

Attachment 4  
Discussion Agenda Information

**New Graduate Certificate in Grassland Management (Approved by Graduate Council on 2-7-12)**

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**New Master of Science in Family and Community Services (Approved by Graduate Council on February 7, 2012)**

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# **GRADUATE COURSE AND CURRICULUM CHANGES (Approved by the Graduate Council 2-7-2012)**

Department of Agronomy

## **New Program Proposal**

### **Basic Program Information**

1. Proposing Institution: Kansas State University, as a partner in the AG\*IDEA distance education consortium including University of Nebraska-Lincoln, South Dakota State University, Oklahoma State University, North Dakota State University, and Iowa State University
2. Title of proposed program: Graduate Certificate in Grassland Management
3. Degree to be offered: Graduate Certificate
4. Anticipated date of implementation: Fall 2012
5. Responsible department(s): Agronomy

## Program Proposal Narrative

**Introduction:** The purpose of this program is to provide current and future grassland professionals (i.e., managers, advisors, and conservationists) and others with distance education opportunities that lead to a graduate certificate in grassland management. Grasslands (including rangelands, pasturelands, and haylands) are the principle land resource type in the Great Plains, comprising more than 50% of the land surface area. The major use of the regions' grasslands is livestock grazing. The beef cattle industry is prominent in the Great Plains, making up more than 50% of the US beef cow inventory. Grasslands in the region are also critically important for providing wildlife habitat, recreation, high quality water and air, and other environmental services. Grasslands represent a fundamental resource of the region that determines the environmental and economic future of the Great Plains states. Many of the managers or advisors on these grasslands have B.S. degrees in natural resources or agriculture and want to develop further their expertise in grassland management through university programs. However, constraints associated with their work schedule and responsibilities limit their ability to pursue conventional on-campus coursework and graduate degrees. The Grassland Management Online Certificate Program was developed with the needs of these professionals in mind as well as other students interested in distance education opportunities. This program will be offered through AG\*IDEA of the Great Plains Interactive Distance Education Alliance.

The target audiences for the graduate certificate in Grassland Management are:

- Farm/ranch managers
- Co-op managers
- Veterinarians
- Ag chemical applicators
- Farm media
- Teachers – vocational and science
- Military – army and corps of engineers
- Government workers in agricultural-related fields
- Environmental consultants
- Current science-oriented undergraduate students
- Career changers
- B.S. graduates that want more knowledge
- Current science-oriented graduate students
- Extension educators that need to move up in career

**A. A statement of the educational objectives of the certificate program:**

The Grassland Management Graduate Certificate is an individually-designed program requiring a minimum of 12-credits of graduate coursework in agronomy/range science. Specific learning objectives are:

1. Graduates will be able to effectively use oral and written communications to convey knowledge of grassland management.
2. Graduates will demonstrate high level of analytical and critical thinking skills to enable problem solving in grassland management.
3. Graduates are expected to demonstrate quantitative skills including field sampling and data interpretation for effective analysis and management of natural resources.
4. Graduates will demonstrate knowledge of ecological principles as a foundation for understanding and applying principles of natural resource management.
5. Graduates will express satisfaction with their academic preparation and will obtain careers in grassland management.

**B. List of courses associated with the Grassland Management Graduate Certificate:**

Students will be required to take seven credit hours of core courses, and at least five hours of elective credits to earn the 12-credit certificate. Students will work with their academic advisor to develop a plan of study most beneficial to the student. Coursework may be transferred in on a case-by-case basis with the approval of the student's advisor. Note that all courses already exist and are currently offered at the participating institutions. Additional elective courses may be added or developed over time.

**Required Core Courses:**

- AGRON 660 Grassland Monitoring and Assessment (2-credits, KSU; on campus and distance course)  
Vegetation sampling techniques used in rangeland research and for grassland monitoring and assessment. Use of statistics for sampling, analysis, and presentation of data.
- AGRON 682 Grassland Fire Ecology (3-credits, SDSU distance course)  
The course is designed to describe the ecological effects of fire on grassland ecosystems. It also provides insight into the history of fires, the people who use them and why, the parts of a fire, how fires behave in relation to fuel and weather, and the conducting and safety of prescribed burns.

- AGRON 832 Grassland Plant Identification (2-credits, UNL distance course)  
Study of plants that have ecological and/or agricultural importance in the Great Plains. Emphasis on plant identification, grassland ecosystems, and plant forage value, palatability, and utilization by both domestic livestock and wildlife. Cultural and historical uses of grassland.

**Elective Courses:**

- AGRON 662 Rangeland Watershed Management (3-credits, NDSU distance course)  
Study of the management of physical/biological settings and processes along with human activities on water and watersheds considering preventative and restorative strategies in a natural resource rangeland setting.

or

- ATM 661 Watershed Management (3-credits, KSU; on campus)  
Principles of watershed sources, fate, and transport of pollutants, with focus on issues of the prairie agroecosystem. Impacts of watershed protection and restoration strategies on water and environmental quality. Application of computer models.
- AGRON 781 Ecology of Invasive Species (3-credits, OSU distance course)  
Ecological principles and their application to invasive species. Discussion of population, community and ecosystem level characteristics affecting a wide variety of invasive plant and animal species. Discussions will include current global consequences and governmental policies/programs designed to limit the spread of invasives.
- AGRON 821 Principles of Forage Quality (3-credits, UNL distance course)  
The course provides an indepth study of the chemical characteristics of forage components and the interactions with ruminant physiology and digestion that influence forage feeding value and the laboratory procedures used to evaluate forages for grazing livestock. Students should have knowledge of the basic principles of chemistry, ruminant nutrition, and plant physiology so that they can develop an understanding of the chemical characteristics of forages and how they affect the value of forages to grazing livestock.

**C. Statement of how the courses associated with the certificate will meet the stated educational objective**

The educational objectives, re-stated below will be addressed as follows:

1. Graduates will be able to effectively use oral and written communications to convey knowledge of grassland management.
  - Effective communication embedded in all courses.
2. Graduates will demonstrate high level of analytical and critical thinking skills to enable problem solving in grassland management.

- Assessed in each course
3. Graduates are expected to demonstrate quantitative skills including field sampling and data interpretation for effective analysis and management of natural resources.
    - Specifically addressed in AGRON 660 Grassland Monitoring and Assessment
  4. Graduates will demonstrate knowledge of ecological principles as a foundation for understanding and applying principles of natural resource management.
    - Ecological principles addressed in AGRON 682 Grassland Fire Ecology, AGRON 662 Rangeland Watershed Management, and AGRON 781 Ecology of Invasive Species
  5. Graduates will express satisfaction with their academic preparation and will obtain careers in grassland management.
    - Survey will be conducted after certificate completion to assess satisfaction with program and career track.

**D. Statement of the need for the proposed certificate**

A survey that was specifically designed to identify future high-priority educational needs in the food and agricultural sciences system was conducted by the Institute for Academic Alliances, Kansas State University, in 2004. This employer survey was distributed via email to over 300 agricultural employers in the U.S. Interviews were conducted with 5 employers. There were 92 responses to the survey. The purpose of the survey was to determine the current and emerging needs of the agricultural workforce. Grassland Management was one of the eight programs identified.

The following table represents a market scan of Grasslands/Rangeland or Agronomy distance education programs across the U.S. completed by Great Plains IDEA.

University / School	Program Name	Program Type	Degree	Calculated Credit Hour Cost	Program Cost	Overall Cost (includes fees)	# Credits or Units
<b>Grassland and Range Management</b>							
Colorado State University	Master of Science in Rangeland Ecosystem Science	distance	M.S.	429	12,870	12,890	30

Montana State University	Master of Science in Animal and Range Sciences (emphasis in Range Science)	distance	M.S.	821	821	24,630	30
North Carolina State University	Master of Soil Science	distance	M.S.S.	451	16,236	16,236	36
North Dakota State University	Master of Science in Range Sciences	on campus	M.S.	690	20,700	20,700	30
Oklahoma State University	Master of Science in Natural Resources Ecology and Management (specialization in Rangeland Ecology & Management)	on campus	M.S.	602	18,060	18,060	30
Oregon State University	Master of Agriculture (specialization in Ecology of Rangelands and Range Improvement)	on campus	M.S.	622	18,660	18,660	30
Texas A&M University	Master of Agriculture (MAgr) in Rangeland Ecology and Management	on campus	M.Ag.	621	22,356	22,356	36
University of Idaho	Master of Science in Rangeland Ecology and Management	on campus	M.S.	849	25,470	25,470	30

### Agronomy

Texas A&M	MS in Agriculture	distance	M.Ag.	739	26,596	26,626	36
University of Tennessee at Martin	MS in Agriculture and Natural Resource System Management	distance	M.S.	425	15,300	15,300	36

Washington State University	Master of Science in Agriculture	distance	M.S.	621	18,630	18,630	30
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The majority of existing programs in this area are on-campus programs and those that are offered through distance education are full Masters Degrees. Apparently there are no graduate certificates in Grassland Management currently available via distance.

**E. Description of the certificate program’s administration**

Administrative oversight of the certificate program will exist within the Department of Agronomy with close partnerships with staff of AG\*IDEA and the Division of Continuing Education. Within Agronomy, a program coordinator will have primary responsibility for administering the program, with support of the Graduate Program Coordinator for admissions decisions.

To gain admission, students will be approved for admission by the Department of Agronomy Graduate Program Coordinator. Students will apply directly to the Graduate Program Coordinator; the Graduate Program Coordinator will forward applications to the Grassland Management program coordinator for advisor assignment and for approval of recommendations for admission, and then forward to the Graduate School recommendations for admission.

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 in the junior and senior years; or concurrent enrollment in a graduate degree program at KSU or an accredited university. Applicants should have proficiency in the computer operations necessary to complete web-based distance courses. For international students a score of at least 600 (paper-based test) or 100 (IBT-internet-based test) on the TOEFL will be required.

**F. Estimated budget to support the certificate program**

**K-State Budget**

AG\*IDEA tuition is set at \$445 per graduate credit hour, as agreed upon by the member institutions. The teaching institution receives 75% of the tuition, the university providing the student receives 12.5% of the tuition, and the consortium receives 12.5% of the tuition to fund administrative expenses. Therefore, if K-State both teaches the course and provides the student, return per credit hour is \$389 or \$1,167 for a 3-credit course; if K-State only teaches the course, the return per credit hour is \$334 or \$1,002 for a 3-credit course; and if K-State only provides the student, the return per credit hour is \$56 or \$168 for a 3-credit course. No additional course fees are allowed via the AG\*IDEA tuition agreement.

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
A. Headcount	0	3	0	7	0	10
B. Total SCH taken by all students in program	21		38		81	
<b>Part II. Program Cost Projection</b>						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
This program may be somewhat unique in that there are no costs associated with implementing it that are not already covered in the tuition generated. That is, the distance courses will generate revenue that will support the administration of the program and supplement faculty pay for instructors. On-campus courses are already taught, and the program would enhance enrollment in low-enrollment graduate courses. The combination of consortium courses and on-campus courses optimizes course offerings for K-State graduate students at no additional cost to Agronomy.						

**G. Names of faculty associated with or contributing to the certificate program**

Faculty instructors and qualifications

Name: Walter H. Fick, Ph.D

Rank or Title: Associate Professor

Department: Department of Agronomy

Institution: Kansas State University

Teaching and Research Experience:

Research: Rangeland Brush and Weed Control

Teaching: Grassland Monitoring & Assessment

Name: Karen R. Hickman, Ph.D

Rank or Title: Professor

Department: Dept. of Natural Resource Ecology and Management

Institution: Oklahoma State University

Teaching and Research Experience:

Research: Effect of Management Practices on Invasive Species

Teaching: Ecology of Invasive Species

Name: Jack E. Norland, Ph.D

Rank or Title: Assistant Professor

Department: School of Natural Resource Sciences

Institution: North Dakota State University

Teaching and Research Expertise:  
Research: Restoration Ecology, Remote Sensing  
Teaching: Rangeland Watershed Management

Name: Walter Schacht, Ph.D  
Rank or Title: Professor  
Department: Department of Agronomy and Horticulture  
Institution: University of Nebraska-Lincoln  
Teaching and Research Experience:  
Research: Grassland Ecology and Management  
Teaching: Principles of Forage Quality

Name: Alexander J. Smart  
Rank or Title: Associate Professor  
Department: Department of Animal and Range Sciences  
Institution: South Dakota State University  
Teaching and Research Expertise:  
Research: Rangeland Ecology, Grazing Management, Forage Seedling Establishment  
Teaching: Grassland Fire Ecology

Name: James Stubbendieck, Ph.D  
Rank or Title: Professor  
Department: Agronomy and Horticulture Department  
Institution: University of Nebraska-Lincoln  
Teaching and Research Experience:  
Research: Ecology and Restoration of Grassland Vegetation  
Teaching: Grassland Plant Identification

Current Coordinator of Program

Walter H. Fick, Associate Professor  
Department of Agronomy  
3016 C Throckmorton Hall  
Manhattan, KS 66506-5506  
785/532-7223  
[whfick@ksu.edu](mailto:whfick@ksu.edu)

## **H. Student Learning Outcomes and Assessment of the Program**

Student learning outcomes for the Grassland Management Graduate Certificate program include the student's ability to:

1. Effectively use oral and written communications to convey knowledge of grassland management.
2. Demonstrate high level of analytical and critical thinking skills to enable problem solving in grassland management.

3. Demonstrate quantitative skills including field sampling and data interpretation for effective analysis and management of natural resources.
4. Demonstrate knowledge of ecological principles as a foundation for understanding and applying principles of natural resource management.
5. Express satisfaction with their academic preparation and obtain careers in grassland management.

There will be two levels of program evaluation. The first will be course evaluations at the end of each course using online surveys. The second level of evaluation will be conducted as exit interviews immediately after a student finishes the Certificate and again 12 months later. The exit interviews will be used to gauge immediate satisfaction with the Certificate Program and to determine if students feel there are other programmatic needs. The survey 12 months after completion of the Certificate will provide feedback from the students about how the program satisfies their professional needs, and will track changes in employment resulting from the Certificate.

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

<b>Program SLOs</b>	<b>University-wide SLOs (<u>Graduate Programs</u>)</b>			<i>Program SLO is conceptually different from university SLOs</i>
	<i>Knowledge</i>	<i>Skills</i>	<i>Attitudes and Professional Conduct</i>	
1. Oral and written communication		X		
2. Analytical and critical thinking	X	X		
3. Quantitative skills and data interpretation	X	X		
4. Knowledge of ecological principles	X			
5. Satisfaction and career			X	

The rubric used to evaluate the program is listed below:

- |   |   |                               |
|---|---|-------------------------------|
| A. Primary expected student learning outcomes | B. Methods that will be used to assess each outcome | C. Timeline for use of method |
|---|---|-------------------------------|

1. Graduates will be able to effectively	Method 1A: We will evaluate samples of	Annually
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<p>use oral and written communications to convey knowledge of grassland management.</p> <p>Based on rubric scores:          &gt; 60% of students will score <math>\geq 4</math>          &gt; 90% of students will score <math>\geq 3</math>          100% of students will score <math>\geq 2</math></p>	<p>writing assignments and essay exam questions (Appendix A) in all courses.</p> <p>Method 1B: We will evaluate samples of oral presentations in select courses using the rubric in Appendix B.</p>	<p>Annually</p>
<p>2. Graduates will demonstrate high level of analytical and critical thinking skills to enable problem solving in grassland management.</p> <p>Based on rubric scores:          &gt; 60% of students will score <math>\geq 4</math>          &gt; 90% of students will score <math>\geq 3</math>          100% of students will score <math>\geq 2</math></p>	<p>2A. Course embedded assessments will be used to evaluate analytical skills used by students in discipline specific courses. Instructors of each course will use a rubric (Appendix C) to evaluate this outcome.</p> <p>2B. Course embedded assessments will be used to evaluate critical thinking skills used by students in discipline specific courses. Instructors of each course will use a critical thinking skill rubric (Appendix D) to evaluate this outcome.</p>	<p>Annually</p>
<p>3. Graduates are expected to demonstrate quantitative skills including field sampling and data interpretation for effective analysis and management of natural resources.</p>	<p>Method 3A. Course embedded assessments will be used to evaluate quantitative skills including field sampling and data interpretation for effective analysis and management of grasslands. Instructors of each course will use an evaluation of quantitative skills rubric (Appendix C) to evaluate this outcome.</p>	<p>Annually</p>
<p>4. Graduates will demonstrate knowledge of ecological principles as a foundation for understanding and applying principles of natural resource management.</p> <p>Based on rubric scores:          &gt; 60% of students will score <math>\geq 4</math>          &gt; 90% of students will score <math>\geq 3</math>          100% of students will score <math>\geq 2</math></p>	<p>Method 4A: Course embedded assessments will be used to evaluate student's knowledge of ecological principles as a foundation for understanding and applying principles of natural resource management. Instructors of Grassland Fire Ecology and Ecology of Invasive Species will use the same rubric (Appendix E) to evaluate this outcome. The majority of students will exhibit a level of achievement of 3 or greater.</p>	<p>Biannually</p>
<p>5. Graduates will express satisfaction with their academic preparation and will obtain careers in grassland management.</p>	<p>Method 5A: Alumni will be surveyed 1 year after completing the Certificate to determine percentage of alumni successfully obtaining a permanent job or increasing their appointment within their organization.</p>	

**Appendix A: Writing Skills Rubric.**

Score	Characteristics	
5	<b>Content</b>	Topic is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic & audience, with no

		digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment
	<b>Organization</b>	Paragraphs are clearly focused and organized around a central theme; clear beginnings and endings; appropriate, coherent sequences and sequence markers; follows specified format
	<b>Style</b>	Word choice appropriate for the task; precise, vivid vocabulary; concise; variety of sentence types; consistent and appropriate point of view and tone
	<b>Mechanics</b>	Standard grammar, spelling, punctuation; no interference with comprehension or writer's credibility
<b>4</b>		Exhibits some characteristics of “3” and some characteristics of “5”
<b>3</b>	<b>Content</b>	Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment
	<b>Organization</b>	Most paragraphs are focused; discernible beginning and ending paragraphs; some sequence markers; partially follows specified format
	<b>Style</b>	Generally appropriate word choice; variety in vocabulary and sentence types; somewhat concise; appropriate point of view and tone
	<b>Mechanics</b>	Some non-standard grammar, spelling, and punctuation; errors do not generally interfere with comprehension or writer's credibility
<b>2</b>		Exhibits some characteristics of “1” and some characteristics of “3”
<b>1</b>	<b>Content</b>	Topic is poorly developed; support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment
	<b>Organization</b>	Most paragraphs are rambling and unfocused; no clear beginning or ending; inappropriate or missing sequence markers; ignores specified format

	<b>Style</b>	Inappropriate or inaccurate word choice; repetitive words and sentence types; not concise; inappropriate or inconsistent point of view and tone
	<b>Mechanics</b>	Frequent non-standard grammar, spelling, punctuation interferes with comprehension and writer's credibility

**Appendix B: Rubric for evaluating oral communication skills**

Skill	Level of Achievement				
	5	4	3	2	1
Content/ Language	Content is well developed and appropriate for the topic and audience; language/word choice is accurate, specific, and appropriate; little or limited use of colloquialisms; clearly defined audience; consistent point of view and tone; sources of information are well documented; completely accomplishes the goal of the assignment	Exhibits some characteristics of “5” and some characteristics of “3”	Content is generally appropriate, some supporting detail; language/word choice generally reflects understanding of topic and audience; some inappropriate colloquialisms; “audience” is not consistent; some inconsistencies in point of view and tone; some ineffective documentation; generally accomplishes goal of the assignment	Exhibits some characteristics of “3” and some characteristics of “1”	Content generally does not address the topic or is not appropriate for the audience; major ideas not developed; vague language, inappropriate use of colloquialisms; inconsistencies in point of view and tone; information is inadequately documented; minimally accomplishes the goal of the assignment
Organization	Topic/thesis is clearly stated; argument proceeds in an orderly and identifiable manner with appropriate sequences and sequence markers		Topic is evident, though not clearly stated; argument proceeds in a discernible manner with some sequence markers		Topic is unclear or poorly identified; little evidence of sequence or sequence markers
Presentation Skills	Presentation audible to all; no excess verbiage (“you know,” “um”); eye contact with all parts of the audience; establishes rapport with audience; physical movements, gestures, enunciation compatible with audience and setting; dress is appropriate for the setting; effective use of visual aids		Presentation generally audible; some excess verbiage; uneven eye contact; establishes some rapport with the audience; gestures and physical movements somewhat “wooden”; dress is generally appropriate; visual aids not smoothly incorporated into presentation		Much of the presentation is hard to hear; much excess verbiage; lack of appropriate eye contact; makes little effort to establish rapport with audience; inappropriate dress or physical movements; incorporation of visual aids detracts from rather than adds to the presentation

Visual Aids	Appropriate for the audience, purpose, and setting; easy to see, effectively incorporated into the presentation; appropriate information; no distracting “eye candy” (movement, graphics,)		Generally appropriate for the audience, purpose, and setting; some parts difficult to see or interpret; complement the presentation; most information is appropriate; little distracting “eye candy”		Lacks visual aids or aids are inappropriate for audience, purpose, and setting; difficult to see or interpret; contain inappropriate information; distracting design, movement
Questions from the Audience	Announces when questions will be taken; listens to questions carefully without interrupting; involves the audience by repeating the question as necessary and addressing the answer to the audience; answers completely and concisely; when appropriate, checks to be sure question has been addressed satisfactorily;		“Assumes” a question period rather than announcing one; listens to the question but may interrupt before the questioner finishes; sometimes responds only to the questioner instead of involving the audience; answers are generally satisfactory but may be long-winded or only address part of the question; does not always check to be sure answer was adequate.		Does not ask audience for questions; shows poor listening skills (misinterprets questions, interrupts); does not repeat questions for the audience or address the response to the audience; some answers are incomplete, wordy, or off the topic of the question; does not check adequacy of answer

**Appendix C:** Rubric for assessing student quantitative skills.

Skill Level of Achievement

	5	4	3	2	1
Select scientific and other appropriate methodologies	The student indicates an understanding of the concept of multiple methodologies for solving problems and selects an appropriate methodology.		The student indicates some understanding of the concept of multiple methodologies for solving problems and selects the appropriate method.		The student indicates a lack of understanding of the concept of multiple methodologies for solving problems and selects an inappropriate method.
Apply appropriate methodologies.	Correctly applies the appropriate methodology for the	Exhibits some characteristics	Applies the appropriate methodology for the problem but with some	Exhibits some characteristics	Incorrectly applies the appropriate methodology for the

	problem.	of 5 and 3	errors.	of 3 and 1	problem.
Interpret and synthesize information and ideas.	Synthesizes information and ideas (i.e. evidence, statements, graphics, and questions) very well		Synthesizes information and ideas (i.e. evidence, statements, graphics, and questions) adequately		Fails to synthesize information and ideas (i.e. evidence, statements, graphics, and questions)

**Appendix D:** Rubric for assessing student critical thinking.

Skill

Level of Achievement

	5	4	3	2	1
Analyze key information, questions, and problems.	Analyzes information clearly and precisely		Analyzes some information competently		Is unable to analyze information, questions, and problems, or does so superficially
Evaluates information, arguments or problems.	Evaluates with insight and analyzes alternative points of view		Evaluates material competently and identifies or offers alternative points of view		Is unable to evaluate material or does so superficially and does not recognize alternative points of view
Interpret and synthesize information and ideas.	Synthesizes information and ideas (i.e. evidence, statements, graphics, and questions) very well	Exhibits some characteristics of 5 and 3	Synthesizes information and ideas (i.e. evidence, statements, graphics, and questions) adequately	Exhibits some characteristics of 3 and 1	Fails to synthesize information and ideas (i.e. evidence, statements, graphics, and questions)

**Appendix E:** Rubric for assessing student foundations of knowledge for understanding and applying principles of natural resource management

Skill Level of Achievement

	5	4	3	2	1
Illustrates knowledge and understanding of ecological principles	Generally exhibits excellent knowledge and understanding	Exhibits some characteristics of 5 and 3	Sometimes exhibits correct knowledge and understanding	Exhibits some characteristics of 3 and 1	Rarely or never exhibits correct knowledge
Exhibits knowledge of appropriate management practices	Generally exhibits appropriate management practices		Sometimes exhibits appropriate management practices		Rarely or never exhibits appropriate management practices
Uses key terminology when discussing natural resource management	Consistently uses correct terminology in discussion		Inconsistently uses correct terminology in discussion		Never uses correct terminology in discussion
Employs correct quantitative measures when assessing natural resource management	Generally uses correct quantitative measures when assessing natural resource management		Sometimes uses correct quantitative measures when assessing natural resource management		Rarely or never uses correct quantitative measures when assessing natural resource management
Applies appropriate management practices to meet objective	Generally applies appropriate management practices to meet objective		Sometimes applies appropriate management practices to meet objective		Rarely or never applies appropriate management practices to meet objective

**What is the program’s process for using assessment results to improve student learning?**

The K-State specific data (course evaluations, exit interviews, and surveys) for students completing a Graduate Certificate in Grassland Management through K-State will be shared and discussed with the Agronomy course and curriculum committee every 3 years and the instructional and assessment plans will be adjusted as needed. This assessment will be conducted for both on-campus and distance students who participate in the K-State Graduate Certificate.

A representative from each of the contributing institutions participates in monthly conference calls with all members of the alliance, so the general program data will be shared and discussed in this forum. Program assessment is a part of the annual report of the program to the AG\*IDEA Board of Directors and is discussed by the participants yearly.

### **I. Endorsements**

Letters of endorsement from the Department of Agronomy and the College of Agriculture are attached.

Master of Science in  
Family and Community Services

New Degree Proposal

Kansas State University  
School of Family Studies and Human Services  
1/09/12

New Degree Request—Kansas State University

<b>Criteria</b>	<b>Program Summary</b>
1. Program Identification	C.I.P. Code 19.0707 Family and Community Services
2. Academic Unit	School of Family Studies and Human Services
3. Program description	<p>The School is adding an M.S. degree program in Family and Community Services, to be offered as an inter-institutional online program sponsored by the Great Plains Interactive Distance Education Alliance (GPIDEA). The degree is uniquely concerned with understanding families and the development, evaluation, and management of program services to them in community context. This new program is designed to create better online educational opportunities for family and community science professionals such as Extension agents and for spouses in military service families. The proposed M.S. degree in Family and Community Services will prepare graduates for individual and family services professions that are similar to some positions in social work but distinct from counseling positions. KSU does not offer an M.S. in Social Work. Our M.S. specializations in Family Studies and Human Services do not provide the courses needed to train family and community service professionals who must develop, evaluate, and manage programs that support children, youth, and family development worldwide.</p>
4. Demand/Need for the program	<p>The new M.S. program will provide better applied human services professional training in Kansas and at partner institutions. None of the consortium members has the resources to offer a degree program that is focused on developing, evaluating, and managing family and community services entirely at their own university. The specific impetus for this new consortium effort was provided by U.S.D.A. (in partnership with the Department of Defense) to enhance online graduate educational opportunities for spouses of military service members and active-duty personnel. A good estimate is that there are 78,000 spouses of officers or enlisted personnel aged 26-35 with a bachelor's degree who may be eligible for the proposed degree program. There are about 400 active duty service members or spouses in Kansas with those same characteristics and 1200 more in partner university States. The Bureau of Labor Statistics projection for 2018 indicates a need for 34,000 new social and community services managers. In 2008 the Department of Defense employed over 2000 social service professionals and projected hiring about 800 more by 2012. Online delivery will assist military family members who are not able to attend graduate school in a traditional setting prepare to meet the national and military demand for social service professionals. Cooperative Extension agents with family and consumer science program responsibilities will also prefer the new graduate program for improving their professional credentials.</p>
5. Comparative/ Locational Advantage	<p>Kansas State University's M.S. degree in Family and Community Services will be offered online. The courses will be taught by an inter-institutional team of faculty from Kansas State University, Michigan State University, University of Missouri, University of Nebraska, Oklahoma State University, and South Dakota State University. Of the more than sixty online M.S. degrees in relevant fields, fewer than ten of the institutions involved are research universities that offer graduate education in family studies and human services and only four are in the central United States. Proven demand for GPIDEA M.S. specializations at Kansas State University (e.g. Youth Development, and Family Financial Planning) provides evidence that Kansas State and our partner universities have a comparative advantage.</p>
6. Curriculum	<p>The curriculum requires ten three-credit core courses that focus on understanding families and individual development and for developing, evaluating, and managing services to families in community context. Two three-credit elective courses will provide capstone experiences to prepare a written case study for a final oral examination. Six of the ten required courses will be taught primarily by partner institutions; none of those courses are currently offered by our School.</p>
7. Faculty Profile	<p>The program is supported by six current Ph.D. faculty members at Kansas State University involved in teaching and mentoring graduate students, and by eleven additional Ph.D. faculty members from five partner universities in the inter-institutional program. <u>Core faculty members</u></p>

	<p><u>at Kansas State University include the following:</u>  Esther Maddux, Ph.D., (Coordinator) Professor of Family Studies and Human Services (FSHS)  Maurice MacDonald, Ph.D., Professor, FSHS  Melinda Markham, Ph.D., Assistant Professor, FSHS  Charlotte Olsen, Ph.D. Professor, FSHS and Extension  Walter Schumm, Ph.D., Professor, FSHS  Kelly Welch, Ph.D., Assistant Professor, FSHS</p>
8. Student Profile	Baccalaureate graduates of family and consumer science, social work, and psychology programs who are not able to attend traditional graduate programs will be the target demographic with a special emphasis on spouses of military service members and Cooperative Extension agents.
9. Academic Support	The academic support for the program will be provided by the GPIDEA staff located at Kansas State University for admissions inquiries, admissions to the program, and support for on-line communications and technology concerns. Professor Esther Maddux will serve as coordinator for the degree program, teach core courses to advise new graduate students, organize supervisory committees and guide students for development of competencies to prepare their case study for final oral examinations. Five other FSHS faculty members will teach core and elective courses or serve on supervisory committees. The library contains adequate resources to support this new program. In addition, M.S. students will have access to academic computing resources with minimal additional costs to the School.
10. Facilities and Equipment	<p><u>Anticipated facilities requirements</u>  As all the courses will be offered by distance learning technology, no new facilities will be required. Office space for the School's faculty participants and academic support staff are available in the School's existing areas.</p> <p><u>New equipment required</u>  No new equipment other than routine replacements will be required to offer this program. The internet infrastructure exists to adequately support this program and teaching equipment and facilities are adequate to support a high quality program.</p> <p><u>Technology needs</u>  The College of Human Ecology currently possesses the network, server and online support services necessary for the new program. Online course delivery protocols adopted by the GPIDEA consortium will be met using existing software and hardware capabilities. No additional technology will be required beyond routine software updates and licensing currently supported by the School's operating expense budget.</p>
11. Program Review, Assessment, Accreditation	The School of Family Studies and Human Services faculty will participate in the Kansas Board or Regents review following its eight-year review cycle. The most recent School review will be completed in 2011. The School will participate in the next Graduate School mid-cycle review in four years for formal introspection and peer feedback. The assessment plan is presented in the attached narrative and Appendix K. There are no specialized accrediting agencies for this program.
12. Costs, Financing	The projected costs of the degree in family and community services will be covered by internal reallocation and tuition revenue during the first three years of the program (AY 2013-2015). In the fourth or fifth year enrollment will be sufficient to generate tuition revenue to support all program costs. A fiscal summary is attached.

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

- I. Identify the new degree: M.S. in Family and Community Services.
- II Provide courses required for each student in the major:

Ten Core Courses (each is 3 credit hours)

FSHS 784 Foundations and Principles of Family and Community Services  
FSHS 825 Family Resource Management  
FSHS 785 Family Dynamics  
FSHS 786 Lifespan Development  
FSHS 862 Interpersonal Relationships  
FSHS 787 Resilience in Families  
FSHS 719 Program Administration and Management  
FSHS 714 Program Design, Evaluation, and Implementation  
FSHS 791 Parenting Education  
FSHS 763 Crises Across the Lifespan  
FSHS 675 Field Study in Family Economics or FSHS 881 Practicum in Family and Community Services (Capstone required at Kansas State University; elective at other participating universities)

Two Elective Courses (choice of two courses, 3 credit hours each; FSHS 675 or FSHS 881 capstone is required at K-State)

FSHS 675 Field Study in Family Economics or FSHS 881 Practicum in Family and Community Services (Capstone required at Kansas State University; elective at other participating universities)  
FSHS 700 Problems in Family Studies and Human Services  
FSHS 708 Topics in Family Studies and Human Services  
FSHS 724 The Army Family  
FSHS 759 Foundations of Trauma and Traumatic Stress  
FSHS 765 Military Personal Finance  
FSHS 871 Family Life Education Foundation and Methods  
FSHS 899 MS Research in Family Studies and Human Services

Practica

None required, but FSHS 675 Field Study, FSHS 700 Problems, and FSHS 708 topics will support practicum and internship experiences as determined by the student and committee

Total Credits: 36

IMPLEMENTATION YEAR  
FY 2013

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University

Proposed Program: M.S. Degree in Family and Community Services

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:		5 KSU 5 Elsewhere		8 KSU 10 Elsewhere		10 KSU 25 Elsewhere
B. Total SCH taken by all students in program*	30 KSU 30 Elsewhere		48 KSU 60 Elsewhere		60 KSU 150 GPIDEA	
<b>Part II. Program Cost Projection</b>						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	\$41,500		\$1,000		\$10,500	
Supplies, Marketing , Travel	\$6,000		\$1,000		\$1,000	
Total	\$47,500		\$2,000		\$11,500	

\*All students at two three-credit courses per semester, with Kansas State teaching three or four courses per year.

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

Program Generated Tuition Revenue: \$89,435.

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

Form Revised: September 2003

**Expenditures for M.S. in Family and Community Services, for BOR Fiscal Summary**

	Year I	Year II	Year III	Notes
Salaries* subtotal (rounded)	41,500	42,500	53,000	
Supplies	2,000	2,000	2,000	Software, PC maintenance
<u>Travel</u> 2 Trips-GPIDEA	2,000	2,000	2,000	Travel for GPIDEA
Marketing Travel	2,000	3,000	4,000	meetings and marketing
<b>\$ Annual Total</b>	47,500	49,500	61,000	3 yr. cost is \$158,000**

\*Twelve-month salaries for coordinator/instructor at 20% time, secretarial support at 5% time, and admissions coordination staff support at 10% time. Other instructor salaries specified as one month salary if teaching a course in-load during academic year (~11% time, academic year). Summer salaries include benefits for nine-month employees.

\*\*Internal reallocation will support coordination and instruction, secretarial and admissions support (\$74,510 reallocated internally); tuition revenue needed to cover total three year cost is \$83,490. Projected tuition revenue during first three years is \$89,435. *When GPIDEA consortium total enrollment reaches 50 part-time students (which could occur during year 4) the tuition revenue received by Kansas State University will be sufficient to pay for all salaries, supplies, and travel costs. When 25 part-time students are enrolled at Kansas State (assumes 60 students total), the revenue received from DCE by the School will be sufficient to cover the annual costs of instruction, the faculty coordinator, and secretarial support. (The GPIDEA Institute for Academic Alliances will continue to contribute 10% time of a staff person for admissions coordination support.)*

## New Degree Request – Kansas State University

### Basic Program Information

Proposing Institution: Kansas State University

Title of Proposed Program: Masters Degree in Family and Community Services

Degree to be offered: Master of Science in Family and Community Services

Anticipated date of implementation: Spring 2013.

Responsible departments(s): School of Family Studies and Human Services.

Center for Education Statistics (CIP) code associated with the program: 19.0707

### Program Proposal Narrative

#### Introduction

The School of Family Studies and Human Services proposes to add an M.S. degree in Family and Community Services. This internet based degree will be an inter-institutional program with instructional support provided by Kansas State University, Michigan State University, University of Missouri, University of Nebraska, Oklahoma State University, and South Dakota State University. The program curriculum was developed by an inter-institutional team of graduate faculty members from these universities. Students at Kansas State University will be admitted to graduate study at KSU, enroll in all courses at KSU and will graduate from KSU. This inter-institutional program will expand the reach of the Kansas State University graduate faculty in family studies and human services and will be sponsored by the Great Plains Interactive Distance Education Alliance. The U.S. Department of Agriculture requested that the Alliance develop this program to meet the educational needs of military service members and their spouses. Cooperative Extension agents with family and consumer science program responsibilities and others who seek graduate education for careers managing individual and family service programs will also prefer the new graduate program for improving their professional credentials.

#### A. Program Need and Student Characteristics

##### 1. Centrality to Institutional Mission

The Kansas State University mission commits to being responsive to a rapidly changing world and the aspirations of an increasingly diverse society, to extending expertise to individuals, business education, and government, to prepare students for successful employment or advanced studies: enriching the lives of the citizens of Kansas by extending to them opportunities to engage in life-long learning and to benefit from the results of research. Recent rapid change has involved the U.S. military services in multiple deployments and the expansion of the military presence in Kansas, which affect families and communities profoundly.

This internet based program supports the needs of K-State alumni and other Kansas citizens and residents employed by the military services and in human services for Kansas families and communities. The online delivery system in partnership with GPIDEA universities who all offer high-quality graduate education programs in family studies and human services will enable professionals who are place bound and working full time to acquire advanced study without relocating geographically. This professional degree program will serve employees in one of the most important support functions for the military service and enhance the professional competencies of human service professionals worldwide. Courses in this program are designed to provide students a foundation for understanding family resources, dynamics, and interpersonal relationships that influence individual development across the lifespan with an emphasis on factors that promote resilience. Compared to existing degree programs at Kansas State and for our partner universities, the program is distinctive in its emphasis on the development of theories and practices to lead, manage, and evaluate the delivery of programs to support individuals and families in community context.

The proposed M.S. degree in Family and Community Services will prepare graduates for individual and family services professions that are similar to some positions in social work but distinct from counseling positions. Upper-level positions in social work or counseling require M.S. degrees in Social Work, Counseling Psychology, or Marital and Family Therapy. Kansas State University does not offer an M.S. in Social Work. The university's M.S. in Psychology program does not include a concentration in counseling psychology. Our School offers both an M.S. and Ph.D. in Marital and Family Therapy, but those specializations require extensive observation for clinical training and do not provide content for developing and managing family service programs. The School's M.S. specialization in Family Studies and Human Services includes the option for an emphasis in Family Life Education, but the courses for the emphasis are not sufficient to train family and community service professionals who must develop, evaluate, and manage a broad range of human service programs.

Only one of the courses that constitute the Family Life Education emphasis will be required for the proposed new M.S. degree (i.e., program evaluation). The core coursework for our Family Studies and Human Services M.S. specialization also includes a course that will be required for the new M.S. in Family and Community Services degree (family resource management), as well as a course that will be an elective (family life education foundation and methods). Two additional courses we currently offer will be required (program administration and management from the online M.S. specialization in Youth Development, and a graduate certificate in Conflict Resolution course on crises across the lifespan). Our partner universities will teach six more required courses for the new M.S. degree: foundations and principles of family and community services; family dynamics; lifespan development; interpersonal relationships; resilience in families; and parenting education.

## **2. Student Demand**

More than 3.5 million people make up our U.S. military services including 1.4 million active duty members, 1.1 million reserves, and over 800,00 DoD civilian personnel. More than half (55 percent) of all active duty personnel are married, and nearly half (49 percent) of reserve personnel are married. A primary target group for the proposed M.S. degree consists of the

spouses of active duty military officers and enlisted personnel who have a Bachelor's degree. The Department of Defense Military Spouse Education and Career Opportunities Program (SECO) offers assistance with career exploration, education, and training for eligible spouses. The SECO education component provides financial assistance via MyCareer Advancement Account support. In April, 2011 the SECO Program officer reported that seven of the top ten occupations selected by spouses receiving financial support for their education from the military services MyCareer Advancement Account were health and human services careers, followed by K-12 Education, and Business (accounting or administrative services). As explained below there is growing demand for human service professionals, some of which provide health assistance.

There are over 63,000 spouses of active duty officers aged 26-35 and over 15,000 enlisted personnel aged 26-35 with an advanced degree (above Bachelor's) who are married. (Department of Defense Demographics Report, 2010). Active duty members may also pursue online training to prepare for employment after separation from active duty or upon retirement from the military. In 2010, 5500 officers and nearly 67,000 enlisted men separated from active duty. Based on their respective percentages with Bachelor's degrees, of those who separated about 2500 officers and 2800 enlisted men would be eligible to apply for M.S. degree programs. Similarly for non-disability related retirements we estimate there were 3200 officers and 900 enlisted men in 2010 with a Bachelor's degree. Hence considering age, education, and marital status of current military service members a good estimate is that there are 78,000 spouses in the degree program target group. In 2010 approximately 9900 active duty personnel separated or retired with education sufficient to pursue an M.S. degree. The proposed online Master of Science degree program in family and community services will offer those military spouses the ability to obtain graduate education wherever they live, and provide active duty personnel an advanced degree option they would not have otherwise.

In 2010 there were 26,133 active duty military service members in Kansas, and 11, 719 members of the selected reserves lived in Kansas. (DoD Demographics Report, 2010, pp. 27 and 90).

Approximately 7500 National Guard personnel serve the State of Kansas with Army Guard headquarters at Topeka, Wichita, Hutchinson, and Salina. The Air National Guard's two groups are at McConnell AFB in Wichita and Forbes Field at Topeka. Considering the six states for the GPIDEA consortium for the proposed program, Kansas has the greatest number of active duty service members, followed by Oklahoma with 24,449 and Missouri with 16,192. Altogether in Nebraska, South Dakota, and Michigan there are another 10, 797 active duty service members. Within Kansas and based on national percentages married with a bachelors' degree and aged 26-35, it is estimated that around 400 active service members or their spouses would be in the target audience. For Oklahoma, Missouri and other partner states, the same type of estimation implies another 1200 active duty military personnel or their spouses who would be eligible and likely to learn about the new degree program.

For Kansas and the States of our consortium partners, the new online degree program also creates the opportunity for Cooperative Extension agents with family and community services program responsibilities to obtain more specific training to support the management and implementation aspects of community service development. In Kansas alone, there are 50 county Extension agents with family and community sciences program responsibilities.

### 3. Demand for Graduates

The 2010 Kansas Board of Regents Program Review Report for the School of Family Studies and Human Services documents that 70% of bachelors' graduates and about half of masters' graduates remain in the State of Kansas to provide service to its citizens. For the most recent year data was available, 72% of family studies and human services graduates found employment within a year and 18% pursued further education immediately after graduating.

There are 1.6 million persons employed as individual and family service professionals in the United States (Bureau of Labor Statistics Career Guide to Industries, 2011). The individual and family services industry as a whole is expected to grow 48 percent by 2018, which makes it one of the fastest growing industries in the economy. (Professionals in the industry include social workers, and counselors. As noted above, the proposed M.S. degree in Family and Community Services will prepare graduates for individual and family services jobs that are similar to some positions in social work but are distinct from counseling positions.) The demand for individual and family service professionals who are not employed in social work and counseling positions will increase as the entire industry grows. The Bureau of Labor Statistics projects a need for 87,460 more individual and family services professionals by 2018, of which 34,000 will be social and community services managers for a 23% increase in management positions and a 45% increase in positions at entry social and human service assistant levels (Table 2, BLS Career Guide to Industries 2011 <http://data.bls.gov/cgi-bin/print.pl/oco/cg/cts040.htm>).

The Department of Defense employed 1,997 social service professionals in 2008 (576 were hired during 2007 and 2008), and projected hiring 816 more by 2012 (see Department of Defense <http://data.wherethejobsare.org/wtja/agency/10>). The demand for human service professionals with expertise in family support has expanded within the military services in response to the stresses of multiple deployments, traumatic stress upon returning from deployment, and the impact of multiple relocations by military families. Military families live in communities worldwide with varying levels and types of support services that require better management and the application of the most current research-based knowledge to support individual and family development. Service centers that support families at all active military bases provide financial assistance, relocation services, a program for families with a special needs member (including special education, and medical services), individual and family counseling, new parent support, and mobilization and deployment assistance. Children, youth, and school services are also supported at child development centers, youth centers, and by school liaison officers.

Job possibilities on installations include County Extension Offices; Army Community Services (Or equivalent branch office); Financial Assistance; Relocation Services; Special Needs Education and Services; New Parent Support; Mobilization, Pre and Post Deployment Assistance; Transition Assistance Program, Family Advocacy Program, Child Development Centers; Youth Centers; and School Liaison Services.

Job possibilities off installation include County Extension Offices, Consumer Credit Counseling Services, Shepherd's Crossing (On the economy relief programs), Family Service and Guidance Center, Emergency Shelter, Big Brother Big Sister, Crisis Center, and United Way.

## **Locational and comparative advantages**

Based on an internet search originally conducted by GPIDEA (which was validated by the Division of Continuing Education in November, 2011) there are over sixty online M.S. degree programs offered by educational institutions that prepare graduates in relevant fields (e.g. organizational and human resources development, social work, marriage and family therapy, and family studies). Fewer than ten of the institutions involved are research universities that offer graduate education in family studies and human services and only four are in the central United States. Proven demand for GPIDEA degrees in existing M.S. programs at Kansas State University provides evidence that the reputation of Kansas State and our partner universities provides a comparative advantage. For example, the FSHS Youth Development GPIDEA M.S. program began in Summer 2007 with 61 distinct students enrolled in courses, and by Spring 2011 there were 104 distinct students enrolled in courses. During its history Youth Development has graduated 130 students with M.S. degrees and certificates. In Fall 2010 Kansas State had 38 Youth Development students actively enrolled. This comparison is relevant because the Youth Development program was developed to serve professionals with bachelor's degrees in family and consumer sciences, psychology, social work, or sociology; and the majority of Youth Development students are employed in family and consumer science professions, mainly serving youth populations. Additionally, the GPIDEA M.S. degree program in Family Financial Planning had 161 distinct students enrolled in courses during Fall 2010, and during its history this program has graduated 222 students with master's degrees and certificates.

Because the proposed M.S. in Family and Community Services incorporates training to serve families including adolescents, and to develop programs to enhance family resources, we expect that some applicants for the new degree program would have otherwise applied for the existing Youth Development and Family Financial Planning specializations, but it is difficult to estimate how many. The Chairs of the academic departments in the program have approved their graduate faculty's participation in the consortium, and they are all confident that the new program will not seriously disrupt the demand for existing GPIDEA M.S. specializations.

## **4. Student characteristics**

Standards required by the Kansas State University Graduate School and the School of Family Studies and Human Services will be used for any student who seeks admission to this inter-institutional program. These standards include 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, excellent references from three people knowledgeable of the applicant's professional qualifications, and a statement of objectives that demonstrates that the program is an appropriate match with the applicant's aspirations. Admission is not contingent upon having a specific type of undergraduate degree; however academic background in the behavioral social sciences is desired. Applicants should also have proficiency in the microcomputer operations necessary to complete web-based distance education. All international students admitted must demonstrate the same level of achievement as U.S. students. That is, they must hold a degree from an

established institution comparable to a U.S. college or university, have an outstanding undergraduate record, have the demonstrated ability to do graduate work, and provide evidence of language sufficient for the pursuit of a graduate degree.

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

Upon successful completion of the Master of Science degree program in Family and Community Services, the students will be able to:

1. Demonstrate a research-based perspective to understand individual, family, interpersonal and community dynamics across the lifespan.
2. Demonstrate knowledge and skills related to the design, implementation, and sustainability of family and community service programs.
3. Demonstrate essential knowledge and skills for leadership and management of family and community service programs.

All courses will be taught at least once every two years; Foundation and Principles of Families and Community Services will be offered twice each year. The program does not require an M.S. Thesis or Project. It will involve an oral examination of a written case study that is developed in two “capstone” elective courses and which applies core course content for theories, research, design, implementation, evaluation, and management skills.

**Students will be required to complete 36 credit hours including the ten core courses and choice of two elective courses listed below:**

### Required Core Courses

**FSHS 784: Foundations and Principles of Family and Community Services (3)**

An introduction to the field of family studies and related professions that involve working with families and communities.

**FSHS 825: Family Resource Management (3)**

Survey of current personal finance and family resource management literature to provide an overview of current consumer finance research from multiple perspectives.

**FSHS 785: Family Dynamics (3)**

An examination of theories of family function and dysfunction, techniques of assessment, and models of family intervention.

**FSHS 786: Lifespan Development (3)**

Human development from both lifespan and bio-ecological perspectives focusing on major theories of development and current research on micro-macro relationship.

**FSHS 862: Interpersonal Relationships (3)**

In-depth examination of interpersonal relationships, including theoretical perspectives, research methods, relationship forms, relationship processes, and how context affects relationships.

**FSHS 787: Resilience in Families (3)**

Exploration of resilience approaches to the study of families and human development across the life cycle.

**FSHS 719: Program Administration and Management (3)**

This course is designed to introduce students to the development, administration, and management of youth, family, and community service organizations.

**FSHS 714: Program Design, Evaluation, and Implementation (3)**

This course is an overview of the program development process and outcome evaluation of community, children, and family programs. Modes of outcome scholarship and their implications for community-based programs are discussed. Students will develop knowledge through participating in a community project.

**FSHS 791: Parenting Education (3)**

An examination of theories, models, research, and skills related to parenting and parent education.

**FSHS 763: Crises Across the Lifespan (3)**

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 bio psychosocial 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.

**FSHS 675: Field Study in Family Economics (3)\***

Supervised experiences in financial planning, financial counseling, community action, or consumer services.

Or

**FSHS 881: Practicum in Family and Community Services (3)\***

Supervised experiences in providing help and/or instruction in the several areas of human development and family studies presented in terms of the special interests of the students.

\*FSHS 675 or FSHS 881 is the capstone class required at Kansas State University. It is an elective at other universities.

Recommended Elective Courses (choice of two capstone courses)

**FSHS 675: Field Study in Family Economics (3)\***

Supervised experiences in financial planning, financial counseling, community action, or consumer services.

Or

**FSHS 881: Practicum in Family and Community Services (3)\***

Supervised experiences in providing help and/or instruction in the several areas of human development and family studies presented in terms of the special interests of the students.

\*FSHS 675 or FSHS 881 is the capstone class required at Kansas State University. It is an elective at other universities.

**FSHS 700: Problems in Family Studies and Human Services (3)**

Independent study on aspects of human development and family studies.

**FSHS 708: Topics in Family Studies and Human Services (3)**

Review of recent research and theory related to exploration of methods and family and interpersonal processes.

**FSHS 724: The Army Family (3)**

Study of the culture and complexities of the contemporary Army family, and the issues related to community-based support and service to Army family members.

**FSHS 759: Foundations of Trauma and Traumatic Stress (3)**

Review of theoretical and historical concept of trauma, including posttraumatic stress disorder and other forms of traumatic events and stressors; examination of trauma reactions, effects of stressful events, and treatment of trauma.

**FSHS 765: Military Personal Finance (3)**

Overview of topics relevant to the financial planning process that address the unique needs, terminology, benefits, and resources that impact military service members and their families.

**FSHS 871: Family Life Education Foundation and Methods (3)**

Understanding of the field of Family Life Education, including professional responsibilities for working effectively with individuals and families in preventative, educational, outreach, or consultative settings.

**Three-Year Course Schedule for GPIDEA M.S. in Family and Community Services**  
*(Kansas State course instructors in italics)*

<b>Spring 2013</b>		<b>Summer 2013</b>
<i>FSHS 784 Foundations Kelly Welch Kansas State</i>		<i>FSHS 714 Program Design...Evaluation Walter Schumm Kansas State</i>
<i>FSHS 825 Resource Management Karina Shreffler, Oklahoma State</i>		<i>FSHS 786 Lifespan Development Ann Daniels South Dakota State</i>
<i>FSHS 719 Administration and Management Julia Miller Michigan State</i>		<i>FSHS 765 (Elective) Military Personal Finance Esther Maddux Kansas State</i>
<i>763 Crises Across Lifespan Kami Schwerdtfeger Oklahoma State</i>		<i>FSHS 724 (Elective) The Army Family Charlotte Olsen Kansas State</i>
<i>FSHS 675 or FSHS 881 Field Study/Practicum Capstone Esther Maddux Kansas State</i>		<i>FSHS 675 or FSHS 881 Field Study/Practicum Capstone Esther Maddux Kansas State</i>
<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer 2014</b>
<i>FSHS 784 Foundations Rochelle Dalla Nebraska</i>	<i>FSHS 862 Interpersonal Relationships Cody Hollist Nebraska</i>	<i>FSHS 871 (Elective) Family Life Education Melinda Markham Kansas State</i>
<i>FSHS 785 Family Dynamics David Schramm Missouri</i>	<i>FSHS 791 Parent Education Kathy Stansbury Michigan State</i>	<i>FSHS 708 (Elective) Topics: Family Communication Kelly Welch Kansas State</i>
<i>FSHS 825 Resource Management Karina Shreffler Oklahoma State</i>	<i>FSHS 675 or FSHS 881 Field Study/Practicum Esther Maddux Kansas State</i>	<i>FSHS 787 Family Resilience Larry Ganong Missouri</i>
<i>FSHS 675 or FSHS 881 Field Study/Practicum Capstone Esther Maddux Kansas State</i>	<i>FSHS 675 or FSHS 881 Field Study/Practicum Capstone Esther Maddux Kansas State</i>	<i>FSHS 675 or FSHS 881 Field Study/Practicum Capstone Esther Maddux Kansas State</i>

<b>Fall 2014</b>	<b>Spring 2014</b>	<b>Summer 2015</b>
<i>FSHS 784 Foundations Ann Daniels South Dakota State</i>	<i>FSHS 784 Foundations Kelly Welch Kansas State</i>	<i>FSHS 714 Program Design...Evaluation W. Schumm Kansas State</i>
<i>FSHS 825 Resource Management Karina Shreffler Oklahoma State</i>	<i>FSHS 719 Administration and Management Julia Miller Michigan State</i>	<i>FSHS 786 Lifespan Development Cynthia Reeser Missouri</i>
<i>FSHS 765 (Elective) Military Personal Finance Esther Maddux</i>	<i>763 Crises Across Lifespan Kami Schwerdtfeger Oklahoma State</i>	<i>FSHS 724 (Elective) The Army Family Charlotte Olsen Kansas State</i>

<i>Kansas State</i>		
<i>FSHS 675 or FSHS 881 Field Study/Practicum Capstone Esther Maddux Kansas State</i>	<i>FSHS 675 or FSHS 881 Field Study/Practicum Capstone Esther Maddux Kansas State</i>	<i>FSHS 675 or FSHS 881 Field Study/Practicum Capstone Esther Maddux Kansas State</i>

## **C. Faculty**

### **Program Faculty and Qualifications**

There are currently 32 graduate faculty members in the Kansas State University School of Family Studies and Human Services. Six of these faculty members are Ph.D.s providing instruction and curriculum leadership for the inter-institutional graduate M.S. degree program in family and community services. In addition, eleven graduate faculty members from five partner universities are participants in the inter-institutional program, which is being led by Professor Maurice MacDonald of Kansas State University and Professor Lawrence Ganong of the University of Missouri. Each of these faculty members will teach one or more courses in the inter-institutional internet-based program.

#### Kansas State University

Esther Maddux, Program Coordinator  
Family Studies and Human Services  
Kansas State University  
Ph.D. received from Purdue University

Professor Maddux teaches family financial planning and family resource management courses in the School of Family Studies and Human Services M.S. program at Kansas State University. Dr. Maddux's scholarship includes research and practice related to financial problems of families and individuals, with a particular emphasis on addiction-related behaviors.

#### Maurice MacDonald

Family Studies and Human Services  
Kansas State University  
Ph.D. received from University of Michigan

Professor MacDonald is Director of the School of Family Studies and Human Services. His area of research includes family economics, including financial aspects of family well-being and the economics of aging. Dr. MacDonald is also Director of Scholarship and Research for the College of Human Ecology.

Melinda Markham  
Family Studies and Human Services  
Kansas State University  
Ph.D. received from the University of Missouri

Dr. Markham teaches family studies and family life education and consultation courses in the School of Family Studies and Human Services M.S. program at Kansas State University. Dr.

Markham's scholarship includes the experience of co-parenting post-divorce and effects for couples' and children's well-being. Dr. Markham currently teaches the School's Family Life Education Foundations and Methods course.

Charlotte Olsen  
Family Studies and Human Services  
Kansas State University  
Ph.D. received from Kansas State University

Professor Olsen is an Extension family and consumer science specialist and she leads a family development program focus team that includes Kansas Extension agents. Her research interests include healthy interpersonal relationships, and family life education for rural families. She teaches a course on The Army Family and serves on program of studies committees for the GPIDEA Youth Development program.

Walter Schumm  
Family Studies and Human Services  
Kansas State University  
Ph.D. received from Purdue University

Professor Schumm teaches courses on program design and evaluation, research methods, and marriage preparation and enrichment. His research interests include the influence of couples' relationships on child well-being, and the appropriate application of statistical methods to evaluate policies and interventions affecting family structure and functioning.

Kelly Welch  
Family Studies and Human Services  
Kansas State University  
Ph.D. received from Kansas State University

Dr. Welch teaches courses on family relationships and gender roles, family communications, adolescence, lifespan development, and death and the family. She is an expert in online course instruction, and has received numerous teaching awards. Her publications include textbooks for undergraduates on human development, sexuality, and gender roles.

#### Michigan State University

Barbara Ames  
Human Development and Family Studies  
Michigan State University  
Ph.D. received from Kansas State University

Dr. Ames teaches courses on methods of teaching adults, marriage and family, management and decision-making, and work behavior in families. Her research interests have focused on older adults, women, work, and health in a community context.

Julia Miller  
Human Development and Family Studies  
Michigan State University  
Ph.D. received from University of Maryland

Professor Miller's research, teaching, and outreach interests include assessing and contributing to the diversity of families and the workforce, the quality of life of homeless families and children, and violence against women and children. Formerly she was Dean of Human Ecology at Michigan State University.

Kathy Stansbury  
Human Development and Family Studies  
Michigan State University

Ph.D. received from University of California-Los Angeles

Associate Professor Stansbury focuses her teaching and research on the effects of mother-child relationships on the development of physiological and behavioral stress responses, and on the development of emotion regulation in normally-developing children.

#### University of Missouri

Lawrence H. Ganong

Human Development and Family Studies  
University of Missouri-Columbia

Ph.D. received from University of Missouri

Professor Ganong is co-chair of Human Development and Family Studies at the University of Missouri. He teaches family dynamics and intervention, and topics courses on the health of family members. His research program has focused on post-divorce families, especially stepfamilies and what stepfamily members do to develop satisfying and effective relationships.

Cynthia Reeser  
Human Development and Family Studies  
University of Missouri-Columbia

Ph.D. received from University of Kentucky

Dr. Reeser's research and teaching interests include human development across the lifespan, the effect of public policies on individuals and families, and cross-cultural aspects of families. Her research is focused on factors at the community, state, and national levels that support or impede family needs as well as those interventions that make a difference.

David Schramm

Human Development and Family Studies  
University of Missouri-Columbia

Ph.D. received from Auburn University

Dr. David Schramm is a State Extension Specialist and Assistant Professor. His research interests focus on couple and family relational processes, parenting and marriage education, and factors predicting marital quality. He has taught foundations of family studies, family dynamics and intervention, and couples and marital relationships in child welfare. He is co-director for a 1.2M\$ healthy relationship and marriage education training project.

#### University of Nebraska-Lincoln

Cody Hollist  
Child Youth and Family Studies  
University of Nebraska-Lincoln

Ph.D. received from Brigham Young University

Dr. Hollist teaches family therapy courses, with an emphasis on adolescents and families. His research interests include multicultural families, and methods to improve family functioning for families with adolescents.

Rochelle L. Dalla

Child Youth and Family Studies

University of Nebraska-Lincoln

Ph.D. from the University of Arizona

Dr. Dalla teaches courses on family science and youth development. Her research foci include Native American teenage mothers, rural Latina immigrants, and sexual behavior among adolescents and women.

Oklahoma State University

Karina Shreffler

Human Development and Family Science

Oklahoma State University

Ph. D. received from Pennsylvania State University

Dr. Shreffler teaches courses on research methods, adulthood and aging, critical issues in family science, families and work, the family: a world perspective, and issues in family science. Dr. Shreffler's scholarship has focused on family demography, particularly childbearing trends and intentions; work and family; reproductive health issues and disparities; and survey research methodology.

Kami Schwerdtfeger

Human Development and Family Science

Oklahoma State University

Ph.D. received from Texas Tech University in 2007

Dr. Schwerdtfeger teaches course on coping with family crises, theoretical models of marriage and family therapy, systems theory, and research methods. Her scholarship has focused on the systemic dynamics and intergenerational transmission of trauma, the systemic factors of posttraumatic growth and resiliency, women's mental health and childbearing issues, and marriage and family therapy outreach and outcomes in rural settings.

South Dakota State University

Ann Michelle Daniels

Counseling and Human Development

South Dakota State University

Ph.D. from Kansas State University

Dr. Daniels' teaching and research interests focus on child and youth development, discipline, stress reduction, and parent-child relationships. She is an Extension specialist and has developed programs for parenting education and other topics on family life education.

## **D. Facilities and Equipment**

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

As this is an on-line program there will be minimal demands on campus facilities and equipment.

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

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

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

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

The curriculum will be monitored to assure that students are fulfilling program requirements. Program assessment will occur at each of the partner universities with oversight and support from the GPIDEA board. A centralized online system of identifying and recording outcomes of student learning will be developed.

The School of Family Studies and Human Services faculty will participate in the Kansas Board or Regents review following its eight-year review cycle. The most recent School review will be completed in 2011. The School will participate in the next Graduate School mid-cycle review in four years for formal introspection and peer feedback.

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

Program outcome 1: Demonstrate a research-based perspective to understand individual, family, interpersonal and community dynamics across the lifespan. Measure: Rubric to assess students' performance levels on a written case study for the oral examination that is developed in their elective courses and which applies research-based core-course theories and methods to understand families in community context.

Program outcome 2: Demonstrate knowledge and skills related to the design, implementation, and sustainability of family and community service programs. Measure: Rubric to assess student's performance levels on a written case study for the oral examination that is developed in their elective courses and which applies core course program design, implementation, and sustainability skills.

Program outcome 3: Demonstrate essential knowledge and skills for leadership and management of family and community service programs. Measure: Rubric to assess students' performance levels on a written case study for the oral examination that is developed in their elective courses and which applies core course leadership and management concepts and skills.

### **3. Program accreditation**

There is no specialized accrediting body for family studies and community services. All partner universities are regionally accredited.