program are currently participating in the MS program in family studies and human services as well as gerontology, architecture, social work and biology. No new positions are being added to support this specialization because the program will draw on faculty expertise from six universities.
10. Facilities and Equipment	No new facilities and equipment are sought other than the computers and network upgrades that are needed for all programs in the department.
11. Program review, assessment, accreditation	The program review plan is presented in the attached narrative. There are no specialized accrediting agencies for this specialization.
12. Costs, Financing	The projected costs of the specialization in gerontology are covered by tuition revenue. A fiscal summary is attached.

**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board Of Regents**

- I. Identify the new degree: Master of Science in Gerontology
- II. Provide courses required for each student in the major:

<b>Core courses:</b>		<b>24 credit hours</b>	
	Course Name & Number		Credit Hours
	GERON 775 Perspectives in Gerontology		3
	FSHS 845 Adult Development and Aging		3
	HN 718 Physical Health and Nutrition in Aging		3
	GERON 777 Public Policy: Economic& Social Impacts On Older Adults		3
	ARCH 730 Environments and Aging		3
	GERON 778 Aging in the Family		3
	GERON 776 Program Evaluation and Research Methods		3
	GERON 779 Professional Seminar in Gerontology		3

**Electives: 12 credit hours**

## **Program Proposal Narrative**

### **Introduction**

In 2003, a Specialization in Gerontology within the Master of Science program in Family Studies and Human Services was approved at Kansas State University. The first students were admitted to study in Fall 2003. At that time, it appeared that specializations within master's programs did not require approval beyond the university. In 2005 Board of Regent approval was sought and given for the specialization. At this time we are seeking approval of the transfer of the program from Family Studies and Human Services with a specialization in Gerontology to Human Ecology/Center on Aging. The change in the program creates a Masters in Gerontology rather than a Masters in Family Studies and Human Services. Our students have desired this change as it permits them to call themselves gerontologists and many professional positions require a degree in gerontology rather than a specialization.

The Master of Science in Family Studies and Human Services is an online inter-institutional program that was developed and is taught by an inter-institutional team of graduate faculty members from these universities: Kansas State University, Colorado State University, Iowa State University, Montana State University, North Dakota State University, Oklahoma State University, and Texas Tech University.

Students at Kansas State University are admitted to graduate study at KSU, enroll in all courses at KSU, and graduate from KSU. This inter-institutional program, which is sponsored by the Great Plains Interactive Distance Education Alliance, expands the reach of Kansas State University graduate faculty in gerontology and capitalizes on faculty assets at partner universities.

### **A. Program Need and Student Characteristics**

#### **1. Centrality to Institutional Mission**

The Kansas State University mission attests to the University's commitment to "being responsive to a rapidly changing world and the aspirations of an increasingly diverse society...to extending its expertise to individuals, business, education, and government...to preparing students for successful employment or advanced studies through a variety of disciplinary and professional degree programs...and to...enriching the lives of the citizens of Kansas by extending to them opportunities to engage in life-long learning."

This Internet based program is designed to serve employed professionals seeking a graduate degree in gerontology. Designed specifically to meet the needs of employed rural professionals, the program also serves a diverse audience of individuals seeking to better understand gerontology in order to advance in their professional work.

This program directly supports two of Kansas State University's eleven institutional aspirations:

#6 Utilizing available and potential resources in the development of graduate education and research programs. This institutional aspiration stresses the need to develop cooperative efforts to support graduate programs. In this case the inter-institutional faculty team enriches the graduate program by drawing on available departmental resources and on the instructional and research capabilities of faculty employed by the partner universities.

#11 Optimizing the use of all instructional resources of Kansas State University. By partnering with other universities, Kansas State University can offer a degree in gerontology without assuming responsibility for teaching the full range of learning outcomes expected from this program. By partnering, K-State increases the number of students reached by each course that it offers in the program thus increasing the efficiency of instruction.

The Master of Science in Gerontology will be responsive to Kansas State University's performance agreement with the Kansas Board of Regents to respond to the Regents' System Goal A: Efficiency/Effectiveness/Seamlessness. This inter-institutional program is implemented in such a way that students do not experience the inter-institutional dilemmas that most partnership programs generate. The program is highly efficient in its use of institutional resources because it capitalizes on assets at KSU and at partner universities.

## **Student Demand**

The proposed program targets primarily professionals whose careers offer aging services, and who may have had training in a particular discipline, but little or no interdisciplinary training in gerontology. Groups identified as potential consumers include: nurses and other health care professionals, administrators of organizations providing services used extensively by older adults or which are directly aging-related, long term care providers and administrators, and educators.

Admission/current student/graduate information: Kansas State currently has 31 students enrolled in the masters program of the 52 total in the Great Plains IDEA program. We accept students for fall enrollment with a cap of 35 students, usually selecting eight or ten students from a pool of approximately twenty to twenty five applicants. In 2006 five students graduated. The projected graduation for 2008 is nine students.

Potential Students: Currently the Center on Aging's academic program includes an undergraduate Secondary Major in Gerontology and a Secondary Major/Emphasis in Long-Term Care Administration. In the past two years a number of students who have graduated with the secondary major as part of their Bachelors degree have applied for admission to this graduate program. Our academic advisor continues to make students aware of this program while they are undergraduates and we anticipate that we will continue to have program applicants who are alumni of our undergraduate programs.

The KSU component of this program has held the highest enrollment among the six participating institutions since 2004. The application process at KSU has become increasingly competitive and KSU has temporarily put a cap on the program to accept only 8-10 new applications each academic year to ensure that we have sufficient faculty

advisors for all students in the program.

The Center on Aging at KSU has committed to increasing their distance education for undergraduates and has developed or assisted in developing several new courses in the past few years. Students who take these undergraduate online courses are in a variety of geographic locations both in Kansas and outside the state. These students will be made aware of the online graduate program through these courses, which has the potential to increase our base of applicants. Additionally the Center on Aging continues to distribute materials related to the graduate program along with other student recruitment materials.

The following information is based on a survey which was done prior to the implementation of the current program.

An assessment of needs and interest with regard to a distance-based graduate level gerontology program was completed in Fall, 2001. The assessment was targeted at groups who were identified as having potential interest in such a program, including human services professionals and Extension personnel. The following states participated in the survey: North Dakota, South Dakota, Colorado, Texas, Montana, and Kansas. **Across all states**, the total number of surveys returned was 328. Most respondents were females, and 67% of the total sample were ages 40-59. **Among Kansans**, 73 surveys were returned. A smaller percentage of respondents were female(67%), and 69% of the sample were ages 40-59.

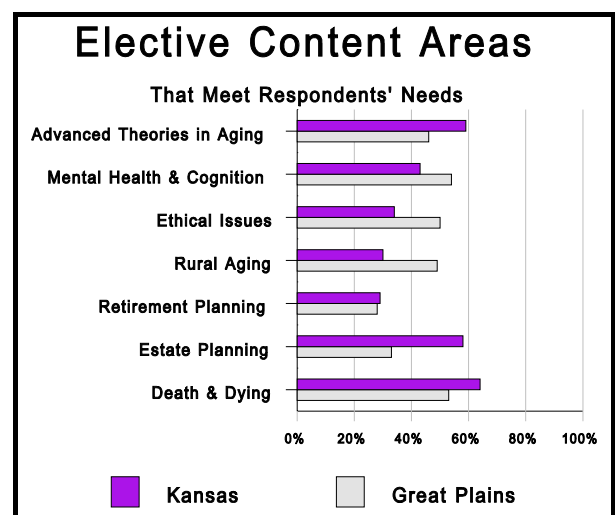
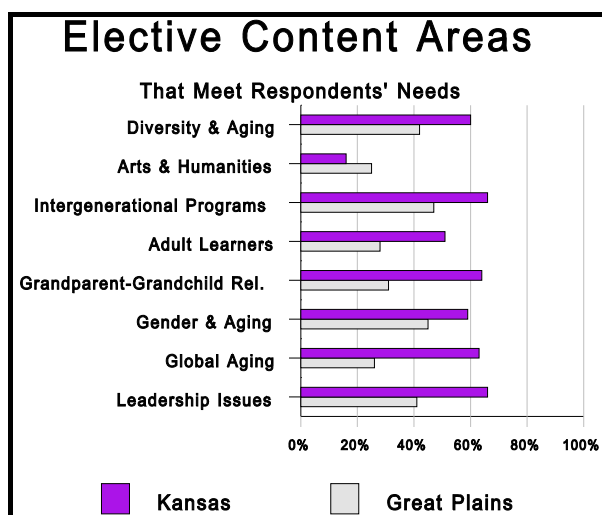
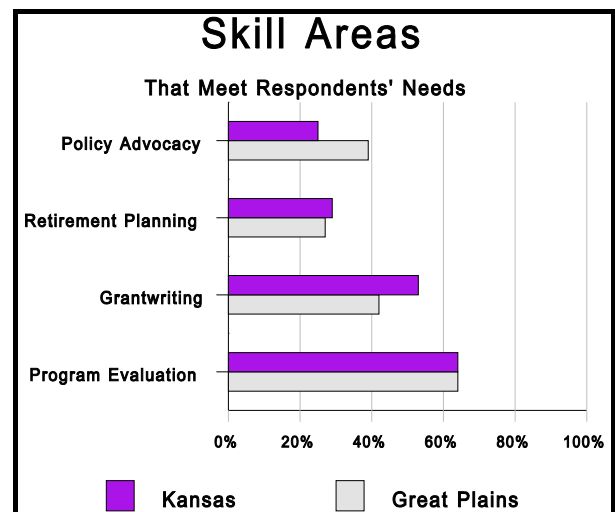
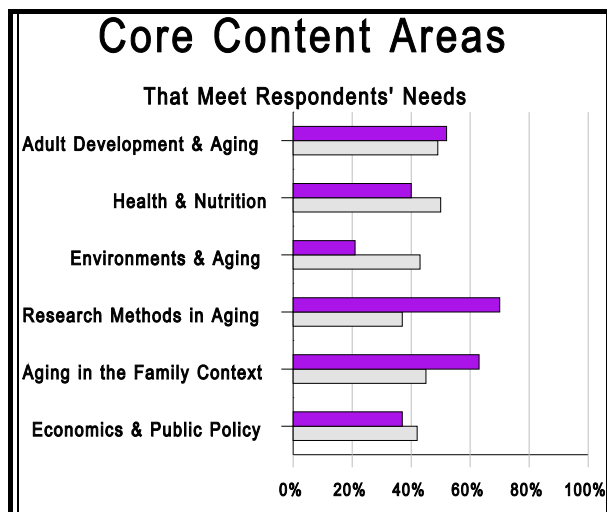
*Across all states*, the overwhelming majority of respondents work in aging-related settings and over 3/4 hold a bachelor's degree or higher. Those with degrees beyond the bachelor's may be particularly interested in a certificate program. Internet is strongly preferred for instruction (85%), and 89% anticipate taking two or more courses per year. *Among Kansans*, there was a similar pattern: 83% hold a bachelor's degree or higher, 88% prefer internet-based instruction, and 90% plan to take 2+ courses.

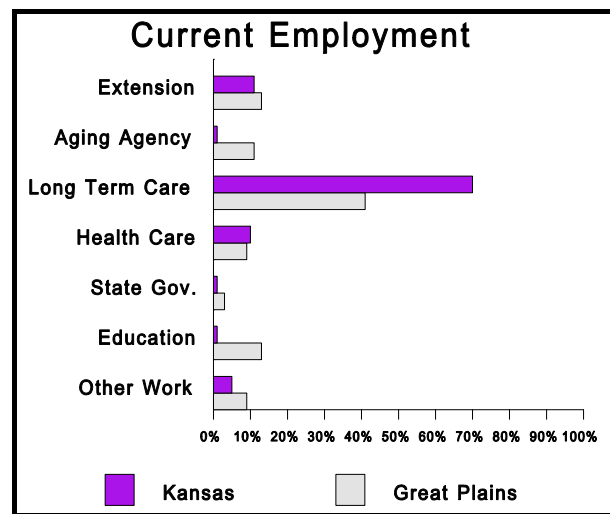
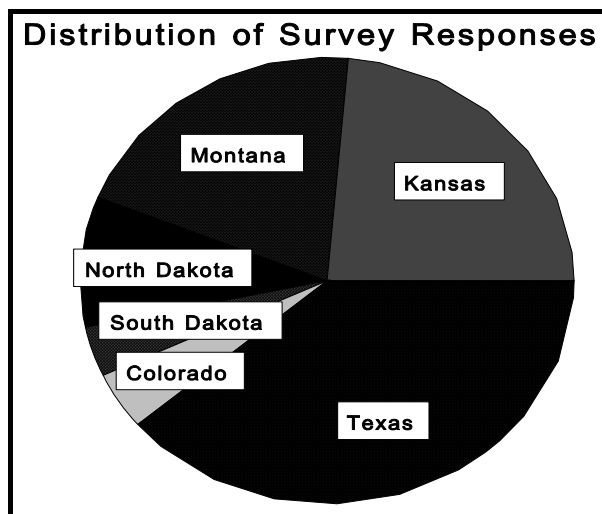
**Type of Program:** *Across all states*, there was interest in a variety of formats for study. A total of 59% were interested or very interested in a masters program, and a similar number were interested/very interested in earning a specialization certificate in gerontology. Over 60% indicated interest in taking courses for credit, and there was much less interest in non-credit courses (27%). *Among Kansans*, there was a similar pattern: 55% were interested/very interested in the M.S., and 53% in a certificate program. Interest in credit courses and non-credit courses was virtually identical to that for the larger Great Plains sample.

**Factors in Enrollment Decisions:** *Across all states*, respondents viewed numerous factors as important in making the decision to enroll. Over 75% indicated that cost, sponsor reputation, instructor reputation, and course content were important or very important factors. Over half indicated that career enhancement, tuition waivers, tuition reimbursement, and proficiency with technology were important/very important factors.

**Among Kansans**, 97% indicated cost and course content as important/very important: over 85% identified career enhancement, sponsor reputation, instructor reputation in this way. For the remaining factors, over 75% of respondents indicated they were important or very important.

## Core Content Areas, Skill Areas, and Electives That Meet Respondents' Needs





Current students in the Great Plains-IDEA program have supported the 2001 survey findings. Most of the more than fifty students are non-traditional and taking the program to further their job opportunities. Many of them currently work in long-term care or older adult care and are seeking to enhance their careers with credentials. Some have recognized emerging demographic trends and want to have a background in aging to expand job opportunities.

Within the last two years we have seen a new trend within the Gerontology program of Great Plains IDEA. Students graduating from Kansas State with a secondary major in gerontology are applying for the grad program immediately upon graduation. For some it may be a desire to learn more and quickly add a degree before getting into a serious career and for others it might mean that they were not able to find the job placement they had hoped for.

One interesting student to report is one of our more recent applicants. At 75, with a medical degree and a law degree, this particular student wanted to continue learning with this program in gerontology. We hope to promote this type of student recruitment.

### **Demand for Graduates**

The need for professionals with expertise in gerontology will only increase as the U.S. population continues to increase in the number and proportion of older adults.

In the Association for Gerontology in Higher Education's "Careers in Aging: Consider the Possibilities" ([www.careersinaging.com/careersinaging/why.html](http://www.careersinaging.com/careersinaging/why.html)) Jon Hendricks describes the expanding career opportunities:

"Populations are aging worldwide. This means that people are living longer, and the number of older persons is increasing. These trends are evident in American society, as well as in many countries around the world. In the U.S., of those born in 1900 nearly half died before they were



50 years old. People born today can expect to live beyond their 75th year. In 1900 about one in 25 Americans was over 65; today one in eight is over 65. And the age group growing fastest in our society and in many other countries is the "very old," people aged 85 and over. The growth of the elderly population will continue into the future. By the middle of the 21st century, one in five Americans will be over 65, and there will be 15 to 18 million persons over the age of 85. These growth trends will result in a demand for professionals with knowledge and expertise in aging. Expanded career opportunities in gerontology and geriatrics are forecast in many disciplines and professions."

In Kansas and the Great Plains region in general, the proportion of older adults substantially exceeds the national average (12.4%). The percentage of Kansans age 65 and older is 13.3%, and the number of these elders has grown 4.0% between 1990 and 2000. In many small towns and rural areas of the state, the percentage of older adults exceeds 25%. Since the program draws students from the entire region, information for other states is provided in the table. Although Colorado and Texas have lower proportions of elders to total population, both states have experienced rapid growth in this population. Texas is ranked fourth among states with the largest number of people 65+. Clearly, the employment opportunities for individuals with expertise in gerontology will only increase.

Based on the experiences of the Family Financial Planning Program, there will also be students from outside the region represented by universities participating in GP-IDEA.

State	Percent 65+ of All Ages	Percent Increase 1990-2000
Kansas	13.3%	4.0%
Montana	13.4%	13.6%
North Dakota	14.7%	3.8%
South Dakota	14.3%	5.7%
Nebraska	13.6%	4.1%
Oklahoma	13.2%	7.5%
Colorado	9.7%	26.3%
Texas	9.9%	20.7%

According to Hendricks two major tracks are available for careers in gerontology ([www.careersinaging.com/careersinaging/job\\_career.html](http://www.careersinaging.com/careersinaging/job_career.html)). In addition, while many professionals are engaged full-time in the field of aging; others may divide their time between aging and other areas within their disciplinary, professional, or clinical areas.

The first track involves those professionals work directly with older persons in areas such as health promotion programs, intergenerational programs, senior centers, community agencies, and retirement communities. They may provide direct care to frail elders in hospitals, clinics, nursing homes, adult day centers or home care programs. They may also provide counseling for older persons and their families or assist them with financial planning or housing choices.

The second track is made up of professionals who have less direct involvement with older persons. These activities can include planning, administering, and evaluating community-based services, teaching students, professionals, and older adults and their families about aging, conducting research, or engaging in advocacy, policy development, program planning, or administration. There also are opportunities for working with product development and marketing, consumer education, and organizations dealing with aging in the work force.

## **2. Locational and comparative advantages**

Both Kansas University and Wichita State University offer graduate programs in gerontology. However, neither of these programs is offered on-line. When a Google search is done for Gerontology Masters degree programs in Kansas the Kansas State program shows up in fifteen of the first twenty entries. Because the Kansas State degree is taught entirely on-line as a part of the Great Plains IDEA consortium it benefits from the expertise of faculty across six Midwest universities. An on-line program draws persons from all across the United States. Many of these students are non-traditional currently working in fields that afford them experience that contributes greatly to the richness of the educational goals. Here at Kansas State University we have gone to a competitive enrollment, accepting only 8-10 students per year in order to cap the program at 35 allowing quality instruction and advising.

## **3. Student characteristics**

As stated earlier many students will be professionals currently working in aging related settings who are interested in extending their education and expertise. Several disciplines are represented in the surveys listed. All of these persons have already received bachelor's degrees, but may not have had specific education regarding gerontology issues.

Full admission to the program will require evidence of completion of a bachelor's degree from an accredited university with a grade point average above 3.0 on a 4.0 scale for the junior and senior years. Applicants should have proficiency in the microcomputer operations necessary to complete web-based distance courses

## **B. Curriculum of the Proposed Program**

The program requires 36 credit hours of coursework, 24 of them in the following core areas:

- ☐ Perspectives in Gerontology
- ☐ Adult Development and Aging
- ☐ Aging in the Family Context
- ☐ Environments and Aging
- ☐ Research Methods and Program Evaluation in Aging
- ☐ Physical Health, Wellness, and Nutrition
- ☐ Public Policy, Economics, and Aging
- ☐ Capstone course, including ethics

The remaining 12 credit hours will be filled through electives. At KSU, these elective hours will include credit hours for a master's report. No thesis option will be offered for this distance-based program. Elective hours will be developed at individual universities and then added as electives to the program. See page 14 for information on electives offered by KSU.

### **Course Descriptions – Required courses**

**GERON 775 Perspectives in Gerontology, 3 credits, F.** An overview of current aging issues including the current focus of gerontology theory and research, critical social and political issues in aging, the interdisciplinary focus of gerontology, current career opportunities, and aging in the future.

**FSHS 845 Adult Development, 3 credits, S.** This course explores the biological, psychological, and social factors that are associated with aging. Although the focus is on the later years, information is presented from a life-span developmental framework. Empirical studies are reviewed and their strengths, limitations and implications for normative and optimal functioning are discussed.

**HN 718 Physical Health and Nutrition in Aging, 3 credits, S.** This course identifies the basic physiologic changes during aging and their impacts in health and disease. The focus will be on successful aging with special emphasis on physical activity and nutrition. Practical application to community settings is addressed.

**GERON 777 Public Policy: Economic & Social Impacts on Older Adults, 3 credits, F.** Policy development in the context of the economic status of the elderly populations. Retirement planning and the retirement decision; Social Security and public transfer programs for the elderly; intrafamily transfers to/from the elderly; private pensions; financing medical care for the elderly; prospects and issues for the future.

**ARCH 730 Environments and Aging, 3 credits, S.** Examination of attributes of physical environments that support special needs of older people and application of this knowledge to the design and management of housing, institutional settings, neighborhoods and communities.

**GERON 778 Aging in the Family, 3 credits, S.** Theories and research related to personal, family, and societal adjustments in later life affecting older persons and their intergenerational relationships. Related issues including demographics also are examined through the use of current literature.

**GERON 776 Program Evaluation and Research Methods, 3 credits, SS.** Overview of program evaluation, research methods, and grant writing in gerontology. Includes application of quantitative and qualitative methods in professional settings.

**GERON 779 Professional Seminar in Gerontology, 3 credits, SS.** An integrative experience in which students will strengthen skills in ethical decision-making and behavior and apply those skills in related areas such as advocacy, professionalism, and family and workplace issues. Students from a variety of professions will apply unique perspectives to topics of common interest.

### **Electives offered at KSU include the following:**

**GERON 610 Seminar in Long-Term Care Administration, F.** Administration principles involved in the planning, organizing, and directing of long-term care agencies. Includes an in-depth exposure to federal and state standards and regulations governing long-term care.

**GERON 725 Topics in Gerontology: Ethics and Health Care.** Advances in medical technology have brought with them questions healthcare givers must now face on a daily basis. Do people have a “right” to die? Should healthcare providers perform “live-saving” procedures on all patients? Should the ability to pay influence what types of treatments are offered to patients? This course will help students learn to think critically about ethical issues affecting healthcare workers in a variety of healthcare settings (e.g. hospitals, nursing homes, clinical practice, pharmacies). Emphasis will be on issues relating to aging populations, although issues relevant to other age groups will be discussed. Class discussions, short essays and case studies will encourage students to understand the multi-faceted nature of these ethical issues and need for open discussion between health care providers, patients and family members.

**GERON 630 Mental Health and Aging, S.** Introduction to the issues involved in aging and mental health using a systems framework covering the major emotional and psychiatric problems encountered in old age. Includes discussion of personality disorders, dementia, cognitive problems, substance abuse, suicide and barriers to treatment.

The following courses are currently available or will be available in the near future, assuring that students have access to sufficient electives to complete the program. Additionally, students may take other gerontology coursework offered at their home university as an elective, with the approval of their advisor. The Great Plains IDEA faculty will meet in November 2007 to schedule electives for the next several years.

- ☐ Biological Aspects of Aging
- ☐ Women and Aging
- ☐ Ethics and Health Care
- ☐ Physical Activity and Aging

Other potential courses appropriate as electives for the program, and which may be developed by one of the participating universities, include:

- Death and dying
- Global aging
- Leadership in aging organizations
- Intergenerational issues and programs
- Statistics
- Arts and humanities
- Advanced theories on aging
- Community services and aging
- Rural aging
- Study tour

## **C. Faculty**

### **1. Program Faculty and Qualifications**

All program faculty are members of the graduate faculty of their institutions or team teach with a graduate faculty member. Faculty for the gerontology program include:

**Marlys Bratteli, Ph.D.**

Assistant Professor, Child Development and Family Science  
North Dakota State University

Marlys Bratteli, is an Assistant Professor in the Department of Child Development and Family Science, North Dakota State University. Her research interests include General Aging and Gerontology, Transfer trauma, Demographic trends, Family caregiving, Elder protection, and Geriatric leadership/community development.

**Marilyn Coleman, Ph.D.**

Professor and Director of Graduate Studies, Human Development and Family Studies  
University of Missouri-Columbia

Marilyn Coleman is a Professor in the department of Human Development and Family Studies. Her research interests include Remarriage and stepfamilies, Gender Issues, and Intergenerational Family Obligations.

**Jan Coles, M.S.**

Instructor, Division of Biology  
Kansas State University

Jan teaches Principles of Biology and Ethics in Health Care . Her research interests include Biomedical ethical issues, therapeutic cloning, accessibility of health and patient care, biomedical research ethics. Jan team teaches the course Ethics and Health Care with Gayle Doll for the Great Plains IDEA program.

**Christine C. Cook, Ph.D.**

Associate Professor Department of Human Development and Family Studies  
Iowa State University.

Dr. Cook is one of two faculty at Iowa State University in the program in Housing and the Near Environment. Her courses focus on public policy, consumer issues, and the sociopsychological impact of the physical environment. She presently teaches courses entitled Housing and the Aging; Housing and the Social Environment, and Housing and Environments for Children. She is the graduate program coordinator for Gerontology and an advisory board member for the interdepartmental minor in Gerontology at ISU. Dr. Cook is co-principal investigator on a project funded by the USDA National Research Initiative on the role of housing in rural communities' economic vitality. She also does research in the area of special housing needs of children with disabilities and housing and welfare reform.

**Teresa Cooney, Ph.D.**

Associate Professor, Human Development and Family Studies  
University of Missouri-Columbia

Teresa Cooney is an Associate Professor in the department of Human Development & Family Studies. Her research interests include Parent-child relationships in adulthood, Family demography, Aging and the life course and Adults' adjustment to divorce.

**Janice Dinkel, ACSW, LSCSW**

Associate Professor, Social Work  
Kansas State University

Janice Dinkel's is the coordinator of the social work program and teaches in the practice sequence. Her research interests include Mental Health of Older adults. She is approved as graduate faculty. She teaches Mental Health and Aging, a Great Plains IDEA elective.

**Margaret Ann Fitzgerald, Ph.D.**

Assistant Professor, Department of Child Development and Family Science  
North Dakota State University.

Dr. Fitzgerald teaches courses in Personal and Family Finance, Financial Counseling, and Public Policy, and Financial and Consumer Issues of Aging. Prior to accepting a teaching position at NDSU in 1998, she worked with economically distressed farm families through a community mental health center in Minnesota. She received her Ph.D. from Iowa State University in 1997.

**Gayle Appel Doll, Ph.D.**

Assistant Professor and Director, Center on Aging  
Kansas State University

Gayle Doll serves as the Director of the Center on Aging at Kansas State University. Her research interests include Culture Change in Nursing Homes, Physical Functioning in Older Adults and End-of-Life issues. She also serves as principal investigator for a multi-year collaborative project involving KSU, the Kansas Departments on Aging and Social and Rehabilitation Services in an educational initiative on Culture Change in Nursing Homes.

**Jennifer Margrett, Ph.D.**

Human Development and Family Studies  
Iowa State University  
Information not available

**Peter Martin, Ph.D.**

Professor, Human Development and Family Studies, Director of Gerontology Program Iowa State University

In addition to serving as Director of the Gerontology Program, Dr. Martin teaches classes on adult development and aging, aging and the family, and intergenerational relations. Dr. Martin has conducted research on personality, stress, coping, and well-being in later life with an emphasis on the oldest old.

**Mary P. Miles, Ph.D.**

Assistant Professor, Department of Health and Human Development  
Montana State University

Dr. Miles teaches courses in human metabolism, exercise science, and the interdisciplinary field of exercise metabolism and nutrition. She currently is engaged in research to identify mechanisms linking inflammation to the progression of atherosclerosis during aging, the influence of gene polymorphisms on physiological outcomes of exercise training, and factors influencing the degree of muscle atrophy that occurs in response to muscle disuse. Prior to joining the faculty at Montana State University, she completed a three-year post-doctoral fellowship in the Department of Biochemistry and Molecular Biology at Penn State University.

**Lyn Norris-Baker, Ph.D.**

Professor, Department of Architecture, Kansas State University

Dr. Norris-Baker currently teaches courses in Environments and Aging, Adult Development and Aging, and Perspectives in Aging. She has previously taught Introduction to Gerontology and Seminar in Gerontology. Her research focuses on aging-environment issues and aging in rural communities. Dr. Norris-Baker is a Fellow in the American Psychological Association, the Gerontological Society of America, and the Association for Gerontology in Higher Education.

**Gregory Sanders, Ph.D.**

Professor, Department of Child Development and Family Science and Associate Dean for the College of Human Development and Education, North Dakota State University

Dr. Sanders teaches graduate and undergraduate courses with a focus on family science and researches in the areas of family relations and later life families. In his role as Associate Dean, Dr.

Sanders provides leadership in building capacities in technology and research. He has published and presented nationally on building technology and distance education capacities. Dr. Sanders is also the editor of the North Dakota Journal of Human Services which is published both in paper form and on the Internet. He has been a part of the GP IDEA for about four years and participated in a number of distance education faculty development projects.

**Dr. Rick J. Scheidt, Ph.D.**

Professor, Department of Family Studies and Human Services  
Kansas State University

Dr. Scheidt teaches graduate and undergraduate courses in adult development and aging (FSHS 510 and FSHS 845), Aging in the Cinema, and graduate courses in research methods (FSHS 890). He also supervises field placements for gerontology students completing an emphasis in long term care administration. His research interests include environment-aging relations and rural aging. He recently co-edited *Environment and Aging Theory: A Focus on Housing* and is presently editing *Physical Environments and Aging: Critical Contributions of M. Powell Lawton*. Dr. Scheidt is a Fellow in the American Psychological Association, the American Psychological Society, and the Gerontological Society of America, reflecting his long term research and service contributions to adult development and aging at a national and international level.

**Jean Pearson Scott, Ph.D.**

Professor, Department of Human Development and Family Studies  
Texas Tech University

Dr. Scott teaches undergraduate and graduate courses in gerontology and in research methods. Her research interests include multivariate studies on physical, psychological, and social factors associated with the aging process. Areas of interest include rural elderly, older women's issues, family caregiving, informal and formal support systems of older adults, and end-of-life decision making.

**Barbara Stoecker, Ph.D.**

Professor, Department of Nutritional Sciences  
Oklahoma State University  
Information not available

**OTHER FACULTY INFORMATION**

Students are assigned a grad faculty advisor but they may select their own committee members which may be from other college campuses. It is recommended that they select one of the faculty that teaches in an area most closely related to the student's interest. Currently we are using three faculty advisors for the K-State-enrolled students. This has not been an excessive load as most of the students take an extended period of time to get through the program, naturally staggering the period of time when their need for assistance is greatest. In addition, most of the practical aspects of advising are done by the GP-IDEA office staff, leaving the more academic advising to the grad faculty. This program does not require a thesis or report. While a major project is required it is done in a class therefore limiting advisor responsibilities.

The Center plans to recruit at least 2 more faculty members in the next 2 years to teach and advise students. Projected costs for the program are expected to be covered by tuition revenue. Student advisors will earn summer salary paid from Center on Aging internal funds.

**2. Number of graduate assistants**

This program does not offer graduate assistantships because it is an online program.

## **D. Academic support**

### **1. Needed Services**

Students in this inter-institutional program are provided with the full range of services provided to KSU students in all inter-institutional programs sponsored by the Great Plains Interactive Distance Education Alliance. Specifically, each KSU student is assigned a major professor who provides academic guidance and the Great Plains IDEA campus coordinator provides logistical and student services support. The KSU library provides access to library materials and the Division of Continuing Education technical support staff provide technical support to students in the specialization.

### **1. New library materials or other types of resources needed**

. The Division of Continuing Education coordinates library services. Current holdings are adequate and the virtual library services meet the needs of this program adequately.

### **2. New support staff**

This program is currently supported by a full-time campus coordinator and two part time positions who oversee student services and coordinate management of the inter-institutional program. These positions are funded by student fees. No new support staff will be needed.

## **E. Facilities and Equipment**

### **1. Anticipated facilities required**

Existing facilities at KSU are sufficient for offering this program. Since the courses are delivered via the Internet, minimal demands are placed upon on-campus facilities and equipment. Computer upgrades and software are an ongoing need and will be funded through course enrollment fees.

### **2. New equipment required**

Assuming a routine maintenance/replacement schedule, existing computer resources should support the program adequately.

## **F. Program review, assessment and accreditation**

### **1. Evaluation and/or review processes / Program accreditation**

There is no accrediting body for gerontology. The program of study has been designed to meet the guidelines suggested by the Association for Gerontology in Higher Education. The curriculum will be monitored to assure that students are fulfilling these requirements, and if changes in these national guidelines occur, the program of study will be modified if needed. Program effectiveness measures will include student completion of individual courses and the degree program, program costs, technical support strategies, and program administration strategies

### **2. Measuring student outcomes**

The Gerontology faculty of the Great Plains IDEA program have identified the following student learning outcomes:



1. Demonstrate a basic understanding of specific issues regarding adult development, family systems, health and nutrition, public policy, the environment, and research as related to older adults and their families.
2. Apply research findings and skills to solve problems related to older adults and their families.
3. Synthesize critical issues related to aging from a multidisciplinary perspective.

The SLOs will be assessed as follows:

The Student Learning Outcomes will be assessed during the final examination for graduate students. Gerontology graduate students have two options for their exams. They may give oral presentations of the case study developed during the Professional Seminar Course for their committees or they may write responses to questions posed by their committee members. Students in the seminar course are expected to develop a case study evaluation as the culmination of this course—bringing together all their prior knowledge to problem solve. Questions posed to the students during the oral presentation and written exams will highlight the student learning outcomes. Scoring rubrics will be used for this assessment. In addition, exit surveys for the students will include questions related to student learning outcomes.

Gerontology students will be assessed during their final examination which will be completed for most as they are completing their final course work. A scoring rubric was reviewed by GP-IDEA faculty at an April, 2007 meeting. This process will be evaluated and revised at the November GP-IDEA meeting. A revised scoring rubric will be used with the Summer 08 capstone course students. These results will be reported to the CSU assessment site for GP-IDEA courses as well as here at K-State. Data will be collected and reported annually. Each of the three student learning outcomes will be assessed by analyzing the case studies using a scoring rubric with the following criteria.

**Well Above Expectation-** demonstrates exemplary mastery of material, ability to make numerous interdisciplinary connections, clear, strong writing abilities with sharp skills for critical analysis, and an in-depth appreciation for the diversity of lifestyles and issues of aging populations from different socio-economic and ethnic backgrounds.

**Above Expectation-** demonstrates an above average mastery of material, ability to make interdisciplinary connections, possesses above average writing abilities, and shows an appreciation of the diversity of lifestyles and issues of aging populations.

**At Expectation-** demonstrates average mastery of material, ability to make interdisciplinary connections, possesses adequate writing abilities, and appreciates many diversity issues of aging populations.

**Below Expectation-** below average understanding of knowledge required of majors, has difficulty making interdisciplinary connections, possesses unclear, poorly structured writing skills, and lacks understanding of the diversity issues involved in aging populations.

It is expected that 80% of all students will score “at expectation” or higher.

Data collected will be reviewed by the GP-IDEA faculty at their annual November meeting. Key findings will be discussed and disseminated to all gerontology faculty with

weaknesses highlighted and suggestions for improvements that can be implemented.

## **CENTER ON AGING**

### **Mission, Centrality and Uniqueness**

The mission of the Center on Aging is to provide a focus on aging issues through teaching, research, outreach and service that orients the talents of the faculty and resources of the University towards identifying and addressing the challenges and opportunities of an aging society. It provides multi-disciplinary education on aging issues, coordinates gerontology curricula, develops educational and training programs, promotes and conducts aging-related research, disseminates knowledge about aging issues and fosters collaboration with aging-related community and professional organizations. The secondary major in gerontology, which may include an emphasis in long-term care administration, provides students at Kansas State University the opportunity to integrate knowledge received in their major professional disciplines with a program of academic study and field experience in gerontology. These programs are of special interest to students preparing for careers in such diverse fields as nutrition, communications sciences and disorders, family life education, human development, dietetics, social work, interior design, physical therapy, marketing, health care professions, architecture, engineering, and business administration.

The Center on Aging's undergraduate programs have experienced growth for the past several years. The number of graduates from the secondary majors in gerontology are nine for 2004, fourteen for 2005, seventeen for 2006, and twenty-three in May/August 2007. A report conducted by the Association for Gerontology in Higher Education indicates that for a 4-year undergraduate program, the average number of students completing the program each year is 8. Our graduation rate is well above this average and we anticipate that upward trend will continue.

The Kansas State enrollment in the Great Plains IDEA program has seen similar growth. Currently the majority of the students in the program are registered at Kansas State and enrollment is competitive with a 35 student cap.

### **Quality of the Faculty**

Membership in the Gerontology Faculty is open to all Kansas state University faculty and administrators, and is based on demonstrated expertise in aging-related issues by regular teaching responsibility for one or more courses approved for gerontology credit, research and other scholarly or creative endeavor involving aging-related issues, and/or Extension responsibilities or significant service contributions involving aging-related issues. Members of the Gerontology Faculty are expected to maintain familiarity with current gerontological issues through involvement in research or other scholarly or creative endeavors, involvement in conferences or meeting, or equivalent contact with literature in the field. Currently there are 31 faculty and 1 adjunct faculty representing the colleges of Agriculture, Architecture, Arts & Sciences, Engineering, and Human Ecology and 17 different departments within those colleges. A total of 11 of these faculty are from departments within the College of Human Ecology.

The Great Plains IDEA consortium was created to take advantage of the teaching talents in the Midwest. Faculty from Kansas State contribute their expertise while other universities offer areas of expertise that we could not alone have provided. Members of the faculty have not only demonstrated a commitment to teaching superior course content but have similarly made

the commitment to develop their skills in teaching on-line courses through creative and meaningful methodology. An informal student survey completed last year indicated that students were very pleased and satisfied with the instructors and the material that they were learning.

## **Quality of Students**

Students completing a secondary major in gerontology must complete additional coursework beyond that required for their primary degree. In many cases the gerontology coursework may add an additional year to completion of their Bachelors degree – specifically the long-term care administration emphasis. Students who complete the gerontology coursework are very committed to making a difference in the lives of aging Kansans and those who work with them. Students completing the long-term care administration emphasis must maintain a minimum 3.0 GPA in their gerontology and business coursework and upon graduation must take a licensing exam for Adult Care Home Administrators in Kansas.

Great Plains IDEA students must have a 3.0 grade point average to apply for the program. In addition, they must demonstrate written proficiency with an essay highlighting their goals for receiving a master's degree in gerontology. From these essays, students have been selected for the program to represent a diversity of experience and geographic locations. Students who have had some background working with elders are preferred as instructors have learned that this experience enhances the on-line interaction of the students. Because the majority of the students have been non-traditional or older, they seem to have a higher level of commitment to their education and to each other.

## **Employer Demand**

Virtually all recent undergraduates have obtained employment or gone on to graduate or professional programs after graduation, with approximately 90% choosing careers that are aging-related, regardless of their primary majors. Current demographic trends project increasing demand for professionals in all disciplines with knowledge and training in aging. Increased opportunities will be available in the service sector to provide all aspects of health care, social services, transportation, housing needs, and legal assistance. More researchers are needed to study the aging process and diseases associated with aging, more designers are needed to produce products and living areas to meet the special needs of older persons, and more business, financial, and legal consultants are needed for advising older clients. A white paper on this topic is available at [www.ksu.edu/gerontology/pdfs/white%20paperrevised.pdf](http://www.ksu.edu/gerontology/pdfs/white%20paperrevised.pdf).

Great Plains IDEA students inform us that they hope to use their credentials to move vertically within their current organization. Others are interested in social policy and hope to work with governmental agencies. Still others recognize a potential for a new career working with aging populations. Some newly recognized careers include Geriatric Financial Planning, Geriatric Care Management, and Geriatric Mediation.

## **Service provided to the Discipline, University and Beyond**

The Center's mission specifically identifies service as a core component. Our research funding is for a project that is of direct service to the nursing home industry in Kansas. The PEAK-ED project was created by the Kansas Department on Aging to promote more social, non-traditional models of long-term care. The education component of PEAK supports Kansas nursing homes in implementing progressive, innovative approaches to care that should make a significant difference in the quality of care and the quality of life for those living and working

in long-term care environments. KSU develops and disseminates educational resources for nursing homes to use in this process. Resources include a focus on the philosophy and values of changing the culture of care as well as provide different strategies and exemplars for accomplishing such changes. The KSU Center on Aging has received national recognition for this program and even though the PEAK materials were developed for use in Kansas, they have been requested by individuals and organizations located in 25 additional states and Canada. More information on the project is available at [www.ksu.edu/peak/](http://www.ksu.edu/peak/).

Because of the Center on Aging's long-term commitment to long-term care issues this has become the priority planning focus. The association with Kansas Department on Aging and the PEAK program have allowed the Center staff and faculty to become experts in this field. This priority has been what we've used to develop new classes for the Great Plains IDEA program. Each of the elective courses developed in the past two years have been directly associated with long-term care: Ethics and Health Care, Seminar in Long-Term Care Administration and Mental Health and Aging. A fourth class, Global Perspectives of Eldercare was offered on-line but not as a GP-IDEA elective. It is expected that it will be placed into the course rotation in the future.

### **Cost Effectiveness**

The gerontology program is interdisciplinary and capitalizes on departmental resources across the university as well as those at partner organizations. Our PEAK research initiative helps to support the educational activities of the Center, including the gerontology curricula. Some of the courses for the gerontology curriculum are offered online through the Division of Continuing Education so that the course is self supporting and also helps to fund other education initiatives.

***DROP:***

**BAE 690. Non-Point Pollution Engineering.** (3) I. Management of diffuse sources of pollution generally resulting from storm water and runoff. Use of models and Geographic Information Systems (GIS) to evaluate the extent and magnitude of non-point pollution, legislation and programs affecting non-point pollution, and design of treatment and management systems. Non-point pollutants addressed include: nutrients, pesticides, sediment, and hazardous wastes. Three hours lec. a week. Pr.: BAE551 or CE551.

*RATIONALE: BAE 690 and 761 currently address the study and modeling of nonpoint source pollution issues, treatment systems, and environmental remediation processes. Two new courses, BAE 665 and 669, will reorganize those materials and update some topics based on current advances in knowledge and technology.*

**BAE 761. Natural Treatment Systems.** (3) I, even years. Engineering analysis, modeling, and design of natural systems for treating liquid and solid wastes. Applications of plant and microbial systems. Three hours rec. a week. Pr.: MATH 221 and one of the following courses: BAE 530, CE 563, BIOL 529 or 612, ATM 661.

*RATIONALE: BAE 690 and 761 currently address the study and modeling of nonpoint source pollution issues, treatment systems, and environmental remediation processes. Two new courses, BAE 665 and 669, will reorganize those materials and update some topics based on current advances in knowledge and technology.*

**BAE 869. Advanced Watershed Modeling.** (3) II. Even years. Advanced study and evaluation of process equations used in watershed-scale, water-quality models. Advanced application of watershed models. Recommended background: Hydrology and GIS. Three hours rec. a week. Not available for students with credit for BAE 669.

*RATIONALE: This new course will support the graduate environmental engineering program in BAE.*

ENTER YOUR TITLE HERE IN ALL CAPITAL LETTERS

by

YOUR NAME IN ALL CAPITAL LETTERS

Your previous degree(s). For example: B.A., University of Illinois, 2000

A Enter THESIS or REPORT in all capital letters  
For doctoral students A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

YOUR DEGREE NAME IN ALL CAPITAL LETTERS. FOR EXAMPLE: MASTER  
OF ARTS-DOCTOR OF PHILOSOPHY

The name of your department. For example: Department of Chemistry  
The name of your college. For example: College of Arts And Sciences

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

Graduation Year

Approved by:

Major Professor

## **E. GRADUATE ASSISTANTS**

The principal objective of a graduate student is to pursue a concerted program of study that will normally lead to an advanced degree in the chosen academic discipline. To assist students to pursue their studies full-time, the University makes available financial assistance through a limited number of graduate teaching assistantships, graduate research assistantships and graduate assistantships. These assistantship appointments carry with them a nominal service requirement, typically directed at improving professional skills in their academic fields. To fulfill the obligation that students pursue studies full-time, graduate assistants must be enrolled for a minimum of six (6) semester hours of graduate credit.

Tuition responsibilities for students appointed as graduate assistants for 0.4 full-time equivalent (FTE) or greater depends on the nature of the appointment. Students holding 0.4 FTE appointments as graduate teaching assistants have their tuition waived. Students holding 0.4 FTE appointments as graduate research assistants or graduate assistants (or any combination of graduate assistant appointments) pay reduced tuition at the staff rate according to an established schedule. Students who receive stipend checks from September 1 through November 17 receive tuition benefits for the fall semester, and students who receive stipend checks from February 1 through April 17 receive tuition benefits for the spring semester. Graduate students who are both enrolled and have at least a 0.4 teaching appointment during the summer semester are eligible to receive a full tuition waiver. Graduate students who hold at least a 0.4 total appointment during the summer semester but only a partial appointment as a teaching assistant are eligible to receive the employee tuition rate and a partial tuition waiver based on the amount of the teaching appointment.

Disputes concerning graduate assistants (GTA/GRA/GA) are employment matters that should be originated with the appointing department and be addressed through normal supervisory channels. The student should begin addressing the concern with the assigned supervisor of the assistantship and, if necessary, proceed to the department or unit head. If the matter is not resolved at the department or unit level, the student may present it to the Dean of the College of which the (GTA/GRA/GA) is employed. Formal grievance procedures do not apply to these appointments.

Individuals having employment disputes believed to constitute discrimination, including sexual harassment as described and defined in the "Policy and Procedure for Discrimination and Harassment Complaints" in the University Handbook should contact Affirmative Action or the Office of Student Life.

## **Second reading. Changes to the Graduate Handbook, Appendix A, Section B, Graduate Student Academic Grievance Procedures**

The *Graduate Handbook* contains general rules and procedures governing graduate education developed by the Graduate Council. In addition, each graduate program may have more detailed departmental or program guidelines that specify how that degree program operates within general Graduate School policies, and what graduate students can expect during their graduate career. If departmental or program policies are inconsistent with Graduate School policy, the Graduate School policy is the overriding policy.

### **1. Scope of Authority**

This policy is designed to resolve concerns and grievances brought by graduate students related to their graduate level academic program as more fully defined below. The formal grievance must be initiated within 6 months of the time that the graduate student knows of the matter prompting the grievance, or the graduate student relinquishes any opportunity to pursue the grievance. Under these procedures, a graduate student is any person who has been formally admitted as a graduate student at the time the alleged events leading to the grievance occurred. A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.

Non-academic conduct of graduate students is governed by the KSU Student Code of Conduct in the *Student Life Handbook* and the hearing procedures therein. The undergraduate grievance procedure, as described in Appendix A of the *Student Life Handbook*, applies to any academic matter involving an undergraduate student taking graduate courses. The Veterinary Medicine academic grievance procedures, as described in Appendix A of the *Student Life Handbook*, govern academic matters involving courses within the DVM degree. The K-State Honor & Integrity System, as described in the *Student Life Handbook*, governs issues of academic integrity. Allegations of misconduct believed to constitute discrimination, including sexual harassment as described and defined in the “Policy and Procedure for Discrimination and Harassment Complaints,” ~~Prohibiting Sexual Harassment,” and “Policy Prohibiting Racial and/or Ethnic Harassment”~~ in the *University Handbook* should be referred to the Affirmative Action Office or the Office of Student Life. Allegations of assault covered under the “Policy Prohibiting Sexual Violence” should be referred to the Office of Student Life.





## 2. Definition of Terms

- a. Graduate Student - Under these procedures, a graduate student is any person who has been formally admitted into the Graduate School of Kansas State University and was enrolled as a graduate student at the time the alleged events leading to the grievance occurred.
- b. Grievance - A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.
- c. Respondent - The person(s) against whom a grievance is being made.
- d. Working Days - For the purpose of this section a "working day" is defined as any weekday that is part of the regular nine-month academic calendar, including all days that classes are conducted and the period of final examinations. Legal holidays and the time when summer school is in session are excluded from the definition of "working day." However, if it is agreed to by all of the parties, a hearing can be conducted and/or the process completed during a vacation period.

## 3. Guidelines for Administrative Review and Conflict Resolution

- a. The graduate student should attempt to resolve any grievance first with the faculty member, supervisory committee, or administrator involved.
- b. If, after earnest inquiry, the conflict remains unresolved, the graduate student should discuss the grievance with the department head/chairperson, or other immediate administrative superior of the respondent, the academic dean or his/her designee and , if pertinent, with any relevant departmental faculty member or committee. If the outcome of this conflict resolution process is successful, then the resolution shall be reduced to writing with copies provided to the graduate student, respondent, administrative superior, and academic dean involved in the conflict resolution session.
- c. If the conflict resolution process is not successful, the academic dean and the associate dean of the Graduate School will confer to determine if further conflict resolution steps should be pursued.

#### 4. Formal Grievance Procedure

- a. If the grievance is not resolved by the above discussions and the graduate student then chooses to pursue the matter further, the issue must be reduced to writing within 10 working days by the graduate student and sent immediately to the associate dean of the Graduate School. A [Notice of Grievance](#) form, available in the Graduate School or on the Graduate School website (  [Word](#)  [PDF](#) ), must be submitted with the written statement. The written grievance shall include a clear, concise statement of the policy or policies/procedures violated, and the redress requested. The associate dean of the Graduate School shall forward a copy of the grievance to the respondent. Within 10 working days after receipt of the grievance, the respondent shall provide the associate dean of the Graduate School with a copy of his or her written response.
- b. Upon receipt of the written response, the associate dean of the Graduate School shall, within 10 working days, appoint an ad hoc grievance committee to hear and make a recommendation regarding the grievance. The associate dean of the Graduate School shall appoint, from the membership of the Graduate Council, a committee chair (without vote), and 3 committee members. A member of the Graduate School staff will be selected as secretary (without vote). Two graduate students will be appointed as committee members from a slate of nominees selected by the Graduate Student Council.
- c. The hearing shall be scheduled within 30 working days after the appointment of the ad hoc grievance committee barring extenuating circumstances.
- d. Guidelines for ad hoc grievance committee hearings
  1. Pre-hearing procedures
    - a. Notice of the time and place of the hearing shall be given by the chair to the graduate student and the respondent not less than 10 working days prior to the hearing.
    - b. The notice shall include the written grievance and the written response of the respondent.
    - c. A copy of the procedures guiding the hearings shall accompany the notice.

- d. The following must be submitted by each party to the chair at least five working days prior to the hearing:
  - i. A copy of all written supporting documentation that the party will present at the hearing,
  - ii. A list of witnesses to be called by the party (each party is responsible for ensuring that his/her witnesses are at the hearing), and
  - iii. The name of any advisor who will accompany the party to the hearing and whether the advisor is an attorney.

## 2. Hearing

- a. The hearing will be conducted informally and the committee will have complete discretion in deciding any procedural questions that arise during the hearing.
- b. At the hearing, each party may be accompanied by an advisor, who may advise the party but not participate in the hearing.
- c. All hearings shall be closed except for parties to the grievance and their advisors unless the graduate student requests that the hearing be open. All parties are advised that the Committee routinely records the hearing for its own use.
- d. The committee will permit each party to present a brief opening statement of no more than 10 minutes.
- e. The evidence shall be presented by the graduate student and then by the respondent at the hearing.
- f. The parties and the committee shall have the opportunity to question all witnesses.
- g. The committee will accept any evidence, information, or testimony, which it feels is pertinent to the grievance and will help the committee understand and evaluate the issue(s) before it. The committee chair will determine the relevance and materiality of the evidence offered. Legal rules of evidence shall not apply.

- h. Following the presentation of evidence, the committee will permit each party to present a brief closing statement of no more than 10 minutes.
- i. The committee will meet in closed session to deliberate and recommend action to the Dean of the Graduate School on the grievance.
- j. Within ten (10) working days from the conclusion of the hearing, the committee will prepare a report which will serve as its recommendation to the Dean of the Graduate School. The report will contain the factual findings of the committee and the reasons for the recommendation. The Dean of the Graduate School will consider the committee's recommendation and transmit a final decision to both parties within ten (10) working days of receiving the Committee's recommendation.

#### 5. Enforcement of the Graduate School's Decision

The Graduate School has the authority to enforce the decision.

## Graduate Certificate Review Report

The following information should be presented in a separate document for each certificate offered by an academic unit. Items I through IV are provided as background information for the Assessment and Review Committee and should not exceed two pages.

- I. Introduction
  - A. College(s) and Department(s) involved.
  - B. Person(s) responsible for preparing the report.
  - C. *Brief* description and history of the certificate program.
- II. Certificate Description/ Purpose
  - A. *Brief* statement of the goal(s) or mission of the certificate program. Discuss if the goal(s) has/ have changed since the certificate program was initially approved.
  - B. *Brief* statement of the relationship of the certificate program to other academic degrees in the College, University, and State, as appropriate.
  - C. *Brief* statement of the uniqueness of the certificate program, as appropriate, to the College, University, Regents System, State, Region, and Nation.
- III. Self Evaluation of Faculty and General Programs
  - A. *Briefly* describe how teaching and scholarly activities of participating faculty contribute to the goal(s) and student learning outcomes of the certificate program. If any curricular changes have been implemented since the certificate program was initially approved, *briefly* describe them.
- IV. Student Enrollment and Completion
  - A. *Briefly* indicate the student demand for the certificate program. Measures of demand may include numbers of students seeking the certificate and the number completing the certificate during the period of the review. Indicate the number of students completing the certificate program as non-degree, if any, compared to those completing the certificate program while pursuing a graduate degree.
- V. Assessment of Student Learning (ASL) – A cumulative report since the last review. (This section will be in lieu of the Annual Progress Report on ASL that is due in March of each year.)
  - A. List the student learning outcomes that were assessed during the period of the review.
  - B. For each learning outcome, describe the measures used (over a three-year period approximately one-half of the measures used are to be direct measures, and at least one direct measure must be used for each student learning outcome), the sample of students from whom data were collected, the timetable for the collection, and the forum in which the measures were administered. (Examples of direct measures can be accessed at <http://www.k-state.edu/assessment/plans/measures/direct.htm>).
  - C. Describe the results of the assessments.
  - D. Describe the process by which faculty reviewed the results and decided on the actions and/or revisions that were indicated by them.
  - E. Describe the actions and/or revisions that were implemented in response to the assessment results.
  - F. Describe the effects on student learning of the actions and/or revisions.