



Graduate School
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GRADUATE COUNCIL AGENDA FOR MEETING OF FEBRUARY 5, 2008

DATE: January 29, 2008

TO: Graduate Council Members

FROM: Carol Shanklin, Interim Dean of the Graduate School

The Graduate Council will meet at 3:30 p.m. Tuesday, February 5, 2008, Room 213, Student Union.

Agenda items are as follows:

1) Opening remarks

2) Minutes of the December 4, 2007 (3)

3) Graduate School Actions and Announcements

Appointments for Graduate Faculty Membership

Name	Position	Department/Program	Date approved by Graduate School
Donna Lynn Fullmer	Assistant Professor	Interior Architecture and Product Design	12/4/07
Matthew Brueseke	Assistant Professor	Geology	1/14/08

4) Academic Affairs Committee

Graduate Faculty Nominations: Approved by the Academic Affairs Committee on 1/24/08.

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

Mary Copple	Assistant Professor	Modern Languages (49)
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Faculty - Membership

David Ollington	Assistant Professor	Speech, Communication, (50) Theatre and Dance
D. Bart Carter	Director, Animal Resource Facility	Anatomy and Physiology (51)
Joel Q. G. Spencer	Assistant Professor	Geology (52)
Julie A. Adams	Adjunct Assistant Professor	Computing and Information (53) Sciences

Faculty - Membership and Certification

Gary Gadbury	Associate Professor	Statistics (54)
Leigh Murray	Professor	Statistics (55)

Course and curriculum issues

Changes

ARCH 830 Advanced Architectural Studies (56)
LAR 650 Landscape Architecture Seminar II (56)
LAR 655 Landscape Architecture Professional Internship (57)
IAPD 625 Lighting in Interior Architecture and Product Design (57)
IAPD 644 Interior Architecture Internship (57)
IAPD 645 Interior Architecture Internship Report (58)
IAPD 668 Study Abroad Experience (58)
IAPD 810 IAPD Capstone Studio (58)
IAPD 815 Advanced Studio Programming (58)
M. S. Arch. Ecological & Sustainable Design option (59)
M.S. Arch. Design Theory emphasis (60)
M. S. Arch. Environment/Behavior and Place Studies Emphasis (61)
Landscape Architecture Program (62-65)
Interior Architecture and Product Design Program Requirements (66-67)
Graduate Certificate in Gerontology (68)

New

ARCH 790 Practicum (69)
IAPD 811 Design Research (69)

5) Student Affairs Committee

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

6) Committee on Planning

First reading. Changes to the Graduate Handbook, Appendix A, Section B - Graduate Student
Rights and Grievance Procedure (70)

7) Committee on Assessment and Review

Graduate Certificate in Public Health Core Concepts

8) Graduate Student Council Information

9) University Research and Scholarship

- 2006 Survey of Earned Doctorates (74)
- *Making the Implicit Explicit* by Barbara E. Lovitts (78)
- John W. Kluge Center Research Opportunities at the Library of Congress:
www.loc.gov/kluge
- National Endowment for the Humanities Grant Workshop
March 24, 2008
Elliott Union, University of Central Missouri, Warrensburg, Missouri
www.ucmo.edu/nehworkshop.xml

10) Other business

- Graduate Council Election – Feedback on Electronic Ballots

cc: Academic Deans and Directors
Departments (please post)



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Minutes of the Graduate Council

December 4, 2007

~~As approved by the Graduate Council, February 5, 2008~~

Members present: K. Adhikari, B. DePaola, M. Donnelly, T. Easton, J. Fallin, J. Faubion, B. Fees, J. Fliter, D. Gruenbacher, S. Haar (named B. Fees as proxy), M. Hancock, M. Hossain, S. Hutchinson, J. Katz (named S. Kovar as proxy), J. Keller, K. Kershner, S. Kovar, J. Neill, J.S. Smith, K. Taylor, M. Zolkiewski, F. White

Members absent: S. Bossmann, S. Garimella, D. Goodin, C. Griffin, M. Herman, M. Kaff, A. Knackendoffel, V. Krstic, J. Reese, B. Roland, R. Schaeffer, B. Schultz

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

Guests: D. Youngman (library liaison)

1) Opening remarks

Carol Shanklin announced that interviews for the Interim Assistant/Associate Dean of the Graduate School are being completed. The Graduate School anticipates the position will be filled by January 1, 2008.

Commencement is scheduled for Friday, December 7, 2007 at 1:00 pm in Bramlage Coliseum. If you are planning to attend, please email Shannon Fox at gradinfo@ksu.edu.

2) Minutes of the November 6, 2007 meeting were approved as presented.

3) 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
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) 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 and membership and certification. The motion passed.

Graduate Faculty Nominations: Approved by the Academic Affairs Committee on 11/20/07.

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

Shireen Roshanravan Assistant Professor Women's Studies

Faculty - Membership

Bill Golden	Research Assistant Professor	Agricultural Economics
Mary Higginbotham	Assistant Professor	Clinical Sciences
Xianghong Li	Research Assistant Professor	Agricultural Economics

Faculty - Membership and Certification

Kristin Michel	Assistant Professor	Biology
Jesse Nippert	Assistant Professor	Biology
Sunghun Park	Assistant Professor	Horticulture, Forestry & Recreation Resources

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
ENGL 562. Playwriting. (3) I, II. 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.	ENGL 662. Playwriting. (3) I, II. 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.
KIN 792. Internship in Exercise Science. (6-8) I, II, S. 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.	KIN 792. Health-Fitness Instructor Internship. (6-8) I, II, S. 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.
KIN 796. Topics in Kinesiology. (1-4) On sufficient demand. 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 & Physiology. See AP 796.	KIN 796. Topics in Exercise Physiology. (1-4) On sufficient demand. 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.

Current Course Description	Proposed Course Description
KIN 830. Public Health Physical Activity. (3) II. 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.	KIN 830. <u>Advanced</u> Public Health Physical Activity. (3) II. <u>Exploration of the social and behavioral epidemiology of physical activity in public health: outcomes, influences, and promotion in individuals, settings, and communities.</u>
THTRE 562. Playwriting. (3) Theoretical study and practical application of techniques of playwriting with regard to plot, characters, and production; emphasis on the one-act form.	THTRE 662. Playwriting. (3) On sufficient demand. Theoretical study and practical application of techniques of playwriting with regard to plot, characters, and production; emphasis on the one-act form.
ACCT 884. Enterprise Information Systems Assurance. (3) II. 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 844.	ACCT 884. Enterprise Information Systems Assurance. (3) II. 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.: <u>ACCTG 810, MANGT 830 for MBA students or ACCTG 331 for Masters of Accountancy students or instructor permission.</u>
EDSP 728. Characteristics of Emotional and Behavioral Disorders. (3) S. 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.	EDSP 728. Characteristics of Emotional and Behavioral Disorders. (3) <u>I, S.</u> 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.
EDSP 742. Interventions: Emotional and Behavioral Disorders. (3) I, S. 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.	EDSP 742. Interventions: Emotional and Behavioral Disorders. (3) <u>I, II, S.</u> 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.
EDSP 743. Interventions: Academic Disabilities. (3) II, S. Educational planning, instructional methods, and curricula modifications for students with academic learning disabilities. Pr.: EDCEP 323 or 324; EDSP 710.	EDSP 743. Interventions: Academic Disabilities. (3) <u>I, II, S.</u> Educational planning, instructional methods, and curricula modifications for students with academic learning disabilities. Pr.: EDCEP 323 or 324; EDSP 710.

Current Course Description	Proposed Course Description
EDCEP 877. Practicum in Counseling. (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.	EDCEP 877. Practicum in Counseling. (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.
EDCEP 948. Advanced Student Development Theory in College Student Affairs. (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.	EDCEP 948. Advanced Student Development Theory in College Student Affairs. (3) <u>I, in even years</u> . 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.
EDCEP 955. Professional Counseling Ethics. (3) I . Examination of ethical standards developed by professional organizations of counselors. Current interpretations of standards and applications are developed through case studies, essays, reading, and literature review. Pr.: EDCEP 823, 877, and EDCEP 822 or 856.	EDCEP 955. Professional Counseling Ethics. (3) <u>II, in even years</u> . Examination of ethical standards developed by professional organizations of counselors. Current interpretations of standards and applications are developed through case studies, essays, reading, and literature review. Pr.: EDCEP 823, 877, and EDCEP 822 or 856.
EDCEP 967. Advanced Counseling Appraisal. (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.	EDCEP 967. Advanced Counseling Appraisal. (3) <u>II, in even years</u> . 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.
CE 703. Responsibility in Engineering. (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.	CE 703. Responsibility in Engineering: <u>Codes & Professionalism</u>. (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.

Current Course Description	Proposed Course Description
ARE 734. Building Thermal Systems Design. (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. Students are required to develop term research design projects. Two hours rec. and three hours lab a week. Pr.: ARE 640.	ARE 734. <u>Advanced Mechanical Systems Design.</u> (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> .
ARE 690. Senior Project. (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, acoustical , electrical and lighting requirements . Nine hours lab a week. Pr.: ARE 590, and CE 522. Must be taken concurrently with ARE 539 Architectural Engineering Management .	ARE 690. Senior Project. (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.
ARE 710. Building Energy Analysis. (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 640 or instructor permission.	ARE 710. Building Energy Analysis. (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.
ARE 735. Electrical Systems Design. (3) I. Complete design and specifications of electrical systems for a selected structure. The course uses the National Electrical Code in conjunction with all the modern techniques of electrical systems design for buildings. Students are required to develop term research design projects. Two hours rec. and three hours lab a week. Pr.: ARE 533.	ARE 735. Electrical Systems Design. (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.
BAE 636. Agricultural Engineering Design II. (2) II. A continuation of BAE 536. Completion of a team-oriented design project, with emphasis on construction, evaluation, documentation, and presentation of the design. Two 3 hour labs a week. Pr.: BAE 536.	BAE 636. <u>Biological Systems Engineering Design Project.</u> (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>
BAE 705. Irrigation Engineering. (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.	<u>BAE 660. Natural Resource Engineering II.</u> (3) <u>I.</u> Design and operative problems on the fundamentals of irrigation/ <u>water application</u> system design and management. <u>Field water balances; 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> Three hours rec. a week. Pr. BAE <u>560</u> or <u>CE 550</u> . Pr. or conc. ME 571.

Current Course Description	Proposed Course Description
FSHS 775. Perspectives in Gerontology. (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.	GERON 775. Perspectives in Gerontology. (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.
FSHS 776. Program Evaluation and Research Methods in Gerontology. (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.	GERON 776. Program Evaluation and Research Methods in Gerontology. (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.
FSHS 777. Public Policy: Economic & Social Impacts on Older Adults. (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.	GERON 777. Public Policy: Economic & Social Impacts on Older Adults. (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.
FSHS 778. Aging and the Family. (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.	GERON 778. Aging and the Family. (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.
FSHS 779. Professional Seminar in Gerontology. (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.	GERON 779. Professional Seminar in Gerontology. (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.

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.

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). On sufficient demand. 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.

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.

ARE 725. Cold-Formed Steel Design. (Var.) 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.

ARE 630. Introduction to LEED. (Var.) 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.

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.

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.

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.

BAE 669. Watershed Modeling. (3) II, in 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.

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.

BAE 869. Advanced Watershed Modeling. (3) II, in 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.

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.

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.

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.

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.

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.

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.

FDSCI 820. Advanced Food Microbiology & Biotechnology. (2) I, in 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.

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

<u>Criteria</u>	<u>Program Summary</u>
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:

Core courses:		24 credit hours	
	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 70 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.

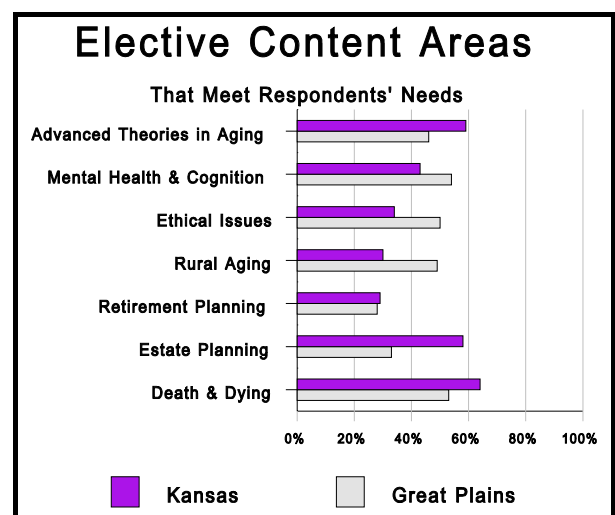
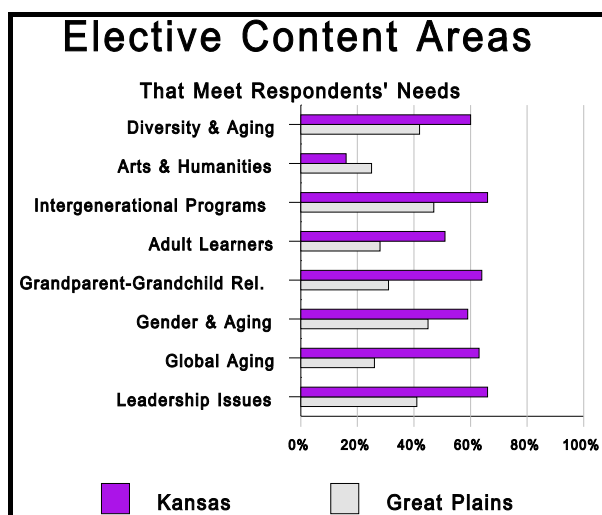
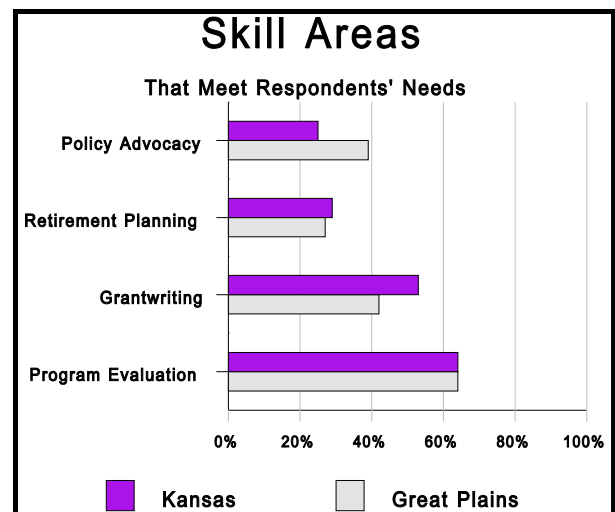
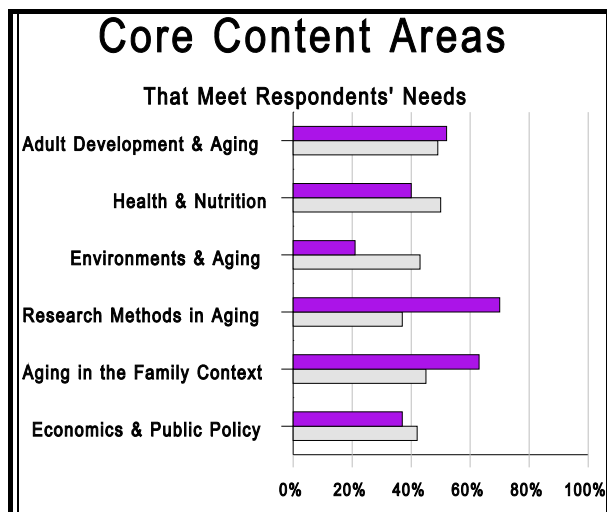
An assessment of needs and interest with regard to a distance-based graduate level gerontology program was completed in Fall, 2001. The assessment was targeted at groups who were identified as having potential interest in such a program, including human services professionals and Extension personnel. 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.

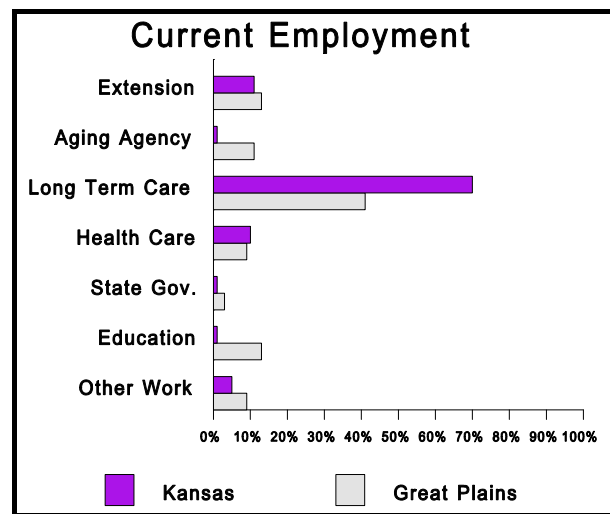
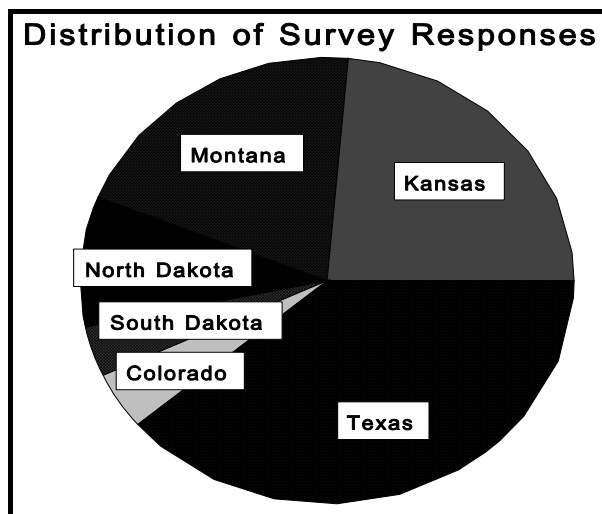
Across all states, the overwhelming majority of respondents work in aging-related settings and over 3/4 hold a bachelor's degree or higher. Those with degrees beyond the bachelor's may be particularly interested in a certificate program. Internet is strongly preferred for instruction (85%), and 89% anticipate 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) 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). 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.

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.

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/.

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.

BAE 761. Natural Treatment Systems. (3) I, in 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.

5) Graduate Council Student Affairs Committee

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

After discussion on the impact of requiring a digital signature for the ETDR Final Approval Ballot and/or the electronic submission title page, the Graduate Council proposed to send the item back to the committee for additional feedback.

6) 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 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.

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 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.

7) Graduate Council Committee on Assessment and Review

On behalf of the Committee on Assessment and Review, Carol Shanklin proposed the following template for Graduate Certificate Program Review for approval. The motion passed.

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.

8) Graduate Student Council Information

Kellan Kershner, Graduate Student Council (GSC) President, presented an update of the Graduate Student Council's activities. GSC hosted Professional Development Seminars on Writing a Teaching Philosophy and Statement of Research Interest on October 25, 2007 and Vita Writing on November 15, 2007. Both were very successful.

GSC needs volunteers to assist on many committees. This includes the following committees: Research Forum, GTA/GRA/GA Affairs, Seminar List, International Student Affairs, and Professional Development. If you have a student interested in volunteering, please let them know that you would support them in their efforts.

9) University Research and Scholarship

No report

10) Other business

No report

Council was adjourned at 4:27 p.m.

MARY T. COPPLE

Department of Modern Languages

EDUCATION

B.S. 1992 Kansas State University, Elementary Education (Spanish)
M.A. 1998 Kansas State University, Spanish (Literature)
PhD 2008 (expected) University of New Mexico, Spanish and Portuguese: Hispanic Linguistics (Second Language Acquisition Theory and Teaching Methodology)

TEACHING AND COORDINATING EXPERIENCE

Current: 2007-present Assistant Professor of Spanish and Coordinator of the Basic Spanish Program, Department of Modern Languages, Kansas State University.
Previous: 2003-2007 Graduate Teaching Assistant and Supervisor of Teaching Assistants, Department of Spanish and Portuguese, University of New Mexico
1998-2003 Assistant Professor of Language, Dodge City Community College, Dodge City, Kansas

PUBLICATIONS

Copple, M. (under consideration). Gendered Narrative Style in Salvadoran *Testimonios*. Submitted to *Studies in Hispanic and Lusophone Linguistics*, 15 pages.
Copple, M. (to appear). A Diachronic Study of the Spanish Perfect(ive): Frequency of Use and Language Change. *Selected Proceedings of the 18th International Conference on Historical Linguistics*. Philadelphia: John Benjamins Publishing, 14 pages.

SELECTED PRESENTATIONS AT PROFESSIONAL MEETINGS

August 2007. A Diachronic Study of the Spanish Perfect(ive): Frequency of Use and Language Change. 18th International Conference on Historical Linguistics, Workshop on Spanish Historical Linguistics and Dialectology. Université du Québec à Montréal, Montreal, Canada.
November 2006. The Role of Frequency in L2 Spanish Speakers' Processing of Input. The High Desert Linguistics Society's 7th Linguistics Conference. University of New Mexico, Albuquerque, New Mexico. (With Jenny Dumont)
November 2005. A Diachronic Study of the Spanish Perfect(ive). Hispanic Linguistic Symposium and the Conference on the Acquisition of Spanish and Portuguese as First and Second Languages. Pennsylvania State University, State College, Pennsylvania.
April 2005. Translating Indigenous *Comunalidad* into Action Research and Academic Texts. Fieldwork in Latin America and the Borderlands: Challenges and Opportunities, Joint NMSU-UNM Faculty and Graduate Student Colloquium. New Mexico State University, Las Cruces, New Mexico. (With Lois Meyer and Earl Brown)
September 2004. Speaker Gender and Narrative Style in El Salvadoran *Testimonios*. A Linguistic Gumbo: Language Variation, Language Contact and Language Change: Linguistic Association of the Southwest (LASSO) XXXIII. New Orleans, Louisiana.

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Education

TEXAS CHRISTIAN UNIVERSITY – MFA IN DANCE – 1985-1989 – Presented and defended thesis: The Influence of the Denishawn Legacy Upon Dance in the American Musical Theatre

KANSAS STATE UNIVERSITY – BA IN THEATRE – 1980-1983

INTERLOCHEN ARTS ACADEMY – 1977-1979

Work Experience

KANSAS STATE UNIVERSITY/Present – Assistant Professor of Dance, tenure track – Teach Modern, Ballet, and Musical Stage Dance techniques, Improvisational Structures, Performance Aesthetics, and Dance Composition, Choreograph musical theatre productions, set work for Concert Dance

THE MISSOURI FINE ARTS ACADEMY, MISSOURI STATE UNIVERSITY/June 2006 and 2007 – Core Faculty/Dance, teach Ballet, Musical Theatre Dance Styles, and Interdisciplinary class, served on panel adjudicating potential students

THE GREAT PLAINS THEATRE/Fall 2007 – Actors' Equity Association – Directed and choreographed Side by Side by Sondheim (2007)

PLAYHOUSE ON THE SQUARE, MEMPHIS, TN/July-August 2006 – Choreographer and Dance Instructor, taught Dance technique for Summer Conservatory, Choreographed The Full Monty for professional theatre ensemble

SEATTLE CHILDREN'S THEATRE/August-September 2005 – Actors' Equity Association – Choreographer of Seussical

THE COTERIE THEATRE/June 2004 – Actors' Equity Association – Choreographer of Seussical

THE LAWRENCE ARTS CENTER/November 2007 – Moderated Panel Discussion for Dance Festival, “Current Trends in Modern Dance”

THE KANSAS CITY STAR/2005 – Freelance Columnist/Dance Critic, wrote review of Dance event for publication

EKC MAGAZINE/2001-Present – Theatre and Dance Columnist

AMERICAN HEARTLAND THEATRE/1994, 1995, 1997 – Actors' Equity Association – Choreographed The Clouds of Highway 40 and A Grand Night for Singing

THE LYRIC OPERA OF KANSAS CITY/1992, 1993 – Choreographed Amahl and the Night Visitors

STARLIGHT THEATRE/1986, 1990, 1991, 1992, 1996 – Actors' Equity Association - Principal Dancer

Awards

Received the Kansas City Press Club President's Award for Outstanding Work 2003 and First Place - Best Entertainment Writing 2003 for EKC Magazine

Received from the Kennedy Center American College Theatre Festival two Commendations for Achievement in Choreography for the KSU Productions of Pippin (2005) and Urinetown (2006)

Original concert dance work, “Student Rite,” selected by American College Dance Festival Adjudicators for performance in Gala Concert, March 2007, ACDFA Conference, Friends University

Nominated for an Ostrander Award 2007 for Excellence in Choreography for The Full Monty, Playhouse on the Square, Memphis, TN

CURRICULUM VITAE

D. Bart Carter DVM, MS, DACLAM

Education

MS	University of Missouri, Columbia, MO. Degree in Biomedical Sciences, emphasis in Laboratory Animal Medicine. 2002
Residency	Laboratory Animal Medicine, University of Missouri, Columbia, MO. 1999-2002
DVM	University of Missouri, Columbia, MO. 1990
Undergraduate	University of Missouri, Columbia, MO. 1983-1986 Animal Science Major

Professional Experience

2004 – present	Director, Animal Research Facilities and Campus Attending Veterinarian, Kansas State University.
2003-present	Diplomate- American College of Laboratory Animal Medicine
2002- 2004	Associate Director, Office of Animal Resources, University of Missouri, Columbia, MO.

Select Publications

D. Kolber-Simonds, L. Lai, S. R. Watt, M. Denaro, S. Arn, M. L. Augenstein, J. Betthausen, **D. B. Carter**, J. L. Greenstein, Y. Hao, G.S. Im, Z. Liu, G. D. Mell, C. N. Murphy, K.W. Park, A. Rieke, D. Ryan, D. H. Sachs, E. J. Forsberg, R. S. Prather & R. J. Hawley; 2004. α -1, 3-galactosyltransferase null pigs via nuclear transfer with fibroblasts bearing loss of heterozygosity mutations. *Proceedings of the National Academy of Science*. 101:7735-7740.

Le Jiang, **D. B. Carter**, J. Xu, X. Yang, R. S. Prather, X. C. Tian. 2004. Telomere Lengths in Cloned Transgenic Pigs. *Biology of Reproduction*. 70:1589-1593.

Prather, R. S., R. J. Hawley, **D. B. Carter**, L. Lai, J. L. Greenstein. 2002. Transgenic swine for biomedicine and agriculture. *Theriogenology*. 8793:1-9.

Carter, D.B., L. Lai, K-W. Park, M. Samuel, J.C. Lattimer, K.R. Jordan, D.M. Estes, C. Besch-Williford, and R.S. Prather; 2002. Phenotyping of transgenic cloned piglets. *Cloning and Stem Cells*. 4:131-145.

Lai, L., R.J. Hawley, K -W. Park, H-T. Cheong, J.L.Greenstein, G-S. Im, M. Samuel, A. Bonk, A. Rieke, B.N. Day, C.N. Murphy, **D.B. Carter**, R.S. Prather. 2002. Production of α (1, 3) galactosyltransferase-knockout pigs by nuclear transfer cloning. *Science*. 295:1089-1092.

Joel Q.G. Spencer
Department of Geology

Education:

B.Sc.	1990	University of Bradford, Archaeological Sciences
Ph.D.	1996	University of Glasgow, Applied Physics

Professional experience: (List current and three most recent positions)

Current:	2007 - present	Assistant Professor, Department of Geology, Kansas State University, Manhattan
Previous:	2005 - 2007	Assistant Professor, Institute of Geology and Paleontology, University of Innsbruck, Austria
	2002 - 2005	Senior Post-Doctoral Fellow, School of Geography and Geosciences, University of St Andrews, Scotland
	2001 - 2002	Post-Doctoral Fellow, Scottish Universities Environmental Research Centre, Scotland

**Selected Refereed Journal Articles/Publications/Significant Works of Scholarly Activity:
(List no more than 5 peer reviewed articles/works completed within the past 5 years that demonstrate your credentials to teach graduate level courses and guide graduate student research.)**

Spencer, J.Q.G., Robinson, R.A.I., 2008. Dating intramontane alluvial deposits from NW Argentina using luminescence techniques: problems and potential. *Geomorphology* 93, 144-155.

Lukas, S.*, Spencer, J.Q.G.^t, Robinson, R.A.I., Benn, D.I., 2007. Problems associated with luminescence dating of Late Quaternary glacial sediments in the NW Scottish Highlands. *Quaternary Geochronology* 2, 243-248. *PhD student; ^tMain author.

Bookhagen, B.*, Echtler, H.P., Melnick, D., Strecker, M.R., Spencer, J.Q.G., 2006. Holocene beach berms, earthquake-recurrence intervals, and coastal landform evolution, Santa Maria Island, south-central Chile. *Geophysical Research Letters* 33, L15302. *PhD student.

Robinson, R.A.I., Spencer, J.Q.G., Strecker, M.R., Richter, A., Alonso, R.N., 2005. Luminescence dating of alluvial fan deposits in intramontane basins of NW Argentina. In: Alluvial Fans: Geomorphology, Sedimentology, Dynamics, Harvey, A.M., Mather, A.E., Stokes, M. (eds), *Geological Society of London Special Publications* 251, 153-168.

Spencer, J.Q., Owen, L.A., 2004. Optically stimulated luminescence dating of Late Quaternary glaciogenic sediments in the Upper Hunza valley: validating the timing of glaciation and assessing dating methods. *Quaternary Science Reviews* 23, 175-191.

Julie A. Adams
Department of Computing and Information Sciences

Education:

B.S.	1989	Siena College, Computer Science, Business Minor
B.B.A.	1990	Siena College, Accounting
M.S.E.	1993	University of Pennsylvania, Computer and Information Science
Ph.D.	1995	University of Pennsylvania, Computer and Information Science

Professional experience: (List current and three most recent positions)

Current:	2003 - present	Assistant Professor, Department of Electrical Engineering and Computer Science, Vanderbilt University, Nashville
Previous:	2000 - 2003	Assistant Professor, Department of Computer Science, Rochester Institute of Technology, Rochester
	2002 - 2003	Research Assistant Professor, Department of Electrical Engineering and Computer Science, Vanderbilt University, Nashville
	2002 - 2002	Visiting Assistant Professor, Sibley School of Mechanical and Aerospace Engineering, Cornell University, Ithaca

Selected Refereed Journal Articles/Publications/Significant Works of Scholarly Activity:
(List no more than 5 peer reviewed articles/works completed within the past 5 years that demonstrate your credentials to teach graduate level courses and guide graduate student research.)

- L. Vig and J. A. Adams. (in review) Balancing in Multi-Robot Teams. *Autonomous Agents and Multi-Agent Systems*.
- J. A. Adams. (in review) Multiple Robot-Single Human Interaction: Affects on Perceived Workload and Performance. *Behaviour & Information Technology*.
- L. Vig and J. A. Adams. Multi-Robot Coalition Formation. *IEEE Transactions on Robotics*, 22(4), 2006.
- J. A. Adams. Supporting Supervision of Multiple Robots. *The Journal of the Robotics Society of Japan*. 24(5): 17 – 19, July 2006
- J. A. Adams and M. Skubic. Introduction to the Special Issue on Human-Robotic Interaction. *IEEE Transactions on Systems, Man and Cybernetics – Part A*, Special Issue on Human-Robotic Interaction, 35(4): 433 – 437, July 2005

Gary L. Gadbury
Department of Statistics

Education:

B.S.	1983	Southern Illinois University, Engineering
M.S.	1994	University of Colorado Denver, Applied Mathematics
Ph.D.	1998	Colorado State University, Statistics

Professional Experience:

Current:	2007 – Present	Associate Professor, Department of Statistics, Kansas State University, Manhattan
Previous	2006 – 2007	Associate Professor, Department of Mathematics and Statistics, University of Missouri – Rolla.
	2003 – Present	Adjunct Faculty, Department of Biostatistics University of Alabama at Birmingham
	2006 – 2007	Assistant Professor, Department of Mathematics and Statistics, University of Missouri – Rolla.

Refereed Journal Articles/Publications (Selected 5 from past 5 years)

Loretta D. Hunter, Gary L. Gadbury, Yue-wern Huang . Atrazine exposure and breast cancer incidence: An ecological study of Missouri counties. *Toxicological & Environmental Chemistry*. (in press).

Qinfang Xiang, Jode Edwards, and Gary L. Gadbury (2006). Interval estimation in a finite mixture model: Modeling P-values in multiple testing applications. *Computational Statistics and Data Analysis*. 51, 570 – 586.

Jeffrey M. Albert, Gary L. Gadbury, and Edward J. Mascha (2005). Assessing Treatment Effect Heterogeneity in Clinical Trials with Blocked Binary Outcomes. *Biometrical Journal*, 47, 662 – 673.

Gadbury, G. L., Iyer, H. K., and J.M. Albert (2004). Individual treatment effects in randomized trials with binary outcomes. *Journal of Statistical Planning and Inference*. 121, 163 – 174.

Gary L. Gadbury, Grier P. Page, Jode Edwards, Tsuyoshi Kayo, Tomas A. Prolla, Richard Weindruch, Paska A. Permana, John Mountz, David B. Allison (2004). Power and Sample Size Estimation in High Dimensional Biology. *Statistical Methods in Medical Research*. 13, 325 – 338.

Leigh W. Murray
Department of Statistics

Education:

B.A., Rice University, 1972
Master of Applied Statistics, Louisiana State University, 1976
Ph.D., Virginia Polytechnic Institute and State University, 1981

Professional Experience:

Current:	2007-present	Professor, Department of Statistics, Kansas State University, Manhattan, KS
Previous:	1998-2007	Professor, Department of Economics and University Statistics Center, New Mexico State University
	1998-2004	Director, University Statistics Center, NMSU
	1996-1998	Associate Professor, Department of Economics and University Statistics Center, College of Business
	1988-1996	Associate Professor, Department of Experimental Statistics and University Statistics Center, College of Agriculture and Home Economics, NMSU
	1986-1988	Assistant Professor, Department of Experimental Statistics and University Statistics Center, College of Agriculture and Home Economics, NMSU
	1984-1986	College Assistant Professor, Department of Experimental Statistics and University Statistics Center, College of Agriculture and Home Economics, NMSU
	1980-1984	Assistant Professor, Department of Mathematical Sciences, North Dakota State University
	1979-1980	Instructor, Department of Mathematical Sciences, North Dakota State University

Selected Refereed Journal Articles

- 2007 Norsworthy, J., Schroeder, J., Thomas, S. and Murray, L. "Purple nutsedge (*Cyperus rotundus*) management in direct-seeded chile pepper using halosulfuron and cultivation." *Weed Technology*, 21: 636-641.
- 2006 Jacobson, A., Thompson, D., and Murray, L. "Establishing guidelines to improve identification of the fire ants, *Solenopsis xyloni* and *S. invicta*." *Journal of Economic Entomology*, 99: 313-322.
- 2005 Ray, J., Creamer, R., Schroeder, J. and Murray, L. "Moisture and temperature requirements for London Rocket (*Sisymbrium irio*) emergence." *Weed Science*, 53:187-192
- 2004 Thomas, S., Schroeder, J. and Murray, L. "*Cyperus* tubers protect *Meloidogyne incognita* from 1,3-Dichloropropene." *Journal of Nematology*, 36(2),131-136.
- 2003 Murray, L., Ray, I., Dong, H. and Segovia-Lerma, A. "Clarification and re-evaluation of population- based diallel analyses: Gardner and Eberhart revisited." *Crop Science*, 43: 1930-1937

COURSE AND CURRICULUM

COURSE CHANGES:

Current Course Description	Proposed Course Description
<p>ARCH 830. Advanced Architectural Design. (Var.) I, II. Studies related to a comprehensive program in architecture. Topics vary.</p>	<p>ARCH 830. Advanced Architectural <u>Studies</u>. (Var.) I, II, <u>S.</u> <u>Studies related to the area of focus of a M. S. Arch. student in the non-thesis option. Preparation of a non-thesis proposal and a non-thesis project which may include a design project, synthesis paper, portfolio of written work, series of case studies, or other project. May be repeated. CR/NCR.</u></p> <p><i>Rationale: The title and description of the old course have been confusing to students, prospective students, and faculty, who think that it is a design studio. This course has been used for many years by those students doing a non-thesis option. It may be a design project, but may also be a series of case studies, a synthesis paper, etc. so making this explicit will avoid confusion. It will be required for students doing a non-thesis option in the M. S. Arch program for 2 credit hour for the preparation of a non-thesis proposal working with their Advisory Committee, and for from 3-6 credits as preparation for their final exam. As is the case with ARCH 899 Thesis, this course will be credit/non-credit rather than graded, and may be repeated as necessary.</i></p>
<p>LAR-502. Landscape Architecture Seminar II. (2) H. Literature review and discussion of current issues and trends in community planning and design. Readings and discussion in preparation for field trip. Pr.: Graduate standing in the MLA program. Pr. And coreq.: Admission to the LAR program.</p>	<p><u>LAR 650. Landscape Architecture Seminar II.</u> (2) <u>S.</u> Literature review and discussion of current issues and trends in community planning and design. Readings and discussion in preparation for field trip. Pr.: Graduate standing in the MLA program. Pr. And coreq.: Admission to the LAR program.</p> <p><i>Rationale: Courses numbered under 600 may not be included on the Program of Study for the Graduate School. Since this course is required to be taken for graduate credit and is part of the MLA graduate curriculum, a number change is necessary. Also, the course is now taught during the Summer Semester.</i></p>

Current Course Description	Proposed Course Description
<p>LAR 655. Landscape Architecture Professional Internship. (8-10) II. Twenty-eight week internship with a landscape architecture, architecture, planning, or engineering sponsor subject to the approval of the departmental faculty. Pr.: LAR 444 and one. Enrollment in LAR 648.</p>	<p>LAR 655. Landscape Architecture Professional Internship. <u>(7-9)</u> II. Twenty-eight week internship with a landscape architecture, architecture, planning, or engineering sponsor subject to the approval of the departmental faculty. Pr.: LAR 444.</p> <p><i>Rationale: When this course was originally created for the BLA program, students enrolling in LAR 655 needed 8-10 credit hours to fulfill their professional elective requirements. With the additional required courses in the curriculum for the MLA program, students no longer need as many professional electives. Therefore, there is no longer a need to offer the course for up to 10 credit hours. Most MLA students only need 7 credit hours for this course. Students following the BLA curriculum now only need a maximum of 9 credit hours for this course since additional credit hours were added to other required courses in their curriculum.</i></p>
<p>IAPD 625. Lighting in Interior Architecture. (2) II. An examination of design and technical issues related to luminous environments in building interiors. Topics include color and light, vision, light sources, luminaire selection and design, and the evaluation of lighting solutions. Pr.: IAPD 435, IAPD413, and IAPD514.</p>	<p>IAPD 625. Lighting in Interior Architecture and Product Design . <u>(3)</u> I or II. An examination of design and technical issues related to luminous environments in building interiors. Topics include color and light, vision, light sources, luminaire selection and design, and the evaluation of lighting solutions. Pr.: IAPD 435, <u>ARCH 413</u>, and <u>Coreq.: ARCH 514.</u></p> <p><i>Rationale: The course name was incorrectly identified as Lighting Design in the Undergraduate Catalog and as Lighting in Interior Architecture in the Graduate Catalog. The proper name correctly identified in the Line Schedule is Lighting in Interior Architecture and Product Design. The additional credit hour is needed to cover all required content as well making it consistent with most electives. The department also feels that the course material is crucial for each student and therefore it merits becoming a required course.</i></p> <p><i>The prerequisites were incorrectly identified as IAPD 413 and IAPD 514 in the undergraduate and graduate catalogs. The correct prerequisites should read IAPD 435, ARCH 413, and corequisite ARCH 514. Depending on course scheduling needs the course may be offered either in the fall or spring.</i></p>
<p>IAPD 644. Interior Architecture Internship (4) II. Sixteen weeks off-campus work in professional offices specializing in interior architecture: field and office experience. Pr.: IAPD 801, ARCH 433, no grade lower than a C in any interior architecture and product design studio course. Coreq.: IAPD 645.</p>	<p>IAPD 644. Interior Architecture Internship <u>(9)</u> II. Sixteen weeks off-campus work in professional offices specializing in interior architecture: field and office experience. Pr.: IAPD 801, ARCH 433, no grade lower than a C in any interior architecture and product design studio course. Coreq.: IAPD 645.</p> <p><i>Rationale: To make the distribution of credit hours in IAPD 644 and IAPD 645 consistent with those of the On Campus or Study Abroad options available to the students during their eighth semester.</i></p>

Current Course Description	Proposed Course Description
<p>IAPD 645. Interior Architecture Internship Report. (3) II. The purpose is to develop the student's communication skills and awareness of the importance of written communication and record keeping in interior architectural office practice. The required report will provide a detailed documentation of the student's experiences encountered during internship. Coreq.: IAPD 644.</p>	<p>IAPD 645. Interior Architecture Internship Report. (5) II. The purpose is to develop the student's communication skills and awareness of the importance of written communication and record keeping in interior architectural office practice. The required report will provide a detailed documentation of the student's experiences encountered during internship. Coreq.: IAPD 644.</p> <p><i>Rationale: To make the distribution of credit hours in IAPD 644 and IAPD 645 consistent with those of the On Campus or Study Abroad options available to the students during their eighth semester.</i></p>
<p>IAPD 668. Study Abroad Experience (Var) S. Courses taken from a university in an approved foreign studies program.</p>	<p>IAPD 668. Study Abroad Experience (Var) S. Courses taken from a university in an approved foreign studies program. <u>May be repeated for credit.</u></p> <p><i>Rationale: A number of study abroad courses may be combined to meet the (7) credit hour requirement for graduation.</i></p>
<p>IAPD 810. IAPD Capstone Studio. (6) I, S. Students are to pursue design projects that encompass their previous educational experience validating their knowledge of the IAPD program studies. The project will be based on extensive research and review. The project presentation will suggest unique and applicable solutions with clearly identified methodology of implementation. Pr.: IAPD 606 or IAPD 644 and IAPD 645.</p>	<p>IAPD 810. IAPD Capstone Studio. (5) I, S. Students are to pursue design projects that encompass their previous educational experience validating their knowledge of the IAPD program studies. The project will be based on extensive research and review. The project presentation will suggest unique and applicable solutions with clearly identified methodology of implementation. Pr.: IAPD 606 or IAPD 644 and IAPD 645.</p> <p><i>Rationale: The credit hour reduction will allow for the creation of the IAPD 811 Design Research course. The number of credits is also consistent with previous studio courses. The total number of required graduate credits will remain unchanged.</i></p>
<p>IAPD 815. Advanced Studio Programming. (3) I, S. Research of programming methodologies culminating in a programmatic document used as the basis for the design project in IAPD 822, IAPD 823, or IAPD 824. Pr.: IAPD 606.</p>	<p>IAPD 815. Advanced Studio Programming (2) I, S. Research of programming methodologies culminating in a programmatic document used as the basis for the design project in IAPD 822, IAPD 823, or IAPD 824. Pr.: IAPD 606.</p> <p><i>Rationale: The content in the current IAPD 815 (3) Advanced Studio Programming will be divided between a re-formatted IAPD 815 (2) and a new IAPD 811 (2) Design Research course. The content in IAPD 811 Design Research will concentrate on research methodologies and the content in IAPD 815 Advanced Studio Programming will focus on the project programming for IAPD 822, IAPD 823, or IAPD 824. The credit hours for IAPD 811 will come from a re-formatted IAPD 815 and a one credit hour reduction in IAPD 810 IAPD Capstone Studio. The total number of required graduate credits will remain unchanged.</i></p>

CURRICULUM CHANGES:

M. S. Arch. – Ecological & Sustainable Design option

From:

Required Curriculum Credits

ARCH 716 Topics in Environmental Systems 3

~~ARCH 830 Advanced Architectural Design 3~~

ARCH 725 Research Methods/Architecture 3

~~LAR 898 Thesis Proposal Preparation 2~~ ARCH

899 Thesis* 7 Electives 12 TOTAL CREDITS 30

~~*other courses may be substituted if student selects the non-thesis option.~~

To:

Required Curriculum Credits

Non-Thesis Option

ARCH 716 Topics in Environmental Systems 3

ARCH 725 Research Methods/Architecture 3

ARCH 830 Advanced Architectural Studies (5-8)

Electives 16-19 TOTAL CREDITS 30

Or

Thesis Option

ARCH 716 Topics in Environmental Systems 3

ARCH 725 Research Methods/Architecture 3

ARCH 899 Thesis 8

Electives 16 TOTAL CREDITS 30

RATIONALE: Dropping LAR 898 Thesis Proposal Writing as a required class. This course has been taught by Landscape Architecture for students in their postbaccalaureate M.L.A. program and architecture students in the M.S. Arch program. Landscape Architecture will no longer require their students to take the course. Fewer M.S. Arch students will be writing a thesis as the department is encouraging the non-thesis option.

Change in Required Course – ARCH 830

Rather than require ARCH 830 for all students in the Ecological and Sustainable Design Emphasis, which appears to be a mistake in the old curriculum, it will be required only for those doing non-thesis option. The new ARCH 830 course (see new title and description above) allows students variable credit for a variety of alternatives in preparation for the final exam as well as credit for the preparation of a non-thesis proposal. Having separate, parallel curricula equally emphasizes Thesis and Non-thesis options.

M.S. Arch. -Design Theory emphasis.

From:

Required Curriculum Credits

ARCH 715 Topics in Architecture 3

ARCH 725 Research Methods/Architecture 3

~~LAR 898 Thesis Proposal Preparation 2~~

ARCH 899 Thesis* 7

Departmental Electives 9 Other Electives 6 TOTAL CREDITS 30

~~*other courses may be substituted if student selects the non-thesis option above.~~

To:

Required Curriculum Credits

Non-Thesis Option

ARCH 715 Topics in Architecture Seminar 3

ARCH 725 Research Methods/Architecture 3

ARCH 830 Advanced Architectural Studies 5-8

Departmental electives 10-13 Other electives 6 TOTAL CREDITS 30

Or

Thesis Option

ARCH 715 Topics in Architecture Seminar 3

ARCH 725 Research Methods/Architecture 3

ARCH 899 Thesis 8

Departmental electives 9 Other electives 7 TOTAL CREDITS 30

RATIONALE:

Dropping LAR 898 Thesis Proposal Writing as a required class.

This course has been taught by Landscape Architecture for students in their postbaccalaureate M.L.A. program and architecture students in the M.S. Arch program. Landscape Architecture will no longer require their students to take the course, since most will not be writing a thesis. Fewer M.S. Arch students will be writing a thesis as well, since we are encouraging the non-thesis option. The course was geared for those writing a thesis rather than pursuing a non-thesis option. Students who choose to write a thesis will prepare a proposal under the direction of their advisory committee for 2 credit hours of ARCH 899 out of a total of 8 for thesis. Non-thesis students will prepare a proposal for 2 credit hours of ARCH 830. As is current practice, all proposals will be reviewed by the Graduate (M.S. ARCH) Committee of the department.

Requiring ARCH 830 for non-thesis option

The new ARCH 830 course (see new title and description above) allows students variable credit for a variety of alternatives in preparation for the final exam as well as credit for the preparation of a non-thesis proposal. Having separate, parallel curricula equally emphasizes Thesis and Non-thesis options.

M. S. Arch. -Environment/ Behavior and Place Studies emphasis.

From:

Required Curriculum Credits

ARCH 720 Environment and Behavior 3

ARCH 704 Topics in Environment & Behavior 3

ARCH 725 Research Methods/Architecture 3

LAR 898 Thesis Proposal Preparation 2

ARCH 899 Thesis* 7 Electives 12

TOTAL CREDITS 30

~~*other courses may be substituted if student selects the non-thesis option above.~~

To:

Required Curriculum Credits

Non-thesis Option

ARCH 720 Environment and Behavior 3

ARCH 704 Topics in Environment & Behavior 3

ARCH 725 Research Methods/Architecture 3

ARCH 830 Advanced Architectural Studies 5-8

Electives 13-16 TOTAL CREDITS 30

Or

Thesis Option

ARCH 720 Environment and Behavior 3

ARCH 704 Topics in Environment & Behavior 3

ARCH 725 Research Methods/Architecture 3

ARCH 899 Thesis 8

Electives 13 TOTAL CREDITS 30

RATIONALE:

Dropping LAR 898 Thesis Proposal Writing as a required class.

This course has been taught by Landscape Architecture for students in their postbaccalaureate M.L.A. program and architecture students in the M.S. Arch program. Landscape Architecture will no longer require their students to take the course, since most will not be writing a thesis. Fewer M.S. Arch students will be writing a thesis as well, since we are encouraging the non-thesis option. The course was geared for those writing a thesis rather than pursuing a non-thesis option. Students who choose to write a thesis will prepare a proposal under the direction of their advisory committee for 2 credit hours of ARCH 899 out of a total of 8 for thesis. Non-thesis students will prepare a proposal for 2 credit hours of ARCH 830. As is current practice, all proposals will be reviewed by the Graduate (M.S. ARCH) Committee of the department.

Requiring ARCH 830 for non-thesis option

The new ARCH 830 course (see new title and description above) allows students variable credit for a variety of alternatives in preparation for the final exam as well as credit for the preparation of a non-thesis proposal. Having separate, parallel curricula listed equally emphasized Thesis and Non-thesis options.



**College of Architecture, Planning, and Design
Kansas State University**

MASTER OF LANDSCAPE ARCHITECTURE (Non-Baccalaureate) EXISTING

ACCREDITED BY THE LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

ENVIRONMENTAL DESIGN STUDIES PROGRAM

FIRST SEMESTER

DSFN	201	Environ. Design Studio I	4
MATH	100	College Algebra	3
ENVD	250	History of Designed Environ. I	3
DSFN	203	Survey of Design Professions	1
SPCH	105	Public Speaking 1A	2
		*University Gen Ed Elective	3
			<u>16</u>

SECOND SEMESTER

DSFN	202	Environ. Design Studio II	4
PHYS	115	Descriptive Physics	5
ENVD	251	Hist. of Designed Environ. II	3
ENGL	100	Expository Writing I	3
			<u>15</u>

NON-BACCALAUREATE MASTER OF LANDSCAPE ARCHITECTURE PROGRAM

THIRD SEMESTER

LAR	220	Site Design Studio I.	4
LAR	310	Design Grph. & Vis. Thinking	2
LAR	420	Natural Systems & Site Analysis	4
LAR	433	Hist. & Thry. of Land. Arch.	3
LAR	510	Technical Module I	1
HORT	374	Woody Plant Materials I	3
			<u>17</u>

FOURTH SEMESTER

LAR	320	Site Design Studio II	5
LAR	248	Land. Arch. Materials & Methods	3
LAR	322	Environmental Issues & Ethics	3
LAR	520	Technical Module II	1
		Science Course with Lab **	4
			<u>16</u>

FIFTH SEMESTER

LAR	410	Planting Design Studio	5
LAR	438	Land Construction I	4
PLAN	315	Introduction to Planning (UGE)	3
LAR	530	Technical Module III	2
ENGL	200	Expository Writing II	3
			<u>17</u>

SIXTH SEMESTER (application to the MLA program early spring)

LAR	442	Site Planning and Design Studio	5
LAR	439	Land Construction II	4
LAR	501	Landscape Arch. Seminar I	2
LAR	540	Technical Module IV	1
		*University Gen Ed Elective	6
			<u>18</u>

SUMMER STUDY

LAR	646	Community Planning and Design	5
LAR	502	Land. Arch. Seminar II	2
LAR	010	Landscape Arch Field Trip	0
			<u>7</u>

SEVENTH SEMESTER

LAR	648	Specialization Studio	5
LAR	647	Land Construction III	5
LAR	444	Intern/Adv. Studies Plan Sem.	1
LAR	725	Land. Arch. Research Methods	3
LAR	750	Land. Arch. Seminar III	2
LAR	550	Technical Module V	2
			<u>18</u>

EIGHTH SEMESTER***

		<u>Study Abroad/Internship</u>	
LAR	703	Off Campus Studio	5
		Prof Electives	9
			<u>14</u>

NINTH SEMESTER

LAR	704	Env Landscape Plng and Dsgn	5
LAR	645	Professional Internship Report	1
		Professional Elective	3
LAR	700	Project Programming	3
		OR	
LAR	898	Thesis Proposal Writing	3
		*University Gen Ed Elective	3
			<u>15</u>

TENTH SEMESTER

LAR	705	Master's Project and Report	5
		OR	
LAR	899	MLA Research	3
LAR	745	Professional Practice	3
LAR	560	Technical Module VI	1
		*University Gen Ed Elective	3
			<u>12</u>

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION = 165 (including ENVD Program)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATE SCHOOL PROGRAM OF STUDY (in bold typeface) = 36

*Program includes eighteen (18) hours of Univ. General Education electives - as required by the university.

**Science Course – Coordinate with Department's Academic Advisor.

***Eighth Semester: Two distinct study opportunities are offered during this semester, each requiring fourteen (14) credit hours. The Study Abroad and the Internship Options have course requirements that substitute for the nine (9) professional elective credit requirements.

If the Internship Option is not selected during Eighth Semester, a summer internship is required before graduation.

A current listing of Univ Gen Ed electives can be found on the KSU web pages at <http://www.ksu.edu/registrar/enroll/gened.html>. Students who participate in study abroad programs approved by KSU will fulfill the 6 cr hr UGE credit at the 300 level upon successful completion of the Study Abroad program.



**College of Architecture, Planning, and Design
Kansas State University**

MASTER OF LANDSCAPE ARCHITECTURE (Non-Baccalaureate)

PROPOSED

ACCREDITED BY THE LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

ENVIRONMENTAL DESIGN STUDIES PROGRAM

FIRST SEMESTER

DSFN	201	Environ. Design Studio I	4
MATH	100	College Algebra	3
ENVD	250	History of Designed Environ. I	3
DSFN	203	Survey of Design Professions	1
SPCH	105	Public Speaking 1A	2
		*University Gen Ed Elective	3
			<u>16</u>

SECOND SEMESTER

DSFN	202	Environ. Design Studio II	4
PHYS	115	Descriptive Physics	5
ENVD	251	Hist. of Designed Environ. II	3
ENGL	100	Expository Writing I	3
			<u>15</u>

NON-BACCALAUREATE MASTER OF LANDSCAPE ARCHITECTURE PROGRAM

THIRD SEMESTER

LAR	220	Site Design Studio I.	4
LAR	310	Design Grph. & Vis. Thinking	2
LAR	420	Natural Systems & Site Analysis	4
LAR	433	Hist. & Thry. of Land. Arch.	3
LAR	510	Technical Module I	1
HORT	374	Woody Plant Materials I	3
			<u>17</u>

FOURTH SEMESTER

LAR	320	Site Design Studio II	5
LAR	248	Land. Arch. Materials & Methods	3
LAR	322	Environmental Issues & Ethics	3
LAR	520	Technical Module II	1
		Science Course with Lab **	4
			<u>16</u>

FIFTH SEMESTER

LAR	410	Planting Design Studio	5
LAR	438	Land Construction I	4
PLAN	315	Introduction to Planning (UGE)	3
LAR	530	Technical Module III	2
ENGL	200	Expository Writing II	3
			<u>17</u>

SIXTH SEMESTER (application to the MLA program early spring)

LAR	442	Site Planning and Design Studio	5
LAR	439	Land Construction II	4
LAR	501	Landscape Arch. Seminar I	2
LAR	540	Technical Module IV	1
		*University Gen Ed Elective	6
			<u>18</u>

SUMMER STUDY

LAR	646	Community Planning and Design	5
LAR	650	Land. Arch. Seminar II	2
LAR	010	Landscape Arch Field Trip	0
			<u>7</u>

SEVENTH SEMESTER

LAR	648	Specialization Studio	5
LAR	647	Land Construction III	5
LAR	444	Internship Planning Seminar	1
LAR	725	Land. Arch. Research Methods	3
LAR	750	Land. Arch. Seminar III	2
LAR	550	Technical Module V	2
			<u>18</u>

EIGHTH SEMESTER***

		Study Abroad/Internship	
LAR	703	Off Campus Studio	5
		Prof Electives	9
			<u>14</u>

** LAR 898 Thesis Proposal Writing will be taken in this semester if the student chooses the thesis option. **

NINTH SEMESTER

LAR	704	Env Landscape Plng and Dsgn	5
LAR	645	Professional Internship Report	1
		Professional Elective	3
LAR	700	Project Programming	3
		*University Gen Ed Elective	3
			<u>15</u>

TENTH SEMESTER

LAR	705	Master's Project and Report	
		OR	5
LAR	899	MLA Research	
LAR	745	Professional Practice	3
LAR	560	Technical Module VI	1
		*University Gen Ed Elective	3
			<u>12</u>

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION = 165 (including ENVD Program)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATE SCHOOL PROGRAM OF STUDY (in bold typeface) = 36

*Program includes eighteen (18) hours of Univ. General Education electives - as required by the university.

**Science Course – Coordinate with Department's Academic Advisor.

***Eighth Semester: Two distinct study opportunities are offered during this semester, each requiring fourteen (14) credit hours. The Study Abroad and the Internship Options have course requirements that substitute for the nine (9) professional elective credit requirements. If the Internship Option is not selected during Eighth Semester, a summer internship is required before graduation.

A current listing of Univ Gen Ed electives can be found on the KSU web pages at <http://www.ksu.edu/registrar/enroll/gened.html>. Students who participate in study abroad programs approved by KSU will fulfill the 6 cr hr UGE credit at the 300 level upon successful completion of the Study Abroad program.



College of Architecture, Planning, and Design
Kansas State University
MASTER OF LANDSCAPE ARCHITECTURE (Post-baccalaureate)
ACCREDITED BY THE LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

EXISTING

FIRST SEMESTER

LAR	220	Site Design Studio I	4
LAR	420	Natural Systems and Site Analysis	4
LAR	433	History/Theory of LA	3
LAR	310	Design Graphics and Visual Thinking	2
LAR	510	Technical Module I	<u>1</u>
			14

SECOND SEMESTER

LAR	442	Site Planning and Design Studio	5
LAR	501	Land. Arch. Seminar I	2
LAR	248	Land. Arch. Materials and Methods	3
LAR	322	Environmental Issues & Ethics	3
LAR	520	Technical Module II	<u>1</u>
			14

SUMMER STUDY

LAR	646	Community Planning and Design	5
LAR	502	Land Arch Seminar II	<u>2</u>
LAR	010	Land Arch Field Trip	<u>0</u>
			7

THIRD SEMESTER

LAR	438	Land Construction I	4
LAR	410	Planting Design Studio	5
HORT	374	Woody Plant Materials I	3
LAR	530	Technical Module III	2
LAR	725	LA Research Methods	<u>3</u>
			16

FOURTH SEMESTER

LAR	439	Land Construction II	4
LAR	704	Envir Land Plng and Design	5
LAR	540	Technical Module IV	1
		Professional Elective	<u>6</u>
			16

FIFTH SEMESTER

LAR	647	Land Construction III	5
LAR	750	Land Arch Seminar III	2
LAR	700	Project Programming	3
		OR	
LAR	898	Thesis Proposal Writing	<u>3</u>
LAR	550	Technical Module V	<u>2</u>
			12

SIXTH SEMESTER

LAR	705	Master's Project and Report	
		OR	5
LAR	899	Research in LA	
LAR	745	Professional Practice	3
LAR	560	Technical Module VI	1
		Professional Elective	<u>2</u>
			11

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION = 90 *

TOTAL CREDIT HOURS REQUIRED FOR GRADUATE SCHOOL PROGRAM OF STUDY = 36

NOTE: An Internship is recommended for students in the Post-Baccalaureate program (typically in the summer between the fourth and fifth semesters). If an internship is taken, LAR 645 Professional Internship Report is suggested during the 5th semester. LAR 645 can be used as a professional elective, and may be included on your Program of Study for 1 or 2 credits.

* For a student without a design background. Some courses may be waived based upon a student's education and work experience.



College of Architecture, Planning, and Design
Kansas State University
MASTER OF LANDSCAPE ARCHITECTURE (Post-baccalaureate)
ACCREDITED BY THE LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD
PROPOSED

FIRST SEMESTER

LAR	220	Site Design Studio I	4
LAR	420	Natural Systems and Site Analysis	4
LAR	433	History/Theory of LA	3
LAR	310	Design Graphics and Visual Thinking	2
LAR	510	Technical Module I	<u>1</u>
			14

SECOND SEMESTER

LAR	442	Site Planning and Design Studio	5
LAR	501	Land. Arch. Seminar I	2
LAR	248	Land. Arch. Materials and Methods	3
LAR	322	Environmental Issues & Ethics	3
LAR	520	Technical Module II	<u>1</u>
			14

SUMMER STUDY

LAR	646	Community Planning and Design	5
LAR	650	Land Arch Seminar II	2
LAR	010	Land Arch Field Trip	<u>0</u>
			7

THIRD SEMESTER

LAR	438	Land Construction I	4
LAR	410	Planting Design Studio	5
HORT	374	Woody Plant Materials I	3
LAR	530	Technical Module III	2
LAR	725	LA Research Methods	<u>3</u>
			16

FOURTH SEMESTER

LAR	439	Land Construction II	4
LAR	704	Envir Land Plng and Design	5
LAR	540	Technical Module IV	1
		Professional Elective	
		OR	3
LAR	898	Thesis Proposal Writing *	
		Professional Elective	<u>3</u>
			16

FIFTH SEMESTER

LAR	647	Land Construction III	5
LAR	750	Land Arch Seminar III	2
LAR	700	Project Programming	
		OR	3
LAR	899	MLA Research	
LAR	550	Technical Module V	<u>2</u>
			12

SIXTH SEMESTER

LAR	705	Master's Project and Report	
		OR	5
LAR	899	Research in LA	
LAR	745	Professional Practice	3
LAR	560	Technical Module VI	1
		Professional Elective	<u>2</u>
			11

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION = 90 *

TOTAL CREDIT HOURS REQUIRED FOR GRADUATE SCHOOL PROGRAM OF STUDY = 36

NOTE: An Internship is recommended for students in the Post-Baccalaureate program (typically in the summer between the fourth and fifth semesters). If an internship is taken, LAR 645 Professional Internship Report is suggested during the 5th semester. LAR 645 can be used as a professional elective, and may be included on your Program of Study for 1 or 2 credits.

* For a student without a design background. Some courses may be waived based upon a student's education and work experience.

* Thesis proposal writing will be taken if student chooses the thesis option.

MASTER OF INTERIOR ARCHITECTURE PRODUCT DESIGN

Dually Accredited by the Council for Interior Design Accreditation
and the National Association of Schools of Art and Design

ENVIRONMENTAL DESIGN STUDIES PROGRAM

FIRST SEMESTER

DSFN	201	Environ Design Studio I	4
MATH	100	College Algebra	3
ENVD	250	History of Design Environ I	3
DSFN	203	Survey of Design Professions	1
SPCH	105	Public Speaking 1A	2
		University Gen Ed Elective	3
			<u>16</u>

SECOND SEMESTER

DSFN	202	Environ Design Studio II	4
PHYS	115	Descriptive Physics	5
ENVD	251	History of Design Environ II	3
ENGL	100	Expository Writing I	3
			<u>15</u>

INTERIOR ARCHITECTURE & PRODUCT DESIGN PROGRAM

THIRD SEMESTER

IAPD	307	IAPD Design Studio I	5
ARCH	413	Environ Systems in Arch I	4
ARCH	348	Structural Systems in Arch I	3
ARCH	350	History Designed Environ. III	3
IAPD	430	Visual Communication	2
			<u>17</u>

FOURTH SEMESTER

IAPD	320	IAPD Design Studio II	5
IAPD	248	Building Science	3
ARCH	449	Structural Systems in Arch II	3
IAPD	416	History of Furniture	3
IAPD	456	Theory of Product Design	2
			<u>16</u>

FIFTH SEMESTER

IAPD	435	IAPD Design Studio III	5
IAPD	409	Materials and Finishes	3
IAPD	410	IAPD Microcomputer	3
ARCH	433	Bldg Const Systems in Arch	3
ENGL	200	Expository Writing 2	3
			<u>17</u>

SIXTH SEMESTER

IAPD	440	IAPD Design Studio IV	5
IAPD	407	Design Workshop I	3
IAPD	412	Design Workshop I Studio	1
ARCH	514	Environ Systems in Arch II	3
IAPD	628	Bldg Const Systems IA	3
		University General Ed	3
			<u>18</u>

SEVENTH SEMESTER

IAPD	801	G IAPD Design Studio V	5
ARCH	515	U Environ Systems in Arch III	3
IAPD	802	G Design Workshop II	3
IAPD	803	G Design Workshop II Studio	1
		University General Ed	6
			<u>18</u>

EIGHTH SEMESTER

		On Campus or Study Abroad	
IAPD	606	U IAPD Design Studio VI	5
		U Free Electives	9
			<u>14</u>
		or	
IAPD	644	U IAPD Internship	11
IAPD	645	U IAPD Internship Report	3
			<u>14</u>

SUMMER OPTIONS - ONE OF THESE THREE OPTIONS – PREFERRED 3RD YEAR SUMMER

IAPD 664	IAPD Summer Internship	6	IAPD 668	Summer Study Abroad	$\frac{7}{7}$	University Gen Ed	6
IAPD 665	IAPD Summer Internship Report	$\frac{1}{7}$				IAPD 406	Problems IAPD
							$\frac{1}{7}$

NINTH SEMESTER

IAPD	810	G IAPD Capstone Design Studio	6
IAPD	813	G Furniture Des Workshop Studio	1
IAPD	814	G Furniture Des Workshop	3
IAPD	815	G Advanced Studio Programming	3
IAPD	391	U Contemporary Design	3
			<u>16</u>

TENTH SEMESTER

IAPD	822	G Advanced Product Design Studio	6
		or	
IAPD	823	G Advanced IA Design Studio	6
		or	
IAPD	824	G Advanced Furniture Studio	6
IAPD	853	G Professional Practice	3
		U Directed Electives	6
			<u>15</u>

UNDERGRADUATE CREDIT HOURS REQUIRED- 138, GRADUATE HOURS REQUIRED-31

TOTAL HOURS REQUIRED FOR THE FIRST PROFESSIONAL MASTERS IN IAPD GRADUATE PROGRAM – 169

The curriculum is subject to regular review and revision.

MASTER OF INTERIOR ARCHITECTURE PRODUCT DESIGN

Dually Accredited by the Council for Interior Design Accreditation
and the National Association of Schools of Art and Design

ENVIRONMENTAL DESIGN STUDIES PROGRAM

FIRST SEMESTER

DSFN	201	Environ Design Studio I	4
MATH	100	College Algebra	3
ENVD	250	History of Design Environ I	3
DSFN	203	Survey of Design Professions	1
SPCH	105	Public Speaking 1A	2
		University Gen Ed Elective	3
			16

SECOND SEMESTER

DSFN	202	Environ Design Studio II	4
PHYS	115	Descriptive Physics	5
ENVD	251	History of Design Environ II	3
ENGL	100	Expository Writing I	3
			15

INTERIOR ARCHITECTURE & PRODUCT DESIGN PROGRAM

THIRD SEMESTER

IAPD	307	IAPD Design Studio I	5
ARCH	413	Environ Systems in Arch I	4
ARCH	348	Structural Systems in Arch I	3
ARCH	350	History Designed Environ. III	3
IAPD	430	Visual Communication	2
			17

FOURTH SEMESTER

IAPD	320	IAPD Design Studio II	5
IAPD	248	Building Science	3
ARCH	449	Structural Systems in Arch II	3
		University General Ed	3
IAPD	456	Theory of Product Design	2
			16

FIFTH SEMESTER

IAPD	435	IAPD Design Studio III	5
IAPD	409	Materials and Finishes	3
IAPD	410	IAPD Microcomputer	3
ARCH	433	Bldg Const Systems in Arch	3
ENGL	200	Expository Writing 2	3
			17

SIXTH SEMESTER

IAPD	440	IAPD Design Studio IV	5
IAPD	407	Design Workshop I	3
IAPD	412	Design Workshop I Studio	1
ARCH	514	Environ Systems in Arch II	3
IAPD	628	Bldg Const Systems IA	3
IAPD	625	Lighting in IAPD	3
			18

SEVENTH SEMESTER

IAPD	801	G IAPD Design Studio V	5
ARCH	515	U Environ Systems in Arch III	3
IAPD	802	G Design Workshop II	3
IAPD	803	G Design Workshop II Studio	1
IAPD	811	G Design Research	2
IAPD	416	U History of Furniture	3
			17

EIGHTH SEMESTER

		On Campus or Study Abroad	
IAPD	606	U IAPD Design Studio VI	5
		U Free Electives *	9
		or	14
IAPD	644	U IAPD Internship *	9
IAPD	645	U IAPD Internship Report	5
			14

* Confer with your academic advisor about meeting a minimum of 18 University General Education required credit hours when participating in a professional internship or staying on campus during the eighth semester.

SUMMER OPTIONS - ONE OF THESE THREE OPTIONS – PREFERRED 3RD YEAR SUMMER

IAPD 664 IAPD U Summer Internship	6	IAPD 668 U Summer Study Abroad	7	University Gen Ed	6
IAPD 665 IAPD U Summer Internship Report	1/7			IAPD 406 U Problems IAPD	1/7

NINTH SEMESTER

IAPD	810	G IAPD Capstone Design Studio	5
IAPD	813	G Furniture Des Workshop Studio	1
IAPD	814	G Furniture Des Workshop	3
IAPD	815	G Advanced Studio Programming	2
IAPD	391	U Topics in Cntemp Design Seminar	3
		U University General Education	3
			17

TENTH SEMESTER

IAPD	822	G Advanced Product Design Studio	6
		or	
IAPD	823	G Advanced IA Design Studio	6
		or	
IAPD	824	G Advanced Furniture Studio	6
IAPD	853	G Professional Practice	3
		U University General Education	3
		U Elective **	3
			15

** This elective should be selected in conjunction with the student's major professor and thesis committee.

UNDERGRADUATE CREDIT HOURS REQUIRED- 138, GRADUATE HOURS REQUIRED-31

TOTAL HOURS REQUIRED FOR THE FIRST PROFESSIONAL MASTERS IN IAPD GRADUATE PROGRAM – 16

The curriculum is subject to regular review and revision.

**Graduate Certificate in Gerontology
Academic Unit**

From:

School of Family Studies and Human Services

To:

Human Ecology/Center on Aging

RATIONALE: The certificate in Gerontology is interdisciplinary and offered through the Great Plains Interactive Distance Education Alliance, a consortium of Midwestern universities. This change parallels the request to move the master's specialization in gerontology from the School of Family Studies to become an MS in Gerontology in Human Ecology/Center on Aging. The Center on Aging is an interdisciplinary unit, and the MS in Gerontology and the certificate in Gerontology will share some of the same required courses.

NEW:

ARCH 790 Practicum. I,II, S. (Var. 1-3) A pre-graduation practicum related to a student's area of focus. For M.S. Arch. students only.

Rationale: Many students, particularly international students, find relevant professional employment, particularly in the summer, helpful in furthering their area of focus. Having a course for this facilitates paperwork to allow international students to have such opportunities. This should only be for the M.S. Arch. students only since M. Arch students have the option of Internship.

IAPD 811. Design Research. (2) I and II. Identify evaluation criteria appropriate for design research and problem solving; analysis of literature; construction of problem statements, development and documentation of design problem proposals and reports. Pr.: IAPD 440.

RATIONALE: The content in the current IAPD 815 (3) Advanced Studio Programming will be divided between a re-formatted IAPD 815 (2) and a new IAPD 811 (2) Design Research course. The content in IAPD 811 Design Research will concentrate on research methodologies and the content in IAPD 815 Advanced Studio Programming will focus on the project programming for IAPD 822, IAPD 823, or IAPD 824. The credit hours for IAPD 811 will come from a re-formatted IAPD 815 and a one credit hour reduction in IAPD 810 IAPD Capstone Studio. The total number of required graduate credits will remain unchanged.

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

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," 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~~ that 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. The resolution should be signed by all participating parties to confirm their receipt of document. Copies of the signed resolution will be provided to the graduate student, respondent, administrative superior, and Academic Dean involved in the conflict resolution session. The official copy shall be sent to the Graduate School to be retained in the student's file.
- c. If the conflict resolution process is not successful, the Academic Dean and the Associate Dean of the Graduate School will confer within 10 working days to determine if further conflict resolution steps should be pursued. The outcome of this conferral will be shared in writing with all parties participating in 3b.

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 by the graduate student within 10 working days ~~by the graduate student~~ after the receipt of the outcome of 3c 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, 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 as outlined in Step 2 Hearing (4 d2) 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~~ that 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.

Institution Profile from the Survey of Earned Doctorates, 2006

Results for : Kansas State University

Section I. A comparison of research doctorates at your institution with research doctorates from Doctoral/Research Universities—Extensive institutions, and all doctorate institutions

Your Institution	All Doctoral/Research Universities					
	Your Institution		—Extensive Institutions [†]		All Institutions	
	Number	Percent	Number	Percent	Number	Percent
Total of research doctorate recipients	160	100.0	38,404	100.0	45,596	100.0
Demographics						
Sex						
Male	95	59.4	21,539	56.1	24,986	54.8
Female	65	40.6	16,811	43.8	20,539	45.0
Unknown	0	0.0	54	0.1	71	0.2
Citizenship						
U.S.	97	61.4	22,113	61.1	26,917	62.8
Permanent visa	2	1.3	1,549	4.3	1,829	4.3
Temporary visa	59	37.3	12,541	34.6	14,118	32.9
Race/ethnicity (U.S. citizens)						
American Indian/Alaska Native	0	0.0	87	0.4	118	0.4
Asian	1	1.0	1,336	6.1	1,560	5.9
Black	6	6.2	1,213	5.5	1,659	6.2
Hispanic	4	4.1	1,043	4.8	1,370	5.1
White	85	87.6	17,639	80.6	21,280	79.9
Other	1	1.0	559	2.6	641	2.4
Graduate Study						
Field of study						
Physical sciences/mathematics	16	10.0	6,704	17.5	7,461	16.4
Engineering	17	10.6	6,517	17.0	7,191	15.8
Life Sciences	65	40.6	8,021	20.9	9,683	21.2
Social Sciences	15	9.4	5,623	14.6	6,873	15.1
Humanities	4	2.5	5,024	13.1	5,576	12.2
Education	40	25.0	4,355	11.3	6,123	13.4
Other fields	3	1.9	2,160	5.6	2,689	5.9
Debt level						
None	64	40.8	18,248	52.7	21,268	52.4
\$30,000 or less	49	31.2	9,415	27.2	10,897	26.8
More than \$30,000	44	28.0	6,966	20.1	8,461	20.8

Note: A total of 98.8 percent of your institution's doctorate recipients responded to the Survey of Earned Doctorates in 2006. nationwide, 92.1 percent of doctorate recipients responded to the SED.

Except for those reported for the sex variable, all percentages are based on total responses with missing data excluded. Percentage totals may not sum to 100 because of rounding. Percents calculated based on a small number of cases should be interpreted with

Results for : Kansas State University

	All Doctoral/Research					
	Universities					
	Your Institution		—Extensive Institutions [†]		All Institutions	
	Number	Percent	Number	Percent	Number	Percent
Post-graduation Plans						
Post-graduation status (Immediate status following award of degree)						
Continuing pre-doctoral employment	44	27.8	5,962	16.8	7,866	18.9
Signed contract	66	41.8	19,320	54.6	21,879	52.6
Negotiating for specific position	12	7.6	2,848	8.0	3,330	8.0
Seeking position	32	20.3	6,751	19.1	7,904	19.0
Other	4	2.5	514	1.5	625	1.5
Post-graduation plans (Type of employment immediately following doctorate)						
Postdoctoral fellowship	13	12.0	4,697	18.9	5,390	18.5
Postdoctoral research associateship	12	11.1	3,236	13.0	3,561	12.2
Postdoctoral traineeship	0	0.0	107	0.4	132	0.5
Other study	2	1.9	612	2.5	786	2.7
Employment (other than postdoc)	81	75.0	16,015	64.5	19,068	65.4
Military service	0	0.0	117	0.5	165	0.6
Other plans	0	0.0	29	0.1	37	0.1
Post-graduation employment (Excluding postdoctoral fellowships, associateships, traineeships)						
Academic	73	68.2	16,066	66.5	18,448	65.1
Government	7	6.5	1,756	7.3	2,098	7.4
Industry	9	8.4	4,323	17.9	4,956	17.5
Other	18	16.8	2,027	8.4	2,825	10.0
Primary work activity (Excluding postdoctoral fellowships, associateships, traineeships)						
Research and development	40	37.4	13,419	56.2	14,906	53.3
Teaching	38	35.5	6,315	26.5	7,481	26.8
Administration	20	18.7	1,812	7.6	2,570	9.2
Professional services	7	6.5	1,810	7.6	2,389	8.5
Other	2	1.9	503	2.1	607	2.2
Secondary work activity (Excluding postdoctoral fellowships, associateships, traineeships)						
Research and development	34	48.6	5,709	39.5	6,625	39.0
Teaching	15	21.4	4,506	31.2	5,225	30.8
Administration	10	14.3	2,448	16.9	2,929	17.2
Professional services	8	11.4	1,471	10.2	1,832	10.8
Other	3	4.3	317	2.2	380	2.2

Results for : Kansas State University

	All Doctoral/Research Universities					
	Your Institution		—Extensive Institutions [†]		All Institutions	
	Number	Percent	Number	Percent	Number	Percent
Postdoctoral study support						
U.S. government **	4	14.8	2,572	29.4	2,891	28.9
College or university	18	66.7	4,353	49.7	4,893	49.0
Business/industry	1	3.7	315	3.6	377	3.8
Private foundation/non-profit other	3	11.1	651	7.4	773	7.7
Other	1	3.7	413	4.7	493	4.9
Unknown	0	0.0	454	5.2	565	5.7
Median time to degree (Number of years)						
Since baccalaureate	10.8		9.3		9.5	
Since starting graduate school	8.9		7.8		7.9	

Section II. A comparison of science and engineering doctorates with doctorates in other fields at : Kansas State University

	All		Science and Engineering		Non-science and Engineering	
	Number	Percent	Number	Percent	Number	Percent
Total of research doctorate recipients	160	100.0	113	70.6	47	29.4
Demographics						
Citizenship						
U.S. citizen	97	100.0	54	55.7	43	44.3
Permanent visa	2	100.0	1	50.0	1	50.0
Temporary visa	59	100.0	56	94.9	3	5.1
Graduate Study						
Debt level						
None	64	100.0	42	65.6	22	34.4
\$30,000 or less	49	100.0	37	75.5	12	24.5
More than \$30,000	44	100.0	31	70.5	13	29.5
Primary source of support during graduate school						
Own resources	57	100.0	18	31.6	39	68.4
Teaching assistantships	26	100.0	22	84.6	4	15.4
Research assistantships	55	100.0	54	98.2	1	1.8
Federal support	12	100.0	11	91.7	1	8.3
Other sources	4	100.0	2	50.0	2	50.0

** Research assistantships funded by the federal government are counted as university support.

"Science/Engineering" includes physical science/mathematics, engineering, life sciences, and social sciences

"Non-Science/Engineering" includes humanities, education and other professional fields.

† - See http://www.carnegiefoundation.org/dynamic/downloads/file_1_341.pdf for a full explanation of Carnegie classifications

Results for : Kansas State University

	All		Science and Engineering		Non-science and Engineering	
	Number	Percent	Number	Percent	Number	Percent
Post-graduation Plans						
Post-graduation status (Immediate status following award of degree)						
Continuing pre-doctoral employment	44	100.0	15	34.1	29	65.9
Signed contract	66	100.0	55	83.3	11	16.7
Negotiating for specific position	12	100.0	12	100.0	0	0.0
Seeking position	32	100.0	26	81.3	6	18.8
Other	4	100.0	3	75.0	1	25.0
Post-graduation plans (Type of employment immediately following doctorate)						
Postdoctoral fellowship	13	100.0	13	100.0	0	0.0
Postdoctoral research associateship	12	100.0	12	100.0	0	0.0
Postdoctoral traineeship	0	0.0	0	0.0	0	0.0
Other study	2	100.0	0	0.0	2	100.0
Employment (other than postdoc)	81	100.0	45	55.6	36	44.4
Military service	0	0.0	0	0.0	0	0.0
Other plans	0	0.0	0	0.0	0	0.0
Post-graduation employment (Excluding postdoctoral fellowships, associateships, traineeships)						
Academic	73	100.0	53	72.6	20	27.4
Government	7	100.0	4	57.1	3	42.9
Industry	9	100.0	9	100.0	0	0.0
Other	18	100.0	3	16.7	15	83.3
Median time to degree (Number of years)						
Since baccalaureate	10.8		9.3		18.3	
Since starting graduate school	8.9		7.5		13.7	

"Science/Engineering" includes physical science/mathematics, engineering, life sciences, and social sciences.

"Non-Science/Engineering" includes humanities, education and other fields

Resource:

Lovitts, Barbara E. (2007). Making the Implicit Explicit.
Sterling, VA: Stylus.

ISBN: 978 1 57922 181 2
\$29.95

Stylus Publishing, LLC.
PO Box 605
Eerndon, VA 20172-0605
www.styluspub.com
1-800-232-9223

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