

College of Human Ecology

Non-Expedited Undergraduate and Graduate Changes

APPROVED by the
College of Human Ecology Faculty

Electronic voting period concluded October 7, 2009

Note: Minor change was made to the proposal for the Minor in Conflict Analysis and Trauma Studies. COMM courses were added at the request of Prof. Yum, Department of Communication Studies, Theatre and Dance.

Contact Person:
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HE/AAC: 9/14/09

HE Faculty: 10/7/09

Non-Expedited Proposals – Courses Numbered 599 or below

Department of Apparel, Textiles and Interior Design

ADD: **AT 498. Topics in Apparel and Textiles.** (1-6) I, II, S. New content, technology or theory related to apparel and textiles. Pr.: Instructor permission.

IMPACT: No impact on any other unit.

RATIONALE: The current Apparel and Textiles curriculum does not have a course number for courses that cover special topics. We are currently using the AT 499 Independent Problems number. This is problematic as AT 499 represents independent work, while special topics represents faculty-instructed courses.

EFFECTIVE DATE: Fall 2009

Department of Hospitality Management and Dietetics

ADD: **HMD 490. Practicum in Clinical Dietetics.** (2) II. Through a series of case studies and projects, this course introduces the student dietitian to the basics of the practice of clinical dietetics including review of the medical record, nutritional assessment, and documentation of medical nutrition therapy in the medical record. Students gain practical experience by completing shadowing experiences with a dietitian in clinical practice.

IMPACT: No impact on any other unit.

RATIONALE: This course was developed in response to feedback from Didactic Program in Dietetics (DPD) graduates who indicated the need for more hands-on clinical experience before proceeding to post-baccalaureate dietetic internships. This course will provide DPD students the opportunity to delve more deeply into clinical dietetics using case studies and the opportunity to shadow dietitians in clinical practice.

EFFECTIVE DATE: Spring 2010

ADD: **FSHS 529. Trauma and Traumatic Stress.** (3) I. This course will introduce and review the theoretical and historical beginnings of the concept of trauma, which includes the inclusion of posttraumatic stress disorder (PTSD) as a diagnosis in the DSM III. It will highlight the other forms of recognized traumatic events and stressors that have more recently been brought to light. It will discuss various trauma reactions, effects of stressful events, as well as the treatment of trauma. Resilience and transcendence of trauma will be outlined, with an emphasis on the importance of self-care for clinicians and helping professionals working in this area.

IMPACT: No impact on any other unit.

RATIONALE: A primary goal is the sharing of research, clinical strategies, public policy concerns and theoretical formulations on trauma in the United States and around the world, with various forums for the exchange of professional knowledge and expertise in the field, while raising awareness of the issues, effects, and symptoms of Trauma.

EFFECTIVE DATE: Fall 2010

ADD: **FSHS 536. Conflict and Trauma in International Settings.** (3) II. This course study will examine the historical, political, and religious roots of conflict in an international setting. The focus of study will also include an analysis of the area's cultural traditions and exploration into the ways in which divided societies cope with attendant political, economic, and social problems. Prospects for continued and sustainable peace in the region, as well as how progress is being made, will also be examined.

IMPACT: No impact on any other unit.

RATIONALE: This group study abroad has been taught three times, and has also received unanimous support from the Conflict Resolution Advisory Committee to serve as a course option in the program.

EFFECTIVE DATE: Spring 2010

Non-Expedited Proposals – Courses Numbered 600 or above

School of Family Studies and Human Services

CHANGE FROM: **FSHS 603. Coping with Life Crises.** (3) ~~Examination of the effects of human competencies and coping strategies on successful adaptation to anticipated life crises, developmental transitions, and sudden, unexpected life events. Pr.: FSHS 110 or PSYCH 110 and 6 credit hours of social science.~~

CHANGE TO: **FSHS 603. Coping with Life Crises.** (3) S. The purpose of this course is to provide students with resources related to managing stress and coping with crises across the lifespan that can be utilized in both their own lives and in the lives of those families they serve. Students will be introduced to the biopsychosocial nature of stress; methods of coping with stress, anxiety, and conflict; models of effective family functioning in the presence of stress and crises; and the current literature on how families cope with a variety of life transitions and crises.

IMPACT: No impact on any other unit.

RATIONALE: A primary goal is the sharing of research, clinical strategies, public policy concerns and theoretical formulations on death, dying, grief, loss, and coping with bereavement and crises in the United States and around the world, with various forums for the exchange of professional knowledge and expertise in the field, while raising awareness of the issues, effects, and symptoms of trauma.

EFFECTIVE DATE: Fall 2010

ADD: **FSHS 759. Foundations of Trauma and Traumatic Stress.** (3) I. This course will introduce and review the theoretical and historical beginnings of the concept of trauma, which includes the inclusion of posttraumatic stress disorder (PTSD) as a diagnosis in the DSM III. It will highlight the other forms of recognized traumatic events and stressors that have more recently been brought to light. It will discuss various trauma reactions, effects of stressful events, as well as the treatment of trauma. Resilience and transcendence of trauma will be outlined, with an emphasis on the importance of self-care for clinicians and helping professionals working in this area.

IMPACT: No other unit will be impacted.

RATIONALE: A primary goal is the sharing of research, clinical strategies, public policy concerns and theoretical formulations on trauma in the United States and around the world, with various forums for the exchange of professional knowledge and expertise in the field, while raising awareness of the issues, effects, and symptoms of Trauma.

EFFECTIVE DATE: Fall 2010

ADD: **FSHS 761. International Conflict & Trauma.** (3) II. This course study will examine the historical, political, and religious roots of conflict in an international setting. The focus of study will also include an analysis of the area's cultural traditions and exploration into the ways in which divided societies cope with the attendant political, economic and social problems. Prospects for continued and sustainable peace in the region, as well as how progress is being made will also be examined.

IMPACT: No impact on any other unit.

RATIONALE: This group study abroad has been taught three times, and has also received unanimous support from the Conflict Resolution Certificate Advisory Committee to serve as a course option in the program.

EFFECTIVE DATE: Spring 2010

ADD: **FSHS 763. Crises Across the Lifespan.** (3) S. The purpose of this course is to provide students with resources related to managing stress and coping with crises across the lifespan that can be utilized in both their own lives and the lives of those families they serve. Students will be introduced to the biopsychosocial nature of stress; methods of coping with stress, anxiety, and conflict; models of effective family functioning in the presence of stress and crises; and the current literature on how families cope with a variety of life transitions and crises.

IMPACT: No impact on any other unit.

RATIONALE: A primary goal is the sharing of research, clinical strategies, public policy concerns and theoretical formulations on death, dying, grief, loss and coping with bereavement and crises in the United States and around the world, with various forums for the exchange of professional knowledge and expertise in the field, while raising awareness of the issues, effects, and symptoms of trauma.

EFFECTIVE DATE: Summer 2010

Non-Expedited Proposals – Undergraduate Curriculum Change

School of Family Studies and Human Services

ADD: Conflict Analysis and Trauma Studies (New undergraduate minor)

Conflict Analysis and Trauma Studies (CATS) Minor

The undergraduate minor in Conflict Analysis and Trauma Studies provides a theoretical and empirical framework and model for analysis and study of trauma, violence, conflict, and their consequences. This emerging study provides students, faculty, and human service professionals the knowledge for establishing post-trauma and post-conflict reconstruction practice, research, service and policy to improve interpersonal and social systems.

Program requirements

Core courses

Required (6 credit hours)

FSHS 529 (3) Understanding Trauma and Traumatic Stress

FSHS 531 (3) Core Conflict Resolution

Elective courses

Choose a minimum of two courses (6 credit hours) from:

FSHS 532 (3) Conflict across Cultures and Contexts

FSHS 533 (3) Prevention and Intervention of Violence

FSHS 534 (3) Conflict in Organizations

FSHS 535 (3) Divorce and Child Custody Mediation

FSHS 536 (3) Conflict and Trauma Abroad

FSHS 603 (3) Coping with Life Crises

Additional course options

COMM 480 (3) Intercultural Communication

COMM 542 (3) Relational Communication

HIST 551 (3) History of Family Violence

POLSC 742 (3) International Conflict

PSYCH 540 (3) Psychology of Women

PSYCH 563 (3) Gender Issues in the Workplace

SOCIO 363 (3) Global Problems

SOCIO 507 (3) International Development and Social Change

WOMST 380 (3) Women and Global Social Change

WOMST 551 (3) The History and Politics of Family Violence

WOMST 560 (3) Women and Violence

THTRE 673 (3) Theatre for Conflict Resolution

Other electives or independent study options relevant to the area of conflict resolution and trauma studies (e.g., Faculty-Led International Study)

Completion requirements

The minor in Conflict and Trauma Studies will be available upon completion of the eighteen (18) required course hours. To be awarded a minor, the student (a) must not be on probation, (b) must have a cumulative GPA of 2.5 or higher on coursework applied to the minor, (c) must meet all requirements of the student's major program, and (d) must be enrolled during the semester in which the minor's requirements are completed.

IMPACT: Additional electives offered in the minor are supported by the departments in which they are listed. The following academic units were contacted and provided statements of support: School of Leadership Studies (Mary Hale Tolar); Department of Psychology (Jerry Frieman); Department of Sociology, Anthropology and Social Work, and Women's Studies courses (A. Elizabeth Cauble); Department of Political Science (Jeffrey Pickering). COMM courses were added at the request of Department of Communication Studies, Theater and Dance (Young-Ok Yum). Letters of support also were received from Elana Newman, Ph.D., past-president of the International Society for Traumatic Stress Studies, and Arthur S. De Groat, director of Military Affairs at K-State.

RATIONALE: The Undergraduate Minor in Conflict Analysis and Trauma Studies (CATS) provides a theoretical and empirical framework and model for analysis and study of trauma, violence, conflict, and their consequences. This emerging study provides students, faculty and human service professionals the knowledge for establishing post-trauma and post-conflict reconstruction practice, research, service, and policy to improve interpersonal and social systems.

EFFECTIVE DATE: Fall 2010

(Assessment plan follows)

Academic Minor Assessment of Student Learning Plan

KANSAS STATE UNIVERSITY

A. College, Department and Date of this Submission

College: Human Ecology

Department: School of Family Studies & Human Services

Date of Submission: 9/1/09

B. Contact Person(s) for the Assessment Plans

Terrie R. McCants, Instructor & Program Co-Coordinator

Briana Nelson Goff, Professor & Program Co-Coordinator

C. Program – degree, minor, or certification

Undergraduate Minor in Conflict Analysis and Trauma Studies

D. Assessment of Student Learning

1. It is intended that the Minor in Conflict Analysis and Trauma Studies be available upon completion of the 18 required course hours for the academic minor/graduate area of emphasis.

KNOWLEDGE:

SLO 1: Students will understand and apply models for conflict analysis, conflict management, and traumatic stress and have an understanding of approaches to conflict resolution and traumatic stress prevention.

CRITICAL THINKING:

SLO 2: Students will be able to understand and be able to assess sources of conflict and trauma among individuals, organizations, groups, and communities.

COMMUNICATION

SLO 3: Students will understand and use effective communication skills, such as reflective listening, assertion messaging, and reframing, and be able to apply them appropriately to specific conflict and trauma situations.

DIVERSITY:

SLO 4: Students will understand values, perceptions, experiences, and assumptions related to their own cultural background and have the ability to make culturally sensitive assessments as a requirement for conflict intervention and trauma prevention.

ACADEMIC AND PROFESSIONAL INTEGRITY:

SLO 5: Students are expected to understand and apply the ethical standards for mediation, the Kansas Judicial Branch Rules, and the International Society for Traumatic Stress Studies best practice parameters.

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

Student learning outcomes will be assessed using an electronic (1) pre-test survey in the first course (FSHS 531) given to all enrolled students; and (2) post-test survey after the completion of the 18 credit hours given to all students completing the Minor. All students will be tracked utilizing an online system and sent the electronic survey once they are completing their final set of courses for the Minor.

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

Program SLO's	Year 1	Year 2	Year 3	Baseline Created?
KNOWLEDGE SLO 1	Pre-test Survey FSHS 531	Post-test Survey Review	Revise	Pre-Test: Fall 2009/Spring 2010 Post-Test Fall 2010/Spring 2011
CRITICAL THINKING SLO 2	Pre-test Survey FSHS 531	Post-test Survey Review	Revise	Pre-Test: Fall 2009/Spring 2010 Post-Test Fall 2010/Spring 2011
COMMUNICATION SLO 3	Pre-test Survey FSHS 531	Post-test Survey Review	Revise	Pre-Test: Fall 2009/Spring 2010 Post-Test Fall 2010/Spring 2011
DIVERSITY SLO 4	Pre-test Survey FSHS 531	Post-test Survey Review	Revise	Pre-Test: Fall 2009/Spring 2010 Post-Test Fall 2010/Spring 2011
ACADEMIC AND PROFESSIONAL INTEGRITY SLO 5	Pre-test Survey FSHS 531	Post-test Survey Review	Revise	Pre-Test: Fall 2009/Spring 2010 Post-Test Fall 2010/Spring 2011

Baseline data will be reviewed by the program Co-Coordinator and surveys revised, as needed. In addition, course evaluations will be reviewed by the Co-Coordinator to determine student satisfaction (indirect measures) and identify possible areas for improvement in the program.

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

We will review the current courses and determine relevancy of existing exercises and assignments. We plan on using real life examples and helping students apply the key student learning outcomes to practice a more advanced set of practical and applied knowledge and skills.