

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
<th>Date approved by Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michele Borgarelli</td>
<td>Associate Professor</td>
<td>Clinical Sciences</td>
<td>10/9/07</td>
</tr>
<tr>
<td>Amy Rosine</td>
<td>Assistant Professor</td>
<td>Music</td>
<td>9/26/07</td>
</tr>
<tr>
<td>Praveen Vadlani</td>
<td>Assistant Professor</td>
<td>Grain Science and Industry</td>
<td>9/26/07</td>
</tr>
<tr>
<td>Julie Yu</td>
<td>Assistant Professor</td>
<td>Music</td>
<td>9/26/07</td>
</tr>
<tr>
<td>Spencer Wood</td>
<td>Assistant Professor</td>
<td>Sociology, Anthropology, and Social Work</td>
<td>10/15/07</td>
</tr>
</tbody>
</table>
5) Graduate Council Academic Affairs Committee

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
<th>Date approved by Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Scott</td>
<td>Instructor</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Casey Westbrook</td>
<td>Instructor</td>
<td>Art</td>
<td></td>
</tr>
</tbody>
</table>

Faculty - Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meredyth Jones</td>
<td>Assistant Professor</td>
<td>Clinical Sciences</td>
</tr>
<tr>
<td>*Laura Kanost</td>
<td>Visiting Assistant</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>Brad Logan</td>
<td>Research Associate</td>
<td>Sociology, Anthropology, and Social Work</td>
</tr>
<tr>
<td>Marco Margiocco</td>
<td>Assistant Professor</td>
<td>Clinical Sciences</td>
</tr>
<tr>
<td>Dudley McCaw</td>
<td>Professor</td>
<td>Clinical Sciences</td>
</tr>
<tr>
<td>Amy Rankin</td>
<td>Assistant Professor</td>
<td>Clinical Sciences</td>
</tr>
<tr>
<td>David Rankin</td>
<td>Assistant Professor</td>
<td>Clinical Sciences</td>
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</table>

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

Faculty - Membership and Certification

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>John English</td>
<td>Professor</td>
<td>Industrial and Manufacturing Systems Engineering</td>
</tr>
<tr>
<td>Vinod Kumarappan</td>
<td>Assistant Professor</td>
<td>Physics</td>
</tr>
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</table>

Faculty – Certification Only

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
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</thead>
<tbody>
<tr>
<td>Hulya Dogan</td>
<td>Assistant Professor</td>
<td>Grain Science and Industry</td>
</tr>
<tr>
<td>Johnathon Holman</td>
<td>Assistant Professor</td>
<td>Agronomy</td>
</tr>
<tr>
<td>Buddhi Lamsal</td>
<td>Research Assistant Professor</td>
<td>Grain Science and Industry</td>
</tr>
</tbody>
</table>
**Course and curriculum issues:** A motion was made to approve the following course and curriculum changes, additions and drops. The motion passed.

<table>
<thead>
<tr>
<th>Current Course Description</th>
<th>Proposed Course Description</th>
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</thead>
<tbody>
<tr>
<td>AGCOM 810. Agriscience Communication. (3) I. Written, visual, and oral communications for scientists. Attention is focused on literature reviews, scientific papers, graphics, poster presentations, and oral paper presentations. Grant applications, ethics, and communications with non-science audiences are discussed. Three hours lec. a week. Pr.: Graduate standing and instructor permission.</td>
<td>AGCOM 810. Scientific Communication. (3) I. Written, visual, and oral communications for scientists. Attention is focused on literature reviews, scientific papers, graphics, poster presentations, and oral paper presentations. Grant applications, ethics, and communications with non-science audiences are discussed. Three hours lec. a week. Pr.: Graduate standing and instructor permission.</td>
</tr>
<tr>
<td>ASI 777. Meat Technology. (4) II. Meat composition, meat product safety and spoilage, quality assurance, meat processing techniques, sausage and formed products, color, packaging, plant planning and organization, field trip. Three hours lec. and three hours lab a week. Recommended pr.: ASI 350 and 364. Pr.: Senior or graduate standing.</td>
<td>ASI 777. Meat Technology. (3) II. Physical, chemical, and microbiological effects of processing technologies on meat products. Non-meat ingredient functionality, processing techniques, and quality parameters associated with processed meat manufacturing. Two hours lec. and three hours lab a week. Pr.: ASI 350; senior or graduate standing.</td>
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<tr>
<td>FDSCI 791. Advanced Application of HACCP Principles. (3) II. Evaluation of control parameters and methodology at critical control points, validating and auditing the effectiveness of critical control points, critical limits, monitoring tools, corrective action procedures, recordkeeping and verification procedures in addressing biological, chemical, and physical hazards that may be present in food products. Three hours lec. a week. Pr.: FDSCI 690. Recommended pr.: BIOL 455.</td>
<td>FDSCI 791. Advanced Application of HACCP Principles. (3) II, in odd years. Evaluation of control parameters and methodology at critical control points, validating and auditing the effectiveness of critical control points, critical limits, monitoring tools, corrective action procedures, recordkeeping and verification procedures in addressing biological, chemical, and physical hazards that may be present in food products. Three hours lec. a week. Pr.: FDSCI 690. Recommended pr.: BIOL 455.</td>
</tr>
<tr>
<td>HORT 625. Floral Crops Production and Handling. (4) II. The principles and commercial practices for producing floral crops emphasizing the physical responses of plants to their environment. Aspects of postharvest physiology are also covered. Three hours lec. and three hours lab a week. One Saturday field trip will be taken. Recommended pr.: BIOL 500, HORT 350 and 570.</td>
<td>HORT 625. Floral Crops Production and Handling. (2) II. The principles and commercial practices for producing floral potted crops and cut flowers crops emphasizing the physical responses of plants to their environment. Aspects of postharvest physiology will be covered. One hour lec. and three hours lab a week. Pr.: HORT 201. Rec. Pr.: BIOL 500, HORT 350 and 570.</td>
</tr>
<tr>
<td>Current Course Description</td>
<td>Proposed Course Description</td>
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<tr>
<td><strong>HORT 775. Plant Nutrition and Nutrient Management</strong>. (3) II, in even years. Focuses on the macro and micro nutrient elements and their function in the growth and development of plants. Emphasis will be placed on the roles of single elements, interactions/balances between elements, and nutrient deficiency/toxicity symptoms as they affect the physiology of the whole plant and management of nutrient applications. The relationships between crop nutrition and production and environmental considerations (yield, drought, temperature, pests) will be explored. This course will utilize instructional technologies which may include electronic chat rooms, satellite video, compressed video, and other technologies. Two hours lec. and two hours discussion a week. Pr.: AGRON 305 and BIOL 500.</td>
<td><strong>HORT 815. Plant Nutrition and Nutrient Management.</strong> (3) II, in even years. Focuses on the macro and micronutrient elements and their function in the growth and development of plants. Emphasis will be placed on the roles of single elements, interactions/balances between elements, and nutrient deficiency/toxicity symptoms as they affect the physiology of the whole plant and management of nutrient applications. The relationships between crop nutrition and production and environmental considerations (yield, drought, temperature, pests) will be explored. Three hours lec. a week. Pr.: AGRON 305 and BIOL 500.</td>
</tr>
<tr>
<td>♦ <strong>GEOG 620. Geography of Latin America.</strong> (3). II, in even years. A broad survey of the physical and human patterns of the Latin American culture area, past and present, with emphasis on the changing landscape features in the successive patterns of human occupancy.</td>
<td>♦ <strong>GEOG 620. Mexico, Central America, and Caribbean.</strong> (3) A broad survey of the physical and human geographic patterns of Middle America (Mexico, Central America, and the Caribbean), past and present, with emphasis on the changing landscape features in the successive patterns of human occupancy and globalization.</td>
</tr>
<tr>
<td><strong>SOCWK 610. Topics in Social Work.</strong> (1-3). Supervised independent study projects. Pr.: SOCWK 260 plus 6 hours of behavioral science foundation courses and consent of instructor.</td>
<td><strong>SOCWK 610. Topics in Social Work.</strong> (1-3). Supervised independent study projects. Pr.: SOCWK 100 plus 6 hours of behavioral science foundation courses and consent of instructor.</td>
</tr>
<tr>
<td><strong>HN 630. Clinical Nutrition.</strong> (5) II. Nutrition in disease including physiological and biochemical basis of nutritional care, effects on nutrient metabolism, diet therapy, nutritional assessment and nutrition counseling. Pr.: HN 450 and 620.</td>
<td><strong>HN 632. Clinical Nutrition II.</strong> (3) II. Continuation of the application of nutrition principles in disease; includes physiological and biochemical basis of nutritional care, effects of disease on nutrient metabolism, medical nutrition therapy for critical care needs, standardized language in advanced professional nutrition diagnoses and care of selected diseases. Pr.: HN 620 and 631.</td>
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</tbody>
</table>
CURRICULUM CHANGES:

Plant Pathology MS Graduate Curriculum
FROM:
M.S. students are required to take at least 30 credit hours beyond the B.S. degree.

At least two of the following (or their equivalents):
PLPTH 730 Plant Nematology .................................2 cr
PLPTH 835 Plant Virolgy .........................................2 cr
PLPTH 840 Plant Pathogenic Bacteria .......................2 cr
PLPTH 845 Plant Pathogenic Fungi ............................2 cr

At least one of the following:
PLPTH 880 Plant Molecular Biology ..........................3 cr
PLPTH 910 Molecular Plant-Microbe Interactions ..........3 cr

At least one of the following:
PLPTH 905 Ecology and Epidemiology of Plant Pathogens....2 cr
PLPTH 768 Population Genetics...............................3 cr

Seminar, (PLPTH 870, 1 credit hour), must be taken at least once, in addition to the thesis defense seminar (credit in PLPTH 870 (1 credit hour) is also granted for the thesis (or report) defense seminar). The non-thesis defense seminar must be in an area not related to the thesis work unless approved by the Seminar Committee. (2 credit hours total for Seminar)
At least two additional credit hours of electives must be taken in Plant Pathology:
One of the following, depending upon the option (report or research) selected:
PLPTH 898 Master's Report (2 credit hours)
PLPTH 899 Research in Plant Pathology for the M.S. degree (6 credit hours minimum, 8 credit hours maximum; students can take more than 8 credit hours of PLPTH 899, but only 8 credit hours will count toward the degree and only 8 credit hours can be listed on the Program of Study).

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

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

Free electives:
Report option: 14–15 credit hours
Thesis option: 10–11 credit hours

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

At least two of the following (or their equivalents):
PLPTH 730 Plant Nematology..........................3 cr
PLPTH 835 Plant Virology ...............................2 cr
PLPTH 840 Plant Pathogenic Bacteria ...................2 cr
PLPTH 845 Plant Pathogenic Fungi .......................3 cr

At least one of the following:
PLPTH 880 Plant Molecular Biology ....................3 cr
PLPTH 910 Molecular Plant-Microbe Interactions........3 cr

At least one of the following:
PLPTH 905 Ecology and Epidemiology of Plant Pathogens.....2 cr
PLPTH 768 Population Genetics............................3 cr

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

At least two additional credit hours of electives must be taken in Plant Pathology:
One of the following, depending upon the option (report or research) selected:
PLPTH 898 Master's Report (2 credit hours)
PLPTH 899 Research in Plant Pathology for the M.S. degree (6 credit hours minimum, 8 credit hours maximum; students can take more than 8 credit hours of PLPTH 899, but only 8 credit hours will count toward the degree and only 8 credit hours can be listed on the Program of Study).

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**Plant Pathology PhD Graduate Curriculum**

FROM:

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

Each of the following (or their equivalents):

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

At least one of the following:

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

At least one of the following:

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

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

At least four additional credit hours of electives must be taken in Plant Pathology Research (PLPTH 999). The Graduate School requires 30 credit hours minimum and notes that the number of research credits should accurately reflect the emphasis on research inherent in the Ph.D. degree.

**Free Electives:**

39-40 credit hours
TO:
Ph.D. students are required to take at least 90 credit hours beyond the B.S. degree; graduate committees normally require at least 24 credit hours of formal class work at KSU past the M.S. The Graduate School will usually allow 30 credit hours to be transferred from a completed M.S. program.

Each of the following (or their equivalents):
PLPTH 730 Plant Nematology ....................................3 cr
PLPTH 835 Plant Virology .........................................2 cr
PLPTH 840 Plant Pathogenic Bacteria ............................2 cr
PLPTH 845 Plant Pathogenic Fungi .................................3 cr

At least one of the following:
PLPTH 880 Plant Molecular Biology ..............................3 cr
PLPTH 910 Molecular Plant-Microbe Interactions ...............3 cr

At least one of the following:
PLPTH 905 Ecology and Epidemiology of Plant Pathogens ..........................2 cr
PLPTH 768 Population Genetics ....................................3 cr

At least one of the following:
PLPTH 922 Teaching Practicum in Plant Pathology ...............1-2 cr
EDCI 943 Principles of College Teaching ............................3 cr
Alternate teaching experience approved by the student’s graduate committee

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

At least four additional credit hours of electives must be taken in Plant Pathology Research (PLPTH 999). The Graduate School requires 30 credit hours minimum and notes that the number of research credits should accurately reflect the emphasis on research inherent in the Ph.D. degree.
NEW:

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

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

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

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

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

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

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

CHM 939. Topics in Analytical Chemistry. (1-3). On sufficient demand. A lecture course in analytical chemistry in areas of specialization of the faculty, with emphasis on current developments. May be repeated for credit with change in topic. Pr.: CHM 566
GEOG 622. Geography of South America. (3). A survey of the physical and human patterns of South America, past and present, with emphasis on the changing landscape features in the successive patterns of human occupancy and globalization.

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

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

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

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

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

DMP 954. Design and Interpretation of Epidemiologic Research. (3) II. Advanced theory and methods for designing, analyzing and interpreting epidemiologic research. Emphasis on observational study design and analysis issues including design identification and optimization, bias recognition and control, and appropriate analytical approaches for epidemiologic data. Pr. DMP 854 and STAT 717, or equivalent training.
Online Master of Science in Dietetics
to be offered through
the Great Plains Interactive Distance Education Alliance (GPIDEA)

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

Statement of Need
Graduate education has long been valued among dietetics professionals. The 2005 Dietetics Compensation and Benefits Survey of the American Dietetic Association revealed that 97% of dietetics practitioners are female with a median age of 43 years. Currently, 45% of all RDs hold a Master's degree, indicating that members of the profession value advanced education. The report indicates that, “education beyond the bachelor’s degree is clearly associated with wage gains”. The report also revealed that 42% of dietetics professionals receive assistance with college tuition as a job benefit. Anecdotal findings would indicate that dietetics professionals continue to seek advanced degree opportunities in a distance education format. Many registered dietitians (RDs) and dietetic technicians, registered (DTRs) are not only employed but also have family responsibilities, thus making distance education delivery an attractive alternative for pursuit of graduate education.

The Commission on Dietetic Registration developed the Professional Development Portfolio as a continuing education scheme for credentialed dietetics professionals. Individual practitioners may design their own continuing education plan based on their professional goals. Because the portfolio approach requires practitioners to tailor a plan specific to their own needs and goals, dietetics professionals are ranging further afield to find appropriate continuing education opportunities. Having an MS degree available by distance could be an attractive alternative to more traditional forms of education.

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

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

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

Participating Institutions
The following Great Plains Interactive Distance Education Alliance partners are participating in this online Masters program:
## Program Steering Committee

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

Admission to the program:

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

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

1. application of cutting-edge information in food, nutrition, foodservice management, and wellness to enhance dietetics practice;
2. ability to think independently and critically to evaluate and apply new research concepts and theories which will advance the profession of dietetics;
3. understanding of public policy and current systems of health care delivery with particular reference to the role of the dietitian; and,
4. evidence that they can advance the profession by contributing to evidence-based practice in dietetics.
Required Core Courses (15 credit hours)

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

OR

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

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

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

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

Nutrition Track

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

and

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

or

Management Track

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

and

HRIMD 640. Entrepreneurship in Hospitality Management and Dietetics. (3) II. Development and management of small businesses or private practice within the dietetics or hospitality industry. Business plan development, marketing, cost considerations. Overview of consulting to healthcare and hospitality operations and examination of skills required for success. Pr.: A basic course in accounting.
Elective Courses (choose 15 credits)

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

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

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

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

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

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


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

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

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

HN 875. Pediatric Clinical Nutrition. (3) I. The physiological, biochemical and nutritional aspects of disease processes relevant to infants and children up to 18 years of age. Medical nutrition therapy for a variety of medical conditions found in this population will be discussed including inborn errors of metabolism, food hypersensitivity, obesity, and diseases of the major organ systems. Pr.: HN 630 or equivalent.
HRIMD 705. Computer Implementation in Foodservice and Hospitality Operations. (3). S, in alternate years. Review of computer development in foodservice and hospitality operations; development of criteria for implementation of a computer system; analysis of foodservice and hospitality hardware and software. Pr.: CIS 101; and HRIMD 480 or 560 or MANGT 420.

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

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

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

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

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

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

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

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

GRAD 820. Leadership Practicum. (3) Develops the connections between leadership theory and practice. By conducting a practicum project, students demonstrate the ability to apply concepts and ideas from the study of leadership to a practical leadership problem within an organization. Pr.: GRAD 801.
Thesis/ Non-Thesis (6 credits)

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

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Offered by</th>
<th>Semester</th>
<th>Course</th>
<th>Offered by</th>
<th>Semester</th>
<th>Course</th>
<th>Offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>Statistics</td>
<td>Oklahoma State</td>
<td>Spring 2009</td>
<td>Research Methods</td>
<td>Oklahoma State</td>
<td>Summer 2009</td>
<td>Healthcare Administration</td>
<td>Kansas State</td>
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<tr>
<td></td>
<td>Current Trends in Dietetics</td>
<td>Kansas State (HRIMD)</td>
<td></td>
<td>Advanced nutrition: Nutrigenomics, Nutrigenetics &amp; Advanced Lipid Metabolism in Human Nutrition</td>
<td>Colorado State</td>
<td></td>
<td>Maternal and Child Nutrition</td>
<td>KU Med Center</td>
</tr>
<tr>
<td></td>
<td>Accounting Concepts &amp; Analysis</td>
<td>Kansas State (College of Business)</td>
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<td>Entrepreneurship: Theory &amp; Practice in Dietetics</td>
<td>Kansas State (HRIMD)</td>
<td></td>
<td>Behavioral Management Theory</td>
<td>Kansas State (College of Business)</td>
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<tr>
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<td>Oklahoma State</td>
<td>Spring 2010</td>
<td>Research Methods</td>
<td>Oklahoma State</td>
<td>Summer 2010</td>
<td>Healthcare Administration</td>
<td>Kansas State</td>
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<tr>
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<td>Current Trends in Dietetics</td>
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<td>Micronutrients</td>
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<td>Advanced Medical Nutrition Therapy</td>
<td>Colorado State</td>
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<td></td>
<td>Accounting Concepts &amp; Analysis</td>
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<td>Maternal and Child Nutrition</td>
<td>KU Med Center</td>
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<tr>
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<td>Nutrition &amp; Physical Activity in Aging</td>
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<td></td>
<td>Entrepreneurship: Theory &amp; Practice in Dietetics</td>
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<td>Grantsmanship</td>
<td>Iowa State</td>
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<td>Functional Foods for Chronic Disease Prevention</td>
<td>Kansas State (Dept. of Human Nutrition)</td>
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<td>Operations Management Analysis</td>
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<td>Summer 2011</td>
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<td>Maternal and Child Nutrition</td>
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<td>Pediatric Clinical Nutrition</td>
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<td>Managerial Finance 1</td>
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<tr>
<td>Semester</td>
<td>Course</td>
<td>Offered by</td>
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<td>Course</td>
<td>Offered by</td>
<td>Semester</td>
<td>Course</td>
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<td>International Nutrition and World Hunger</td>
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<td></td>
<td>Nutrition: A Focus on Life Stages</td>
<td>University of Nebraska</td>
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<td>Vitamins and Minerals (Micronutrients)</td>
<td>South Dakota State</td>
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<td>Foundations of Leadership</td>
<td>Kansas State (GRAD 801)</td>
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<tr>
<td>Semester</td>
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<td>Research Methods</td>
<td>Oklahoma State</td>
<td>Summer 2012</td>
<td>Advanced Medical Nutrition Therapy</td>
<td>Colorado State</td>
</tr>
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<td></td>
<td>Current Trends in Dietetics</td>
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<td></td>
<td>Nutrition and Wellness</td>
<td>North Dakota State</td>
<td></td>
<td>Maternal and Child Nutrition</td>
<td>KU Med Center</td>
</tr>
<tr>
<td></td>
<td>Nutrition and Physical Activity in Aging</td>
<td>North Dakota State</td>
<td></td>
<td>Entrepreneurship: Theory &amp; Practice in Dietetics</td>
<td>Kansas State (HRIMD)</td>
<td></td>
<td>Healthcare Administration</td>
<td>Kansas State</td>
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<td>Kansas State (College of Business)</td>
<td></td>
<td>Nutrition and Human Performance</td>
<td>South Dakota State</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>Metabolic Roles of Nutrients (Micronutrients)</td>
<td>Montana State</td>
<td></td>
<td>Community Nutrition Assessment</td>
<td>Michigan State</td>
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<tr>
<td></td>
<td>Functional Foods for Chronic Disease Prevention</td>
<td>Kansas State (Human Nutrition)</td>
<td></td>
<td>Marketing Concepts and Research</td>
<td>Kansas State (College of Business)</td>
<td></td>
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</tr>
</tbody>
</table>
**Program Coordination and Administration**

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

**Financials**

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

<table>
<thead>
<tr>
<th>School</th>
<th>Tuition</th>
<th>Admission Requirements</th>
<th>Hours to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Alabama</td>
<td>$235/hour</td>
<td>Bachelors Degree GPA &gt; 3.0 Satisfactory score on GRE</td>
<td>30 hours</td>
</tr>
<tr>
<td>Rosalind Franklin University</td>
<td>$419/quarter</td>
<td>Bachelors Degree GPA &gt; 2.75 Two Letters of Recommendation</td>
<td>Non-Thesis 42 quarter hours Thesis 52 quarter hours</td>
</tr>
<tr>
<td>Eastern Michigan</td>
<td>$730/hour</td>
<td>Bachelors Degree GPA &gt; 2.75 Two Letters of Recommendation</td>
<td>30 hours</td>
</tr>
<tr>
<td>University of Medicine of NJ</td>
<td>$489/hour</td>
<td>Must be Registered Dietician Must state long term goals</td>
<td>31 hours</td>
</tr>
<tr>
<td>East Carolina University</td>
<td>$770/hour</td>
<td>Bachelors Degree Satisfactory Score on GRE GPA &gt; 3.0</td>
<td>29 hours</td>
</tr>
<tr>
<td>Central Michigan</td>
<td>$425/hour</td>
<td>unknown at this date</td>
<td>37 hours</td>
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</tbody>
</table>
Proposed Revenue for Master's degree program in dietetics – 3 year projection

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

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

Assumptions:

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

Marketing Plan

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

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

Colorado State University

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

Kansas State University

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

Iowa State University

Anderson, Jean, MS, RD  Dietetic Internship Director, Dept. of Food Science and Human Nutrition
Johnson, Janet, MS, RD  Clinical Placement Coordinator, Dept. of Food Science and Human Nutrition
Kansas University Medical Center
Griffith, Linda, PhD, RD  Clinical Assistant Professor, Dept. of Dietetics & Nutrition
Sullivan, Debra K., PhD, RD  Associate Professor and Dept. Chair, Dept. of Dietetics & Nutrition

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

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

North Dakota State University
Brunt, Ardith, PhD, RD  Assistant Professor, Dept. of Health, Nutrition & Exercise Sciences

Oklahoma State University
Betts, Nancy, PhD, RD  Professor and Dept. Head, Dept. of Nutritional Sciences

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

University of Nebraska
Schnepf, Marilyn  Professor and Dept. Chair, Dept. of Nutrition and Health Sciences
Stanek-Krogstrand, Kaye  Associate Professor, Dept. of Nutrition and Health Sciences
A. **College, Department, and Date**

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

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

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

C. **Degree Program**

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

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

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

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

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

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

   **Special rationale for selecting these learning outcomes (optional):**

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

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

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

   The development of an evidence base for dietetics practice is a major emphasis for research within the profession. Because many dietitians work in healthcare settings, this emphasis mirrors the current trend within healthcare for evidence-based practice. While the demand for evidence-based practice is strongest in the healthcare arena, we believe all practice decisions, no matter what the practice area, should be grounded in solid research and analysis. Thus we believe that this is a worthy SLO for our program.
Students completing the MS in Dietetics will demonstrate the ability to design and implement a research project from inception of the idea to communication of the results.

There is a growing recognition of the importance of research at all levels within the profession of dietetics. The professional association is stressing to its members the need for research to happen in the practice setting, not just in medical centers or academic settings. The faculty of this program believe that every graduate should be able to demonstrate the design and implementation of a research project whether the student opts to do a thesis or not. This ability is a hallmark of an individual with a graduate degree.
<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes and Professional Conduct</th>
<th>Program SLO is conceptually different from university SLOs</th>
</tr>
</thead>
</table>
| Knowledge of the Industry  
Students will articulate current issues affecting the dietetics profession and practice. | X | | | Program SLO is consistent with the University SLO. |
| Professional Practice  
Students will be able to apply cutting-edge research in their work settings to enhance dietetics practice. | X | X | | Program SLO is consistent with the University SLO. |
| Research  
Students will demonstrate the ability to design and implement a research project from inception of the idea to communication of the results | X | X | X | Program SLO is consistent with the University SLO. |
1. How will the learning outcomes be assessed? What groups will be included in the assessment?

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

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

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

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

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

a. Measures used in SLO assessment - Completion of research proposal for HRIMD 810 and subsequent paper and oral presentation.
c. Indirect measures – Exit interview with student and follow-up survey with student and student’s employer 1 year after graduation.

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

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

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

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

The faculty member teaching HRIMD 890 will compile written case studies completed by students in the class, and a random sampling of cases will be selected for evaluation by the steering committee. The program steering committee will discuss and evaluate student performance on these projects using a rubric developed for this purpose. This evaluation will be completed during the spring semester after this course is offered each fall (spring 2009, spring 2010, and spring 2011). Each student’s supervising committee also will evaluate student performance on this SLO as part of the oral defense at the conclusion of the student’s program. Finally, this SLO will be assessed by the student and their employer in a follow-up survey distributed one year after completion of the degree.
SLO #2 – Students will be able to apply cutting-edge research in their work settings to enhance dietetics practice.

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

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

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

Proposing Institution: Kansas State University
Title of Proposed Program: Theatre
Degree(s) to be offered: Master of Arts in Theatre
Anticipated Date of Implementation: Fall 2008
Responsible Department: Speech Communication, Theatre and Dance Department
Center for Education Statistics code: 500501

PROGRAM PROPOSAL NARRATIVE

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

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

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

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

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

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

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

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

Total students in the theatre program have been growing consistently over the past five years. In Fall 2005 we had 17 students in theatre in both years; in Fall 2006 we had 22. The graduate program in speech has similar numbers: over the past five years Speech students have numbered in total 18, 20, 18, 18, and 15. Both programs feel that they will stabilize at approximately 10 students per cohort or 20 students in each program each year.

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

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

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

The other unique aspect of the theatre program at K-State is that we have the only theatre program in Kansas that has been accredited by the National Schools of Theatre (NAST). This accreditation approves both the undergraduate and graduate levels separately, holding both to the highest standards of education, training, production, and ethics.
Procedures and criteria for admission: We do not propose changes to any of our procedures or criteria for admission. Currently we require an application, an undergraduate degree in theatre (or commitment to taking specified undergraduate courses in acting, directing, theatre history, and/or technical theatre to make up deficiencies), an essay stating the student’s reasons for wanting to enter our program, official transcripts from previous educational institutions with a GPA of 3.0 or better, and three letters of recommendation. Applicants for a design concentration are required to submit a design portfolio. Applicants for the drama therapy concentration are required to have an interview on campus with the director of the program. Applicants for a theatre management concentration are required to have a phone interview with the management professor.

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

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

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

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

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

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

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

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

Graduate Assistants: There are currently 9 graduate teaching assistant positions: 1 assisting with Introduction to Theatre, 1 assisting with Costume Design, 1 assisting with Scene Design and Technical Theatre, 6 teaching Public Speaking along with the graduate students in Speech and graduate students in Speech Pathology.
Academic Support:
Advising Services: The director of graduate studies in theatre advises graduate students as they enter the program their first semester and connects them with the appropriate graduate faculty member in their area(s) of interest to help them begin to develop a program of study and plan for their creative project. By the second semester most students have identified their major professor and graduate committee.

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Program Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Identification</td>
<td>Masters of Arts in Theatre with 2 options: 1 in general theatre studies and 1 in drama therapy.</td>
</tr>
<tr>
<td>2. Academic Unit</td>
<td>Department of Speech Communication, Theatre and Dance/ Graduate Theatre Program</td>
</tr>
<tr>
<td>3. Program Description</td>
<td>Our 30 credit hour Master level degree emphasizes general education in theatre on an advanced level with the opportunity to specialize in a particular area or a specialization in the interdisciplinary field of drama therapy. In the first, students learn the discipline of theatre as an artistic form and as a social and cultural institution with focus on acquiring skills and knowledge through study and practice in the classroom, studio, and public performance. Historical, theoretical, critical and cultural studies provide perspective on the art of theatre in performance past and present. In the second drama therapy students develop clinical skills through course work in a variety of disciplines and through internship experiences.</td>
</tr>
<tr>
<td>4. Demand/Need for the Program</td>
<td>K-State has been offering an MA in Speech since 1962. This degree has been earned by students with concentrations in either speech or theatre; however, none of the courses that MA students in speech take are taken by MA students in theatre and vice versa: there is no overlap in the two curricula. In essence, the SCTD Department has had two separate programs in two different disciplines getting a degree under the identical name: MA Speech. Originally this was done because of the small number of students in each program, but both programs have grown considerably over the years. This causes difficulty for students of theatre later, when they are applying for teaching positions in theatre or for MFA and Ph.D. programs in theatre elsewhere. It is also an issue for students of drama therapy when applying for drama therapy jobs. In all cases K-State graduates are told they don’t have the “training” required because the name of their degree does not reflect the discipline they will be working in/studying. Creating a separate MA for theatre students with two distinct options to concentrate in, formally acknowledges what has been actually in existence for some time and will help our graduates get jobs and move on to Ph.D. and MFA programs.</td>
</tr>
<tr>
<td>5. Comparative/ Locational Advantage</td>
<td>K-State’s program is the only NAST approved theatre program in the state of Kansas. There is only one other MA degree in theatre offered in another state school in Kansas -- at KU. KU’s MA program focuses on directing and scenography. About half of theatre MA students at K-State are theatre generalists who want to prepare for entry into teaching theatre at the high school or community college level or who are preparing to apply to MFA and Ph.D. theatre programs. They focus on areas of theatre not covered by KU’s program: in addition to directing and design, our students focus on acting, theatre management, stage management, playwriting, and/or technical theatre. The other half of students are training to become drama therapists and apply for registry with the National Association for Drama Therapy. K-State is the only school that has a drama therapy program in Kansas or in the Mid-West. In fact, the drama therapy curriculum makes K-State unique. There are currently only 2 other programs in the U.S. with degrees in drama therapy: New York University in NYC and California Institute of Integral Studies in San Francisco.</td>
</tr>
<tr>
<td>6. Curriculum</td>
<td>Our theatre program has been accredited by the National Association of Schools of Theatre (NAST) since 1984. For theatre generalists, requirements include 3 three credit courses in dramatic literature, 1 three credit course in advanced acting, directing or playwriting, 1 three credit course in technical theatre, design, or theatre management, and 5 other three credit courses in one or more areas of interest. 50% of the courses must be at the 800 level, and at least one course must be at the 700 level. Drama therapy students follow the alternative training guidelines set by the National Association for Drama Therapy (NADT) in order to complete all the requirements for registry (the national professional credential for drama therapists). There is overlap in requirements with the theatre generalists: 1 three credit course in dramatic literature, 1 three credit course in playwriting, and 1 additional three credit course in advanced theatre. Again, 50% of courses must be at the 800 level and at least one must be at the 700 level. All students complete a creative project (no credit) which demonstrates the integration and mastery of skills in a chosen area of specialization. This project includes a written paper and is followed by an oral examination by the student’s graduate committee.</td>
</tr>
<tr>
<td>7. Faculty Profile</td>
<td>A graduate faculty of 10 teaches acting, directing, playwriting, design, technical theatre, theatre management, and/or drama therapy courses. Faculty also direct and design productions and serve on graduate committees. All but one graduate faculty members have terminal degrees: currently 8 of them with MFAs, one with a Ph.D. Many have years of professional theatre experience and/or clinical drama therapy experience which they bring to their classrooms.</td>
</tr>
<tr>
<td>8. Student Profile</td>
<td>Typically each cohort of students is 50% theatre generalist with interests in acting, directing, design, management, or playwriting and 50% drama therapy. In the past several years each cohort has ranged in number between 8 and 10, giving us a combined graduate student body of about 20. Most students graduate in two years. Most applicants have a strong theatre background and undergraduate GPAs of over 3.3. Students without a theatre degree are required to make up delinquencies in acting, directing, theatre history, and design/tech before beginning graduate coursework. The drama therapy program brings in non-traditional students and international students, adding to the diversity of the program.</td>
</tr>
<tr>
<td>9. Academic Support</td>
<td>Currently have a director of graduate studies in theatre who oversees applications and advising of newly accepted students with a graduate faculty of 10 who serve as major professors and committee members. Currently 9 graduate teaching assistantships. Currently already have a library collection of plays, theatre books and drama therapy/creative arts therapy books.</td>
</tr>
<tr>
<td>10. Facilities and Equipment</td>
<td>Three production facilities: a 250 seat thrust/arena stage, a 1,800 seat proscenium theatre, and a 100 seat student theatre in thrust configuration. Classes are held in the theatre spaces, in 3 classroom spaces, and 2 acting studios. Other spaces include costume shop, scene shop, and box office space.</td>
</tr>
</tbody>
</table>
| 11. Program Review, Assessment, Accreditation | Our program has been accredited since 1984 by the National Association of Schools of Theatre (NAST). Next re-approval is scheduled for spring 2009, so the faculty is currently involved in a major review of all levels of teaching and production.

Our program also has Student Learning Outcomes for the undergraduate and graduate programs for assessment purposes which are looked at every year by our faculty and by the K-State Office of Assessment. Basic competencies for the graduate program include
-- knowledge of the diverse areas of theatre art,
-- knowledge of the means through which a theatre concept is realized,
-- knowledge of history of the theatre and the plays that represent it.
-- skills in a chosen specialization,
-- ability to think critically, listen effectively, and communicate clearly,
-- ability to function safely using contemporary theatre technology,
-- development of a professional attitude,
-- development of a collaborative attitude,
-- development of artistic standards and judgment,
-- development of respect for the art form as it contributes to an understanding of human diversity.

Graduate students must complete an exit interview with the Graduate School before they can graduate. |
| 12. Costs, Financing | No additional financing is required for this change. The change will acknowledge what we are already offering and have been offering for many years! |
**IMPLEMENTATION YEAR FY 2008-2009**

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University  Proposed Program: Master of Arts in Theatre

<table>
<thead>
<tr>
<th>Part I. Anticipated Enrollment</th>
<th>Implementation Year</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Full-Time</td>
</tr>
<tr>
<td>A. Full-time, Part-time Headcount:</td>
<td>10 (no change)</td>
<td>10 (no change)</td>
<td>10 (no change)</td>
</tr>
<tr>
<td>B. Total SCH taken by all students in program</td>
<td>360 (no change)</td>
<td>360 (No change)</td>
<td>360 (No change)</td>
</tr>
</tbody>
</table>

Part II. Program Cost Projection

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.

<table>
<thead>
<tr>
<th></th>
<th>Implementation Year</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Budget</td>
<td>Salaries</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>OOE</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>No additional costs</td>
<td>No additional costs</td>
</tr>
</tbody>
</table>

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

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

Revised: September, 2003

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

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

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTRE 870 Greek and Roman Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTRE 871 Medieval and Baroque Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTRE 879 Modern Theatre</td>
<td>3</td>
</tr>
<tr>
<td>An Advanced Acting, Directing, or Playwriting Course at the 700 level or above.</td>
<td>3</td>
</tr>
<tr>
<td>A Technical Theatre, Design or Theatre Management Course at the 600 level or above.</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives: 5 electives in area(s) of specialization at the 600 level or above 15

Research

Practica

Total 30

* At least 15 credit hours or 50% of course work needs to be at the 800 level.
CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

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

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

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>THTRE 870 Greek and Roman Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTRE 865 Ethics in Drama Therapy</td>
<td>3</td>
</tr>
<tr>
<td>THTRE 862 Workshop in Playwriting</td>
<td>3</td>
</tr>
<tr>
<td>THTRE 760 Principles of Drama Therapy</td>
<td>3</td>
</tr>
<tr>
<td>THTRE 770 Creative Arts Therapies</td>
<td>3</td>
</tr>
<tr>
<td>THTRE 664 Creative Drama</td>
<td>3</td>
</tr>
<tr>
<td>THTRE 665 Drama Therapy with Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>One Acting, Directing, Technical Theatre, Design, or</td>
<td>3</td>
</tr>
<tr>
<td>Theatre Management course at the 600 level or above.</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**
At least two electives in psychology or family studies, as required by the National Association for Drama Therapy (areas include Developmental Psychology, Abnormal Psychology, Group Dynamics, Advanced Counseling, and/or Theories of Personality).*

<p>| | |</p>
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<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Research**

**Practica**

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

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

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

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

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

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

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

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

See [http://www.k-state.edu/sctd/theatre/faculty.html](http://www.k-state.edu/sctd/theatre/faculty.html) for more information on faculty.
OVERVIEW
The discipline of drama therapy in higher education encompasses interdisciplinary study of theatre, psychology, and drama therapy: theatre as an artistic form and as a social and cultural institution; psychology as the study of human attitudes, emotions, and behavior; drama therapy as the method for changing attitudes, emotions, and behavior through theatrical processes and products. Needed for this collaboration are theatrical knowledge and skills acquired through study and practice in classroom, studio, and public performance; knowledge of basic psychology in the areas of developmental psychology, abnormal psychology, personality theory, and group dynamics; knowledge and skills in applying drama processes and products to bring about therapeutic change in clients; the development of attitudes of ethics and professionalism in the application of drama therapy.

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

KNOWLEDGE

1. Knowledge of the various means (i.e., acting, directing, designing, playwriting) through which a theatrical concept is realized.

2. Knowledge of how the disciplines of drama and psychology interact and support each other interdisciplinarily in the discipline of drama therapy.

3. Knowledge of the theories and current approaches used in drama therapy.

4. Knowledge of the negative impact of stigma on non-dominant individuals and groups in our culture.

5. Knowledge of research sources and methods.

6. Knowledge of the NADT Code of Ethical Principles and how to apply ethics to practice.

SKILLS

1. Competency in drama therapy as demonstrated by the ability to use the techniques and methods of drama processes and products to effect change in attitudes, emotions, and behaviors safely and ethically with individuals and groups.

2. Competency in drama therapy as demonstrated in a final Master's Project, Report, or Thesis.

3. The ability to think critically and analytically, and the capacity to demonstrate this ability in speech.

4. The ability to think critically and analytically, and the capacity to demonstrate this ability in writing.

ATTITUDES

1. The development of professional discipline.

2. The development of an awareness of the harmful effects of stigma and a personal process through which stigma can be addressed personally and professionally.

3. The development of an ability to think and practice ethically.

4. The development of a collaborative attitude.

5. The development of artistic standards and judgment.

6. The development of sensitivity to and appreciation of the diversity of ways in which individuals from different cultural and socioeconomic backgrounds express themselves artistically and socially.
Theatre Faculty:
Cathy L. Anderson, M.F.A., University of Connecticut
Sally D. Bailey, M.F.A., Trinity University M.S.W., University of Maryland at Baltimore
Daniel L. Davy, Ph.D., University of California – Santa Barbara
R. Michael Gros, M.F.A., University of California – Irvine
Charlotte A. MacFarland, M.A. University of Wisconsin
Marcie E. Maullar, M.F.A., Pennsylvania State University
Dana Pinkston, M.F.A. Pennsylvania State University
John S. Uthoff, M.F.A. University of Iowa
Kathy Voecks, M.F.A., University of Missouri – Kansas City

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

Graduate Certificate in Teaching and Learning

Department of Secondary Education
College of Education – Kansas State University

Statement of Need

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

Educational Objectives

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

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

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

Required Courses

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

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

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

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

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

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

EDCEP 715 – Principles of Assessment (3 credit hours)

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

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

Intensive discussion of the principles of teaching applied to specific content area instruction in the secondary and middle schools.
EDCI 886 – Seminar: History of American Education (3 credit hours)

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

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

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

Program Coordination, Administration, and Budget

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

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

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

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

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

Assessment Plan

Contact Person for the Assessment Plan:

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

Certificate Program

*Graduate Certificate in Teaching and Learning*

Assessment of Student Learning Three-Year Plan

To earn the certificate students will demonstrate:

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

(insert the program SLOs and check all that apply):

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

<table>
<thead>
<tr>
<th>Graduate Certificate Learning Outcomes</th>
<th>Measures used in the Assessment of SLO</th>
<th>Who Will be Assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct</td>
<td>Indirect</td>
</tr>
<tr>
<td>1. Students and Learning: Diversity The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities</td>
<td>Internship Teaching Portfolio</td>
<td>Survey at the end of the Internship</td>
</tr>
<tr>
<td></td>
<td>Internship Final Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Learning and Teaching Test: Praxis II</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Principles of Learning and Teaching Test: Praxis II</td>
<td></td>
</tr>
</tbody>
</table>
When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>Participating faculty; graduate certificate program completers</td>
</tr>
<tr>
<td>2. Instruction: Critical Thinking. The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students’ learning including critical thinking, problem solving, and reading.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>Participating faculty; graduate certificate program completers</td>
</tr>
</tbody>
</table>

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

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

Approved by department faculty members on April 19, 2007.

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


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

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

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

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

EFFECTIVE DATE: Spring 2008.
Appendix A. Graduate Certificate in Teaching & Learning Comparison to UG Professional Program Leading to Teacher Licensure

<table>
<thead>
<tr>
<th>UG Professional Program Requirements</th>
<th>Graduate Certificate Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>DED 075- Orientation to Teacher Ed. (0)</td>
<td>Substitution – see (9) &amp; (10) “Program Coord., Administration, and Budget” Section</td>
</tr>
<tr>
<td>EDSEC 200 – Teaching as a Career (1)</td>
<td>Substitution – see (9) &amp; (10) “Program Coord., Administration, and Budget” Section</td>
</tr>
<tr>
<td>EDSEC 230 – Early Field Experience (1)</td>
<td>Substitution – see (7) &amp; (9) “Program Coord., Administration, and Budget” Section</td>
</tr>
<tr>
<td>FSHS 110 – Intro. Human Development (3)</td>
<td>FSHS 506 – Middle Childhood &amp; Adoles. (see below)</td>
</tr>
<tr>
<td>EDSEC 310 – Foundations of Education (3)</td>
<td>EDCI 886 – History of Amer. Ed. (see below)</td>
</tr>
<tr>
<td>DED 318 – Instructional Media &amp; Tech (2)</td>
<td>Substitution – see (11) “Program Coord., Administration, and Budget” Section</td>
</tr>
</tbody>
</table>

**Block 1**

| EDSEC 405 – Middle Level Ed (2) | FSHS 506 – Middle Childhood & Adoles. (3) |
| EDCEP 315 – Educational Psych (3) | EDCI 715 – Principles of Assessment (3) |
| EDSEC 376 – Core Teaching Skills (3) | (accounts for both EDCEP 315 and EDSEC 376) |
| EDSP 323 – Exceptional Students Sec Sch (2) | EDSP 710 – Education of Except. Indiv. (3) |

**Block 2**

| EDCEP 525 – Interpersonal Relations (1) | EDCEP 525 – Interpersonal Relations (1) |
| EDSEC 455 – Multicultural Ed. (1) | EDCI 886 – History of Amer. Ed. (3) |
| EDSEC 477 – Mid Lvl/Sec Reading (2) | Substitution – performed as targeted assignments w. EDCI 786 (Top/Methods of Tchg. Content and Reading) |
| EDSEC 500 – Content Area Methods (3) | EDCI 786 – Top/Methods of Tchg. Content and Reading (2) |
| EDSEC 520 – Block 2 Lab (1) | EDCI 991 – Internship/C&I (1) |

**Block 3**

| EDSEC 586 – Teaching Part Sec Schools (12) | EDCI 991 – Internship/C&I (4) |

**TOTAL HOURS** = 40  **TOTAL HOURS** = 20
**DROP:**

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

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

6) **Graduate Council Student Affairs Committee**

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

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

7) **Graduate Council Committee on Planning**

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

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

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

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

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

1. **Thesis option:** As a part of the degree program the student will complete a thesis for 6 to 8 hours credit.

2. **Report option:** As a part of the degree program the student will complete a written report for 2 hours credit on research or on a problem in the major field.

3. **Course work option:** The student's degree program will consist of course work only, but it will include evidence of advanced work, such as term papers, objects of art, music, or designs, as determined by the committee.
Not all master's programs offer all three options, and a student may not select a plan that has not been approved by the graduate faculty of the program in which he or she is enrolled. All master's candidates must pass a final oral examination, a comprehensive written examination or both as determined by the academic program.

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

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

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

To be awarded a master's degree, the student (a) must have a bachelor’s degree or equivalent, (b) must not be on probation, (c) must have a cumulative grade point average (GPA) of 3.0 or higher, (d) must meet all the requirements of the Graduate School, the student's academic program area, and the student's supervisory committee, and (e) must be enrolled during the semester in which the degree requirements are completed.
Second reading. Changes to the Graduate Handbook, Chapter 3, The Doctoral Degree, Section L – Final Examination:

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

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

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

1. A copy of the dissertation that has been approved by the major professor or co-major professors is presented to each member of the supervisory committee and outside chair at least 10 working days prior to the oral examination. To examine the doctoral dissertation and to report on the Approval To Schedule Final Examination Form whether the dissertation is acceptable for review. At least three-fourths of the committee must agree that it is in acceptable form before the final examination may be scheduled. All members must sign their approval or disapproval. By signing, a faculty member indicates only that the form of the dissertation is acceptable for review and that a final examination may be scheduled. Signing does not imply that the content of the dissertation is satisfactory.

2. If during the 10 working days prior to the scheduled defense, one or more committee members or the outside chair have significant concerns regarding the content or quality of the dissertation, the faculty should consult with the major professor or co-major professor. The major professor should confer with the other members of the supervisory committee and determine whether the orals should be held as scheduled or delayed. The supervisory committee should meet during the scheduled time to provide specific feedback to the candidate regarding the necessary changes. The ballot must be returned to the Graduate School. Once the student has addressed the concerns and made the necessary changes in the dissertation, the orals can be rescheduled. The candidate will provide the supervisory committee and outside chair with a copy of the dissertation and obtain their signatures on an Approval to Schedule Final Examination form. This form must be submitted to the Graduate School 10 working days prior to the scheduled oral examination. To hold a public oral examination, after the dissertation is deemed acceptable in form, at which the candidate presents and defends the dissertation; and to report the result of this
examination to the Dean of the Graduate School.

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

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

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

When the dissertation has been approved, the oral final examination has been passed, and all other requirements have been met, the candidate is recommended by the Dean of the Graduate School to the Faculty Senate for approval to award the degree.
Second reading. Changes to the Graduate Handbook, Chapter 4, Graduate Certificate Programs, C.3 Criteria for Approval:

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

a. The proposed sequence of coursework must offer a clear and appropriate educational objective at the post-baccalaureate level.

b. The proposed program must achieve its educational objective in an efficient and well-defined manner.

c. A demonstrated need or demand for such a program must exist. This provision may be defined in terms of either external markets (e.g., external demand for the skills associated with such a certificate) or internal academic needs (e.g., the need for a critical mass of students in a given discipline).

d. The certificate program must include an appropriate number of credit hours, normally between 12 and 20.

e. The Assessment of Student Learning Plan must be approved by the Graduate Council Assessment and Review Committee.

The proposal is approved based on need and perceived program quality.
Second reading. Changes to the Graduate Handbook, Chapter 6, Graduate Council Constitution, By-Laws, Procedures, E.1 New Graduate Programs:

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

a. The following approvals are mandatory, in the order given: the department or program Graduate Faculty, the department head or program chairperson, other departments or colleges offering similar material, college course and curriculum committee, college faculty (unless the course and curriculum committee is the official representative of the college faculty), and college dean. The Assessment of Student Learning Plan must be approved by the Graduate Council Assessment and Review Committee concurrent to submission of the proposal to the Graduate Council Academic Affairs Committee.

b. The request is forwarded to the Dean of the Graduate School, who sends it to the appropriate Academic Area Caucus for their information and review, and to the Graduate Academic Affairs Committee for their review. The Academic Affairs Committee may request clarification, additional information, or consultation.

c. The Graduate Academic Affairs Committee returns the request with its recommendation to the Graduate School. If the advanced degree is approved by the Committee, it is sent to the Graduate Council for action. If it is not approved, the submitting department head or program chairperson is notified in writing by the Dean of the Graduate School of the reasons for rejection.

d. If the department or program does not agree, the department head or program chairperson has the right to appeal by supplying written notice to the Dean of the Graduate School and requesting that the recommendation be placed on the agenda of the next regularly scheduled Graduate Academic Affairs Committee meeting and that the department head or program chairperson be allowed to discuss the decision.
Second reading. Changes to the Graduate Handbook, Appendix B, Dissertations, Theses and Reports:

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

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

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

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

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

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

B. PUBLICATION

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

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

Access to all ETDR’s (electronic theses, dissertations, reports) is available through K-State
C. SEQUESTRATION
The purpose of sequestration is to delay for a limited time public dissemination of patentable or otherwise proprietary or sensitive materials. Prior to the final defense, the student and his/her major professor may request that the University act to protect the student's rights concerning the dissertation, thesis, or report by temporarily sequestering the work. Approval must be obtained from the Dean of the Graduate School at least 30 days prior to graduation.

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

If approved by the Dean of the Graduate School, the Graduate School defers electronic submission of the dissertation, thesis, or report. In place of electronic submission, a disk or CD of the PDF file(s) is submitted to the Graduate School. The disk or CD is stored in a secure location in the Graduate School during the period of sequestration. However, this procedure involves no delay in the conferral of the degree. The student whose dissertation, thesis, or report has been approved for sequestration still deposits with the Graduate School the normal fees for graduation. These fees cover the ETDR submission fee and cost of microfilming by UMI/ProQuest, if applicable, at the time of degree completion. Sequestration is normally limited to four years. Nevertheless, under compelling circumstances that require continued protection, the Dean of the Graduate School may approve further sequestration at the student's or major professor's request on a year-by-year basis for an additional three years.

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

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

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

On behalf of the Committee on Planning, John Keller, chair, proposed the following changes to the Graduate Handbook for a first reading. The motion passed.
E. GRADUATE ASSISTANTS
The principal objective of a graduate student is to pursue a concerted program of study that will normally lead to an advanced degree in the chosen academic discipline. To assist students to pursue their studies full-time, the University makes available financial assistance through a limited number of graduate teaching assistantships, graduate research assistantships and graduate assistantships. These assistantship appointments carry with them a nominal service requirement, typically directed at improving professional skills in their academic fields. To fulfill the obligation that students pursue studies full-time, graduate assistants must be enrolled for a minimum of six (6) semester hours of graduate credit.

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

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

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

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

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

1. Scope of Authority

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

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

   a. **Graduate Student** - Under these procedures, a graduate student is any person who has been formally admitted into the Graduate School of Kansas State University and was enrolled as a graduate student at the time the alleged events leading to the grievance occurred.

   b. **Grievance** - A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.

   c. **Respondent** - The person(s) against whom a grievance is being made.

   d. **Working Days** - For the purpose of this section a "working day" is defined as any weekday that is part of the regular nine-month academic calendar, including all days that classes are conducted and the period of final examinations. Legal holidays and the time when summer school is in session are excluded from the definition of "working day." However, if it is agreed to by all of the parties, a hearing can be conducted and/or the process completed during a vacation period.

3. Guidelines for Administrative Review and Conflict Resolution

   a. The graduate student should attempt to resolve any grievance first with the faculty member, supervisory committee, or administrator involved.

   b. If, after earnest inquiry, the conflict remains unresolved, the graduate student should discuss the grievance with the department head/chairperson, or other immediate administrative superior of the respondent, the academic dean or his/her designee and, if pertinent, with any relevant departmental faculty member or committee. If the outcome of this conflict resolution process is successful, then the resolution shall be reduced to writing with copies provided to the graduate student, respondent, administrative superior, and academic dean involved in the conflict resolution session.

   c. If the conflict resolution process is not successful, the academic dean and the associate dean of the Graduate School will confer to determine if further conflict resolution steps should be pursued.
4. Formal Grievance Procedure

   a. If the grievance is not resolved by the above discussions and the graduate student then chooses to pursue the matter further, the issue must be reduced to writing within 10 working days by the graduate student and sent immediately to the associate dean of the Graduate School. A Notice of Grievance form, available in the Graduate School or on the Graduate School website (Word PDF), must be submitted with the written statement. The written grievance shall include a clear, concise statement of the policy or policies/procedures violated, and the redress requested. The associate dean of the Graduate School shall forward a copy of the grievance to the respondent. Within 10 working days after receipt of the grievance, the respondent shall provide the associate dean of the Graduate School with a copy of his or her written response.

   b. Upon receipt of the written response, the associate dean of the Graduate School shall, within 10 working days, appoint an ad hoc grievance committee to hear and make a recommendation regarding the grievance. The associate dean of the Graduate School shall appoint, from the membership of the Graduate Council, a committee chair (without vote), and 3 committee members. A member of the Graduate School staff will be selected as secretary (without vote). Two graduate students will be appointed as committee members from a slate of nominees selected by the Graduate Student Council.

   c. The hearing shall be scheduled within 30 working days after the appointment of the ad hoc grievance committee barring extenuating circumstances.

   d. Guidelines for ad hoc grievance committee hearings

      1. Pre-hearing procedures

         a. Notice of the time and place of the hearing shall be given by the chair to the graduate student and the respondent not less than 10 working days prior to the hearing.

         b. The notice shall include the written grievance and the written response of the respondent.

         c. A copy of the procedures guiding the hearings shall accompany the notice.
d. The following must be submitted by each party to the chair at least five working days prior to the hearing:

   i. A copy of all written supporting documentation that the party will present at the hearing,

   ii. A list of witnesses to be called by the party (each party is responsible for ensuring that his/her witnesses are at the hearing), and

   iii. The name of any advisor who will accompany the party to the hearing and whether the advisor is an attorney.

2. Hearing

   a. The hearing will be conducted informally and the committee will have complete discretion in deciding any procedural questions that arise during the hearing.

   b. At the hearing, each party may be accompanied by an advisor, who may advise the party but not participate in the hearing.

   c. All hearings shall be closed except for parties to the grievance and their advisors unless the graduate student requests that the hearing be open. All parties are advised that the Committee routinely records the hearing for its own use.

   d. The committee will permit each party to present a brief opening statement of no more than 10 minutes.

   e. The evidence shall be presented by the graduate student and then by the respondent at the hearing.

   f. The parties and the committee shall have the opportunity to question all witnesses.

   g. The committee will accept any evidence, information, or testimony, which it feels is pertinent to the grievance and will help the committee understand and evaluate the issue(s) before it. The committee chair will determine the relevance and materiality of the evidence offered. Legal rules of evidence shall not apply.

   h. Following the presentation of evidence, the committee will permit each party to present a brief closing statement of no more than 10 minutes.

   i. The committee will meet in closed session to deliberate and recommend action to the Dean of the Graduate School on the grievance.
j. Within ten (10) working days from the conclusion of the hearing, the committee will prepare a report which will serve as its recommendation to the Dean of the Graduate School. The report will contain the factual findings of the committee and the reasons for the recommendation. The Dean of the Graduate School will consider the committee’s recommendation and transmit a final decision to both parties within ten (10) working days of receiving the Committee’s recommendation.

5. Enforcement of the Graduate School’s Decision

The Graduate School has the authority to enforce the decision.

8) Graduate Council Committee on Assessment and Review
Ernie Minton, chair, indicated the following assessment plans were approved at the October 15, 2007 Committee on Assessment and Review meeting:
- Graduate Certificate in Teaching and Learning
- Master of Arts in Theatre (general theatre curriculum)
- Master of Arts in Theatre with concentration in drama therapy
- Master of Science in Gerontology
- Graduate Certificate in Gerontology

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

10) University Research and Scholarship
No report

11) Other business
No report

Council was adjourned at 4:43 p.m.