Minutes of the Graduate Council  
December 3, 2013 - 3:30 p.m.  
227 KSU Student Union


Ex-Officio: E. Stauffer, D. Youngman


1. Opening remarks
   - The go-live date for CollegeNet has been moved to early February 2014 to allow for additional training with departmental staff.

   - Commencement will be December 13, 2013 at 1:00 p.m. in Bramlage Coliseum

   - GTA Excellence in Teaching Award Selection:
     - Kyleen Kelly (Master’s, Geography)
     - Jaimee Hartenstein (PhD candidate, Human Ecology)

2. Minutes of the November 5, 2013 meeting were approved as presented.

3. Graduate School Actions and Announcements
   The following appointments for non-graduate faculty to teach graduate courses and membership were approved by the Dean of the Graduate School.

   Non-Graduate Faculty to Teach Graduate Courses

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>DEPARTMENT/PROGRAM</th>
<th>DATE APPROVED BY GRAD SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Lane</td>
<td>Instructor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>11/7/2013</td>
</tr>
<tr>
<td>Stephanie Bannister</td>
<td>Instructor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>11/7/2013</td>
</tr>
</tbody>
</table>

   Membership Approvals

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>DEPARTMENT/PROGRAM</th>
<th>DATE APPROVED BY GRAD SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dustin Headley</td>
<td>Assistant Professor</td>
<td>Interior Architecture &amp; Product Design</td>
<td>11/5/2013</td>
</tr>
<tr>
<td>Steffi Dipold</td>
<td>Assistant Professor</td>
<td>English</td>
<td>11/11/2013</td>
</tr>
</tbody>
</table>
4. **Academic Affairs Committee - Bill Zhang, Chair**
   On behalf of the Academic Affairs committee, Bill Zhang, chair, proposed approval of the following members for graduate faculty. The motion passed.

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>DEPARTMENT/PROGRAM</th>
<th>GRADUATE FACULTY TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trudy Lund</td>
<td>Adjunct</td>
<td>Curriculum &amp; Instruction</td>
<td>Associate</td>
</tr>
<tr>
<td>Linda Mellish</td>
<td>Instructor</td>
<td>Curriculum &amp; Instruction</td>
<td>Associate</td>
</tr>
<tr>
<td>Kay Bauman</td>
<td>Adjunct</td>
<td>Curriculum &amp; Instruction</td>
<td>Associate</td>
</tr>
<tr>
<td>John Webster</td>
<td>Education Officer</td>
<td>Curriculum &amp; Instruction</td>
<td>Associate</td>
</tr>
<tr>
<td>Gary Whitt</td>
<td>Adjunct</td>
<td>Curriculum &amp; Instruction</td>
<td>Associate</td>
</tr>
<tr>
<td>Dorothy Nelson</td>
<td>Assistant Professor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>Associate</td>
</tr>
<tr>
<td>Terry Musser</td>
<td>Assistant Professor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>Associate</td>
</tr>
<tr>
<td>Lori Goodson</td>
<td>Assistant Professor</td>
<td>Curriculum &amp; Instruction</td>
<td>Membership</td>
</tr>
<tr>
<td>Vick Sherbert</td>
<td>Assistant Professor</td>
<td>Curriculum &amp; Instruction</td>
<td>Membership</td>
</tr>
<tr>
<td>Londa Nwadike</td>
<td>Assistant Professor</td>
<td>Food Science</td>
<td>Membership</td>
</tr>
<tr>
<td>Zhiwei Zhang</td>
<td>Assistant Professor</td>
<td>Political Science</td>
<td>Membership</td>
</tr>
<tr>
<td>Laman Mamedova</td>
<td>Research Asst. Prof.</td>
<td>Animal Science &amp; Industry</td>
<td>Membership</td>
</tr>
<tr>
<td>Janice McGregor</td>
<td>Assistant Professor</td>
<td>Modern Languages</td>
<td>Membership</td>
</tr>
<tr>
<td>Lori Andersen</td>
<td>Assistant Professor</td>
<td>Curriculum &amp; Instruction</td>
<td>Certification</td>
</tr>
<tr>
<td>Chepina Rumsey</td>
<td>Assistant Professor</td>
<td>Curriculum &amp; Instruction</td>
<td>Certification</td>
</tr>
<tr>
<td>Kimberly Staples</td>
<td>Associate Professor</td>
<td>Curriculum &amp; Instruction</td>
<td>Certification</td>
</tr>
<tr>
<td>Rhonda Janke</td>
<td>Associate Professor</td>
<td>Horticulture, Forestry &amp; Rec</td>
<td>Certification</td>
</tr>
<tr>
<td>Charles Vance</td>
<td>Adjunct</td>
<td>Educational Leadership</td>
<td>Non-Graduate</td>
</tr>
<tr>
<td>Sanzhen Liu</td>
<td>Assistant Professor</td>
<td>Plant Pathology</td>
<td>Mem &amp; Cert.</td>
</tr>
<tr>
<td>Erika Geisbrecht</td>
<td>Associate Professor</td>
<td>Biochemistry and Molecular Bio.</td>
<td>Mem &amp; Cert.</td>
</tr>
<tr>
<td>Brian Geisbrecht</td>
<td>Professor</td>
<td>Biochemistry and Molecular Bio.</td>
<td>Mem &amp; Cert.</td>
</tr>
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Course and curriculum issues
On behalf of the Academic Affairs committee, Bill Zhang, chair, proposed approval of the following course and curriculum items. The motion passed.

**Expedited Course Changes**

<table>
<thead>
<tr>
<th>CHANGE FROM:</th>
<th>CHANGE TO:</th>
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</thead>
<tbody>
<tr>
<td>FSHS 670 Working with Parents</td>
<td>FSHS 670 Working with Parents</td>
</tr>
<tr>
<td>Credits (3)</td>
<td>Credits (3)</td>
</tr>
<tr>
<td>Approaches to parenting and parent education with emphasis on programmatic implications of life-span developmental principles within a family context.</td>
<td>Approaches to parenting and parent education with emphasis on programmatic implications of life-span developmental principles within a family context.</td>
</tr>
<tr>
<td>When Offered: Spring, Summer</td>
<td>When Offered: Fall, Spring, Summer</td>
</tr>
<tr>
<td>Pre-Requisite: FSHS 110; and FSHS 350 or 550.</td>
<td>Pre-Requisite: FSHS 110; and FSHS 350</td>
</tr>
<tr>
<td>K-State 8 TAG: Human Diversity within the US Social Sciences</td>
<td>K-State 8 TAG: Human Diversity within the US Social Sciences</td>
</tr>
</tbody>
</table>

**Rationale:** Just updating the catalog to meet the current practices. The course is now offered in the Fall, Spring, and Summer. The FSHS 550 course was removed from the Pre-Requisite requirements.

**Effective Date:** Spring 2014

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>POLSC 810 – Security Studies Methodology.</strong> (2) I, II. Exploration of commonly used research methods in history and political science. Students will investigate quantitative and qualitative humanities and social science methodology through selected readings and limited research exercises. Pr.: POLSC 812 or HIST 812. CoR: POLSC 812 or HIST 812.</td>
<td><strong>POLSC 810 – Security Studies Methodology.</strong> (2) I, II. Exploration of commonly used research methods in history and political science. Students will investigate quantitative and qualitative humanities and social science methodology through selected readings and limited research exercises. Pr.: None. CoR: None.</td>
</tr>
</tbody>
</table>

**Rationale:** The Security Studies Faculty Committee, the governing body of the program, decided that students in the Master of Arts in Security Studies program do not require POLSC 812 or HIST 812 as a pre-requisite or co-requisite for POLSC 810. There is no compelling rationale for the pre-requisite/co-requisite and removing it will give students more flexibility in scheduling their graduate coursework.

**Impact:** None

**Effective Date:** Spring 2014
FROM:

STAT 710 – Sample Survey Methods. (2) I, Even years. Design, conduct, and interpretation of sample surveys. Note: Meets four times a week during first half of semester. Pr.: STAT 510 or STAT 770.

TO:


RATIONALE: Faculty who have recently taught this course do not feel that 2 credits provides adequate time to cover material, thus we propose increasing the credits from 2 to 3.

IMPACT: It is expected that this change will not impact any other curriculum and will only have a minor impact as departments with students who take this course will have to adjust to the extra credit in their schedules. Instead of the course meeting 4 times per week for the first half of the semester, it will meet as a regular three credit course throughout the entire semester.

EFFECTIVE DATE: Fall 2014

FROM:

STAT 716 – Nonparametric Statistics. (2) I, Odd years. Hypothesis testing when form of population sampled is unknown: rank, sign, chi-square, and slippage tests; Kolmogorov- and Smirnov- type tests; confidence intervals and bands. Note: Meets four times a week during second half of semester.

TO:

STAT 716 – Nonparametric Statistics. (3) I, Odd years. Hypothesis testing when form of population sampled is unknown: rank, sign, chi-square, and slippage tests; Kolmogorov- and Smirnov- type tests; confidence intervals and bands.

RATIONALE: Faculty who have recently taught STAT 716 do not feel that 2 credits provides adequate time to cover material, thus we propose increasing the credits from 2 to 3.

IMPACT: It is expected that this change will not impact any other curriculum and will only have a minor impact as departments with students who take this course will have to adjust to the extra credit in their schedules. Instead of the course meeting 4 times per week for the second half of the semester, it will meet as a regular three credit course throughout the entire semester.

EFFECTIVE DATE: Fall 2014

FROM:

WOMST 590 – Women’s Studies Practice and Theory. (3) S, alternate years. An active exploration of local to global change in relation to feminist and nonviolence theories, concepts, and methods. Includes a social change project consisting of 52 hours of social and research-based field experience with a campus or community organization. Students will read and discuss academic writings on inclusive approaches to social change, participatory action research, community

TO:

This course provides students with professional and academic skills that relate to employment and graduate work in diverse fields. Pr.: 1 Women’s Studies course.
K-State 8: Human Diversity within the US; Social Science.

RATIONALE: This change moves the course from an upper-level undergrad class (590) to a class available to both graduate and undergraduate students (605). The readings and assignments are revised for increased complexity to reflect this change.

IMPACT: None, except to make the course available to more students from any discipline.

EFFECTIVE DATE: Fall 2014

Expedited Curriculum Changes

Conflict Resolution Graduate Certificate
Offered through the Family Studies and Human Services graduate program, the Graduate Certificate in Conflict Resolution provides students with the fundamentals of conflict resolution and practice. It is intended to meet the needs of those individuals who seek introductory graduate training in conflict resolution. It may also be appropriate for professionals who have already earned a graduate degree in their professional field, but who would benefit from academic study of applications of conflict analysis and resolution in their current profession.

Program Requirements:
To complete the Conflict Resolution Graduate Certificate Program you must complete four, three-credit hour courses.

- FSHS 751 Conflict Resolution: Core Skills and Strategies (3)
- FSHS 752 Culture and Conflict (3)
- FSHS 753 Violence Prevention and Intervention (3)
- FSHS 754 Organizational Conflict (3)
- FSHS 755 Family Mediation (3)

Note: FSHS 751 must be the first class enrolled in.

Conflict Resolution Graduate Certificate
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Program Requirements:
To complete the Conflict Resolution Graduate Certificate Program you must complete four, three-credit hour courses.

- FSHS 751 Conflict Resolution: Core Skills and Strategies (3)
- FSHS 752 Culture and Conflict (3)
- FSHS 753 Violence Prevention and Intervention (3)
- FSHS 754 Organizational Conflict (3)
- FSHS 755 Family Mediation (3)
- FSHS 761 International Conflict & Trauma (3)

Note: FSHS 751 must be the first class enrolled in.
**Rationale:** FSHS 761 is designed to provide an opportunity for students to observe conflict resolution theory put into practice in a variety of international settings. This course has received unanimous support from the Conflict Resolution Certificate Advisory Committee to serve as a course option in the certificate program.

**Effective:** Spring 2014

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**MA in Theatre with concentration in drama therapy**

<table>
<thead>
<tr>
<th>FROM:</th>
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<tbody>
<tr>
<td>Kansas State University is one of the few master-level theatre programs in the U.S. which offers a concentration in drama therapy, which is offered through the Music, Theatre, and Dance graduate program. One of the strengths of the program is its strong theatre base and opportunities for creating drama-in-education, theatre-in-education, or issue-based community projects. Service learning and internships are incorporated into courses to provide students with direct client contact experiences. 30 semester credits are required, including a minimum of 6 courses (18 credits) in drama therapy, one course in dramatic literature (3 credits), one other course in theatre (3 credits), and at least two electives in psychology or marriage and family therapy (6 credits). Students are encouraged to participate in drama therapy internships and practica throughout their course of study. Drama Therapy students are required to focus their creative projects on an aspect of drama therapy. The KSU MA program fulfills many of the requirements of the National Association for Drama Therapy's Alternative Training Program. Other alternative training requirements can be earned through additional course electives in drama therapy and psychology beyond the basic 30 hours of the MA. Students in the drama therapy concentration may apply for Graduate Teaching Assistantship positions in Public Speaking, Introduction to Theatre, or Acting. These GTA positions cover the cost of tuition and pay an additional stipend.</td>
<td>Kansas State University is one of the few master-level theatre programs in the U.S. which offers a concentration in drama therapy, which is offered through the Music, Theatre, and Dance graduate program. One of the strengths of the program is its strong theatre base and opportunities for creating drama-in-education, theatre-in-education, or issue-based community projects. Service learning and internships are incorporated into courses to provide students with direct client contact experiences. 30 semester credits are required, including a minimum of 6 courses (18 credits) in drama therapy, one course in dramatic literature (3 credits), one other course in theatre (3 credits), and at least two electives in psychology or marriage and family therapy (6 credits). Students are encouraged to participate in drama therapy internships and practica throughout their course of study. Drama Therapy students are required to focus their creative projects on an aspect of drama therapy. The KSU MA program fulfills many of the requirements of the National Association for Drama Therapy's Alternative Training Program. Other alternative training requirements can be earned through additional course electives in drama therapy and psychology beyond the basic 30 hours of the MA. Students in the drama therapy concentration may apply for Graduate Teaching Assistantship positions in Public Speaking, Introduction to Theatre, or Acting. These GTA positions cover the cost of tuition and pay an additional stipend.</td>
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</table>

**Master's Degree Requirements**

Students are admitted on the basis of their undergraduate transcripts and three letters of recommendation. A major in theatre is expected, but students with degrees in other areas may take undergraduate courses to make up deficiencies. A 3.0 overall undergraduate average is required, but students who do not meet this requirement may be admitted on probation.
There are three categories to the degree requirements:

**Core Courses (24 credits)**

- THTRE 664 - Creative Drama Credits: (3)
- THTRE 665 - Drama Therapy with Special Populations Credits: (3)
- THTRE 760 - Principles of Drama Therapy Credits: (3)
- THTRE 770 - Creative Arts Therapies Credits: (3)
- THTRE 862 - Workshop in Playwriting Credits: (3)
- THTRE 865 - Ethics and Professionalism in Drama Therapy Credits: (3)
- THTRE 870 - Greek and Roman Theatre Credits: (3)

One Acting, Directing, Technical Theatre, Design, or Theatre Management course at the 600 level or above.

**Elective Courses (6 credits)**

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).

**Project, Report, or Thesis**

- **a. Project:**
  
  Demonstration of competence in a specific area of theatre. (No credit)

- **b. Report:**
  
  Writing of a research paper for the purpose of gathering and assimilating information on a particular theatre topic. (2 credits)

- **c. Thesis:**
  
  Writing of a lengthy research paper making an original contribution to the field of theatre study. (6 credits)

**Oral examination on project, report or thesis**

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- THTRE 664 - Creative Drama Credits: (3)
- THTRE 665 - Drama Therapy with Special Populations Credits: (3)
- THTRE 760 - Principles of Drama Therapy Credits: (3)
- THTRE 770 - Creative Arts Therapies Credits: (3)
- THTRE 862 - Workshop in Playwriting Credits: (3)
- THTRE 865 - Ethics and Professionalism in Drama Therapy Credits: (3)
- THTRE 870 – Greek and Roman Theatre Credits: (3)

One 800 level dramatic literature course, such as THTRE 870 – Greek and Roman Theatre or THTRE 871 – Medieval and Baroque Theatre or THTRE 875 – Contemporary Theatre or THTRE 879 – Modern Theatre or THTRE 876 – Seminar in Theatre (when the seminar is a dramatic literature course)

- THTRE 880 – Creative Project (for credit/not for credit)

- One Acting, Directing, Technical Theatre, Design, or Theatre Management course at the 600 level or above.

**Elective Courses (6 credits)**

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).

**Project, Report, or Thesis**

- **a. Project:**
  
  Demonstration of competence in a specific area of theatre. (No credit)

- **b. Report:**
  
  Writing of a research paper for the purpose of gathering and assimilating information on a
particular theatre topic. (2 credits)
c. Thesis:
Writing of a lengthy research paper making an original contribution to the field of theatre study. (6 credits)
Oral examination on project, report or thesis

RATIONALE: The curriculum is currently not in line with the drama therapy courses required by the North American Drama Therapy Association (NADTA) which is the accrediting body for drama therapy MA degrees. NADTA requires a minimum of 24 graduate hours in drama therapy. This would give us the appropriate amount of graduate courses in drama therapy.

IMPACT: None

EFFECTIVE DATE: Summer 2014

EdD: Educational Leadership

TO:

REQUIREMENTS FOR Ed.D. IN EDLEA

FOUNDATIONS (12 credits)
EDLEA 801 Ethical Dimensions of Ed Leadership (3)
EDLEA 810 Hist & Phil Analysis of Leadership in Ed (3)
EDLEA 845 Leadership for Diverse Populations (3)
EDLEA 928 Organizational Leadership in Education (3)

RESEARCH COURSES (9-15 credits)
EDCEP 816 Research Methods (or other approved) (3)
EDCEP 817 Statistical Methods (or other approved) (3)
EDLEA 986 Advanced Seminar/Research Design or other approved course (3)

AREA OF EMPHASIS (45 credits)
Transfer from masters degree (30 credits max) (30)
Electives (15 credits, or as approved) (15)

CLINICAL EXPERIENCE (12-15 credits)
EDLEA 991 Doctoral Internship in Educational Leadership (12)

DISSERTATION RESEARCH (16 credits)
EDLEA 999 Research in Educational Leadership (16)

TOTAL= 94

FROM:

REQUIREMENTS FOR Ed.D. IN EDLEA

FOUNDATIONS (12 credits)
EDLEA 801 Ethical Dimensions of Ed Leadership (3)
EDLEA 810 Hist & Phil Analysis of Leadership in Ed (3)
EDLEA 845 Leadership for Diverse Populations (3)
EDLEA 928 Organizational Leadership in Education (3)

RESEARCH COURSES (12-15 credits)
EDCEP 816 Research Methods (or other approved) (3)
EDCEP 817 Statistical Methods (or other approved) (3)
EDLEA 938 Qualitative Research in Education (3)
plus
Advanced Research Electives (3-6)

AREA OF EMPHASIS (45 credits)
Transfer from masters degree (30 credits max) (30)
Electives (15 credits, or as approved) (15)

CLINICAL EXPERIENCE (6-9 credits)
EDLEA 991 Doctoral Internship in Educational Leadership (6-9)

DISSERTATION RESEARCH (16 credits)
EDLEA 999 Research in Educational Leadership (16)

TOTAL= 94

IMPACT: No impact—no other units rely on these courses or degree requirements. No other Ed.D. programs in the College of Education are required to adopt these same changes.
RATIONALE: This proposal reduces the number of EDLEA 991 clinical credits (currently 12 hours), simultaneously increases the total number of dedicated research courses for students in the Ed.D. program in Educational Leadership (EDLEA only), and increases flexibility in the overall Ed.D. program’s research course sequence. Rationale is that students currently only get an overview of hard research methodology when in fact greater depth is needed. More specifically, students currently take EDCEP 816 Introduction to Research Methods (or other approved course), EDCEP 817 Statistical Methods in Education (or other approved course), and EDLEA 986 Advanced Seminar/Research Design in Educational Leadership (or other approved course). This sequence is too introductory and never goes to an emphasis in either qualitative or quantitative research traditions and is lower than the requirements in some other programs in the College of Education. Additionally, the program’s current requirements are lower than many peer institutions or those with which our program wishes to compete.

It is important not to increase overall degree requirements beyond the current 94 credits. This proposal reduces EDLEA 991 Clinical Experience from the current 12 credits to an option of 6 or 9 credits and increases research course requirements from the current 9 credits to an option of 12 or 15 credits (supervisory committee’s discretion). Resulting program of study options would be:

- Scenario #1 sequence: EDCEP 816 Intro to Research Methods, EDCEP 817 Statistical Methods, EDLEA 838 Qualitative Research in Education, plus 1 more upper end research elective. In this scenario, clinical credits reduce to 9.

- Scenario #2: EDCEP 816 Intro to Research Methods, EDCEP 817 Statistical Methods, EDLEA 838 Qualitative Research in Education plus 2 more upper end research electives. In this scenario, clinical credits reduce to 6.

EFFECTIVE DATE: Summer 2014
## Non-Expedited Course Changes

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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<tbody>
<tr>
<td><strong>GRAD 703</strong> – Practicum in Adult TESL: Oral Communication. (3) I, II, S. Methods and techniques for teaching oral communication (listening comprehension, speaking, and pronunciation) provide a foundation for planning and teaching activities. Students demonstrate ability to communicate content to students at varying levels of English proficiency, control basic classroom management techniques, and use of a variety of techniques to assess student performance in their practice teaching. Small group discussions and ESL class observations aid students in development of a teaching portfolio. Pr.: Graduate Standing.</td>
<td><strong>MLANG 803</strong> – Practicum in Adult TESL/TEFL: Oral Communication. (3) I, II, S. Provides both on an overview of current issues and methodology in TESL/TEFL and provides a foundation for further exploration of techniques used in skill specific areas of oral communication. Pr.: Graduate Standing.</td>
</tr>
</tbody>
</table>

**RATIONALE:** This course is part of our Modern Languages M.A. program, but the name and number was under “GRAD”. This is to make it more convenient for students to search and enroll in the necessary courses for their M.A. in Modern Languages.

**IMPACT:** None

**EFFECTIVE DATE:** Spring 2014

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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</thead>
<tbody>
<tr>
<td><strong>GRAD 704</strong> – Practicum in Adult TESL: Written Communication. (3) I, II, S. Methods and techniques for teaching written communication (reading, vocabulary development, grammar, and writing) provide a foundation for planning and teaching activities. Students demonstrate ability to communicate content to students at varying levels of English proficiency, control of basic classroom management techniques, and use of a variety of techniques to assess student performance in their practice teaching. Small group discussions and ESL class observations aid students in the development of a teaching portfolio. Pr.: Graduate standing.</td>
<td><strong>MLANG 804</strong> – Practicum in Adult TESL/TEFL: Written Communication. (3) I, II, S. Provides both an overview of current issues and methodology in TESL/TEFL and provides a foundation for further exploration of techniques used in skill specific areas of written communication. Pr.: Graduate Standing.</td>
</tr>
</tbody>
</table>

**RATIONALE:** This course is part of our Modern Language M.A. program, but the name and number was under “GRAD”. This it to make it more convenient for students to search and enroll in the necessary courses for their M.A. in Modern Languages.

**IMPACT:** None

**EFFECTIVE DATE:** Spring 2014
FROM:

STAT 705 – Regression and Correlation Analyses. (2) I, II, S. Multiple regression and correlation concepts and methods; curvilinear regression; applications including use of computers. Note: Meets four times a week during second half of semester. Pr.: One previous statistics course.

TO:

STAT 705 – Regression and Analysis of Variance. (3) I, II, S. Simple and multiple linear regression, analysis of covariance, correlation analysis, one-, two- and three-way analysis of variance; multiple comparisons; applications including use of computers; blocking and random effects. Pr.: One previous statistics course.

RATIONALE: STAT 704(2cr) is being dropped and its content merged into STAT 705 which will increase from 2 to 3 credits. These courses share a considerable amount of underlying content. The fact that STAT 704 and STAT 705 are taught separately seems to be causing confusion amongst students, many of whom leave the course sequence with the misunderstanding that linear regression and analysis of variance are completely different statistical methods that are not related to each other. Much to the contrary, both linear regression and analysis of variance are inherently similar and share a common methodological framework. Gains in efficiencies when combining two courses with related underlying content will allow the material in two 2 credit courses be covered in one 3 credit course.

IMPACT: Departments were identified whose students had taken Stat 7054 or 705 during the previous two years and a memo notification was emailed to departmental contacts on February 18, 2013. A copy of this email is attached. The department/program list included: Agronomy, Food Science, IMSE, Animal Sciences and Industry, Civil Engineering, College of Education, Anatomy and Physiology, Diagnostic Medicine, Master in Public Health program, Agricultural and Biological Engineering, Mechanical and Nuclear Engineering, Architectural Engineering, Chemical Engineering, Electrical and Computer Engineering Chemistry, Geography, Biology, Plant Pathology, Grain Science and Industry, Agricultural Economics, Entomology, Horticulture forestry and Recreational Services, Landscape Architecture, Business Administration Dean’s office, Accounting, Human Ecology Dean’s office, Human Nutrition, Apparel textiles and Interior Design, Hospitality Management and Dietetics, Mathematics, Sociology Anthropology and Social Work, English, Kinesiology, Journalism, Economics, Psychology. Positive feedback was received by Food Science, Agronomy, IMSE, Animal Sciences and Industry, and Civil Engineering. There were no replies from other programs which were interpreted as not objections. We did not receive any objections to the proposed change. Emails of replies are available upon request.

EFFECTIVE DATE: Fall 2014
Non-Expedited New Courses

ADD:  CS 780. Food Animal Reproduction. (2) I, II. Students will get hands-on experience and become competent performing a complete Breeding Soundness Exam. Other reproductive topics will be covered. Pr.: Fourth-year standing in the College of Veterinary Medicine.

RATIONALE: Proficiency at performing a Bull Soundness Exam is an extremely important skill for a new graduate to have. It makes them much more employable in a mixed or large animal practice. There is no way to gain proficiency other than to have experience performing large numbers of BSEs. It is our goal with this new course to create a way for senior veterinary students to become proficient at BSEs.

Impact (i.e. if this impacts another college/unit): None

EFFECTIVE DATE: Fall 2014

ADD:  CS 781. Shelter Medicine. (2) I, II, S. The rotation will be a combination of in-class and laboratory exercises in Manhattan, and hands-on experiences at regional shelters. Topics include population medicine, infectious disease recognition and control, surgical sterilization, behavioral testing, and legal issues common to shelter settings. Pr.: Fourth-year standing in the College of Veterinary Medicine.

RATIONALE: The Shelter Medicine Program will represent a service-learning course in which students engage in experiential education through an organized service activity in cooperation with a community-based organization. The delivery of community service provides academic course content in a way that enhances understanding of core learning objectives and strengthens student awareness of civic responsibility. After this experience, we anticipate KSU graduates will be proactive in addressing preventive medicine and spay/neuter issues with clients, will recognize their role as leaders in animal welfare, and will be prepared to participate as proficient advisors and advocates for shelters in their community.

Impact (i.e. if this impacts another college/unit): None

EFFECTIVE DATE: Summer 2014

**RATIONALE:** We seek to add the course “Geomicrobiology” to our curriculum because the course will provide students with valuable training for future careers in geoscience that is currently unavailable on campus. In catalyzing most of the oxidation-reduction reactions that occur in near-surface geological environments (upper 3-5 km of Earth’s crust), microorganisms have a large impact on the physical and chemical properties of those environments. Geomicrobiology is a field of science that has emerged over the past few decades that examines these impacts as well as the role of geological environments in shaping microbial activity. The knowledge and skills gained from the course are in demand and will allow students to contribute to efforts in environmental and energy sectors, including work to improve water quality, store energy and energy by-products in the subsurface, understand soil-climate change feedbacks, improve the sustainability of natural gas production, and develop strategies to enhance oil recovery.

**IMPACT:** We do not believe that this course impacts any of the units. We discussed that possibility with two faculty members in the Division of Biology, Drs. Dodds and Blair, who do research in similar to this topic. Neither faculty member objected to our course proposal.

**EFFECTIVE DATE:** Spring 2014

ADD: **MLANG 805 – Second Language Assessment.** (3) I, II, S. Explores the basic concepts, principles, and methodology of second language assessment. Pr.: Graduate standing.

**RATIONALE:** This course is part of our TEFL Master’s program, to allow graduate students to discover and discuss a variety of issues both practical and controversial concerning assessment, explore principles and techniques in test development and analysis, discuss influential and seminal readings, and practice test development.

**IMPACT:** None

**EFFECTIVE DATE:** Spring 2014
ADD: MUSIC 676 – Arranging Choral Music. (2) S. Application of basic compositional issues, techniques, and possibilities inherent in scoring and arranging for various choral ensembles.

RATIONALE: We have offered this course as a MUSIC 799 course in the past but since it will be reoccurring, this will facilitate enrollment and graduate school program of study planning.

IMPACT: None

EFFECTIVE DATE: Summer 2014

ADD: ANTH 692 – Human Growth and Development. (3) I. Provides an anthropological examination of the process of growth and development in humans that emphasizes both the biological, evolutionary, and cultural aspects that have shaped them through time. Emphasis is given to the evolution of the life cycle, as well as the social and environmental conditions that affect human growth. Pr.: ANTH 280 or Instructor’s permission. K-State 8: Natural and Physical Sciences.

RATIONALE: This course was offered as a topics course in the fall of 2011. The course examines the process of human growth and development from an anthropological perspective. The course expands our student’s anthropological training, and the number of courses offered in Biological Anthropology.

IMPACT: The college of Human Ecology offers some classes that partially overlap with the content of this class, However, these classes are mostly concerned with aging and gerontology (e.g. GERON 630), or with physical, social and emotional needs (GNHE 210), or psychological awareness (FSHS 110). Dr. MacDonald and Dr. Welch (who teaches FSHS 110) have already reviewed the syllabus for this class, and agree that Growing Up Human is a distinct class. The class proposed here, Growing Up Human, addresses human growth and development, from an anthropological perspective, with an emphasis on evolutionary and Life-history theories.

EFFECTIVE DATE: Spring 2014

ADD: ANTH 696 – Bioarchaeology. (3) II. Explores how archaeologists and bioanthropologists approach the study of death, mortuary practices and skeletal remains, to reconstruct past lives and understand the associated behavior. Pr.: ANTH 280 or instructor’s consent. K-State 8: Social Science; Natural and Physical Sciences.

RATIONALE: This course has previously been offered as a topics course in Anthropology. This course emphasizes cross-cultural and multidisciplinary approaches, and students are required to examine the
study of human remains and mortuary practices from these perspectives. By the end of the course, students will be able to understand how the bioarchaeological study of the body and mortuary practices is an important endeavor that furthers our understanding of past cultures. In addition, students will gain experience in conceiving and conduction research, as they cultivate critical reading and writing abilities.

IMPACT: None

EFFECTIVE DATE: Spring 2014

ADD: AGED 800. Research Methods in Agricultural Education and Communications. (3) I, II, III. Great Plains Ag*IDEA Course Delivery. This graduate-level course will focus on applying the principles, practices, and strategies for conducting research in the social sciences, particularly dealing with the interface of the human dimension in the agricultural and natural sciences.

RATIONALE: This is an AGIDEA course. This distance education course is taught and shared to other universities through the AGIDEA consortium.

IMPACT: No impact

EFFECTIVE DATE: Fall 2014

ADD: AGED 820. History and Philosophy of Agricultural and Extension Education. (3) I, II, III. Great Plains Ag*IDEA Course Delivery. The primary purpose of this course is to provide the student with an examined grounding in the seminal events and people in the history of agricultural and extension education (history), principle divisions of thought (philosophies), and decisions made (policy), resulting in the current state of affairs in agricultural and extension education. The convergence of these factors has a notable impact on the current challenges and future direction of agriculture and extension education.

RATIONALE: This is an AGIDEA course. This distance education course is taught and shared to other universities through the AGIDEA consortium.

IMPACT: No impact

EFFECTIVE DATE: Fall 2014

ADD: AGCOM 840. Diffusion of Innovations. (3) I, II, III. Great Plains Ag*IDEA Course Delivery. This course introduces a structured approach for dealing with the organizational and human aspects of technology transition, including the key concepts of resistance and change.
management, organizational change, communications, and processes by which professional change agents influence the introductions, adoption, and diffusion of technological change.

RATIONALE: This is an AGIDEA course. This distance education course is taught and shared to other universities through the AGIDEA consortium.

IMPACT: No impact

EFFECTIVE DATE: Fall 2014

ADD: AGED 860. Program Evaluation in Agricultural and Extension Education. (3) II. Great Plains Ag*IDEA Course Delivery. Evaluation principles, models, and procedures used in developing and analyzing agricultural, vocational, technical, and extension education programs; role of comprehensive evaluation in needs assessments, program planning, program implementation, and the marketing of outcomes to major stakeholders; designs for evaluating agricultural and extension programs. Evaluation logic model is presented to identify and describe program inputs, activities, outputs, and outcomes.

RATIONALE: This is an AGIDEA course. This distance education course is taught and shared to other universities through the AGIDEA consortium.

IMPACT: No Impact

EFFECTIVE DATE: Fall 2014

ADD: ASI 865. Analytical Techniques: mRNA and Protein Analysis. 1 cr. Fall of even years. The course will provide an overview of techniques commonly used for analysis of mRNA and protein in animal physiology research. Topics will include RNA and protein isolation from tissue, use of sequence databases, polymerase chain reaction-based mRNA analyses, and Western blotting. Two hours lecture and eight hours lab a week for three weeks.

RATIONALE: Molecular biology tools are increasingly important in the animal sciences. Graduate students in this discipline need to understand animal processes from the population level down to the cell and molecular levels. A variety of cell signaling mechanisms are currently discussed in courses focused on animal genetics, growth, reproduction, nutrition, and metabolism. However, instructors typically do not have time in these courses to fully explain how changes in gene transcription, mRNA translation, and post-translational modifications of proteins are measured. Most graduate students in ASI, furthermore, will not find adequate room in their program to take lengthy laboratory courses to fill this gap. This presents problems
both in terms of students incorporating these techniques in their own research and in properly interpreting results in the literature.

Therefore, we propose to add a 1-credit course to help bring students up to speed on these techniques. The course incorporates 6 lectures during the 3 weeks to review the biochemical principles underlying the techniques and to discuss analysis and interpretation. In addition, 8 hours/week of lab provides students the opportunity to conduct their own real-time RT-PCR and Western blot analyses, including all steps required to do so in their own research.

The department currently offers 3 other 1-credit analytical courses that are taught as a series of 3-week courses throughout the fall semester, and offering this course in the same time slot for the final 3 weeks of the semester provides students an opportunity to add additional analytical methods to their toolkit without disrupting their schedule. This has been offered as an experimental course (ASI 902) for 2 semesters (Fall 2010 and 2012), with 10 and 7 students enrolled, respectively. Feedback on these offerings was good; the mean TEVAL rating for amount learned in the class was a 4.4 out of 5.

EFFECTIVE DATE: Fall 2014

IMPACT: No impact on other departments.

Grain Science and Industry

ADD: **GRSC 600 Practicum in Bakery Technology I**

Credits: (1)

Lectures and hands-on laboratory experience with commercial production scale baking equipment for breads and rolls, cookies and crackers, and cakes and sweet doughs.

**Requisites:** Prerequisite: Upper-class bakery science and management majors or permission of the instructor. Recommended prerequisite: GRSC 635 and 636.

**When Offered:** One week intensive course at the American Institute of Baking (AIB) during the January intersession.

**UGE course:** No

**K-State 8:** None

**RATIONALE:** GRSC 601 Practicum in Bakery Technology is a core requirement which has to be taken twice (in Junior and Senior year) by BSM majors. This has been creating confusion and causing some students to take it once. Assigning two separate course numbers and adding “I” and “II” to the course titles will solve this problem.

Existing “GRSC 601 Practicum in Bakery Technology” is being changed to
“GRSC 601 Practicum in Bakery Technology II”, while a new course (this course) is proposed as “GRSC 601 Practicum in Bakery Technology I”.

IMPACT: No impact on other departments

EFFECTIVE DATE: Fall 2014

ADD: GRSC 780 - Particle Technology for Solids Handling and Processing

Credits: (3)
This course is designed to provide students an overview of particle technology with an emphasis on practical applications in milling and grain based operations. Conveying, storage, size reduction and separation are the important unit operations of grain processing (food, feed, chemical, pharmaceutical) industries that involve particle sizes ranging from a fraction of a micron to a few millimeters. The particle characteristics as they relate to processing operations such as milling, sieving, mixing, pelleting, etc. will be covered in this course. Subjects include size and shape characterization, size distribution and measurement, characteristic dimensions, density, and their theories governing the behavior of the particles under different conditions.

Note: Three hours lecture a week.

Requisites: Prerequisite: Graduate student status, MATH 220, STAT 325, PHYS 213 or consent of instructor.

When Offered: Spring.
UGE course: No
K-State 8: None

RATIONALE: Solids handling and processing that include food, feed, chemical and pharmaceutical particulate materials require the knowledge about properties of powder. This course will facilitate student learning towards in-depth understanding of properties of solids that influence their processing behavior.

This course was approved as part of Fall 2012 C&C proposals with the course number of GRSC 786. However, it was not included in 2013-2014 course catalogs due the fact that GRSC 786 was used for a course that was discontinued less than 5 years ago.
The same course is now proposed with a course number of GRSC 780.

IMPACT: No impact on other departments.

EFFECTIVE DATE Fall 2014
ADD: **RRES 620. Human-Wildlife Conflicts.** (4) II. This course explores the theory and practice of assessing and controlling damage done by wild and feral vertebrate animals, especially mammals and birds. Content covers the philosophical, biological, and practical basis for conducting vertebrate pest control. It includes basic information on use of traps, toxicants, repellents, exclusion and other wildlife control methods. Emphasis is on protecting agricultural crops and livestock, forest resources, and property. K-State 8: Ethical Reasoning and Responsibility and Natural and Physical Sciences.

RATIONALE: The Wildlife and Outdoor Enterprise Management (WOEM) Program has grown too large for the Division of Biology to handle the additional student numbers with their current faculty and staff. This course will replace either BIOL 684 or BIOL 696 in our curriculum and better meet the needs of our WOEM students. This course will focus on preparing out students to effectively communicate and assist in management decisions on environmental and natural resources topics.

IMPACT: No impacts beyond the Division of Biology, which has approved.

ADD: **EDLEA 938. Advanced Data Analysis in Qualitative Methods.** (3) II. An overview and application of data analysis methods in qualitative inquiry. In addition representation of findings, documentation of methods, analytic frameworks, processes of analysis, ethical dilemmas, and human subject approval explored. Pre-requisite: EDLEA 838.

IMPACT: There is no negative impact to any college or audience.

RATIONALE: This course is a key research course elective in the College of Education and beyond. The course has been taught regularly for at least the last 10 years under the 986 seminar number with a minor title change. The course will continue to be offered with frequency to College and campus populations.

EFFECTIVE DATE: Summer 2014

ADD: **MANGT 670 – Social Media Analytics & Web Mining** (3) This course is an in-depth study of a broad range of topics and techniques in the areas of social media analytics, web mining and social network analysis. Emphasis is on fundamentals of data acquisition from the web and social media platforms, transformation of these unstructured data into structured format, advanced data processing techniques for analysis, business intelligence through web crawling, analysis of web and social media data using classification, clustering, and association techniques, sentiment analysis (or opinion mining) for business decisions, visualization of unstructured data, and social network analysis. **Requisites:** Prerequisite: MANGT 366 or an equivalent introductory computing course.
When Offered: On sufficient demand

Rationale: There is a growing demand for data (or business) analytics in the industry. Since 2011, the management department has offered MANGT665 (Business Analytics & Data Mining) every year to train students on how to acquire, manage, analyze and visualize structured data (e.g., numbers in database and spreadsheet). According to experts and reports in the industry, unstructured data account for over 80% of the data in the world. MANGT670 (Social Media Analytics & Web Mining) focuses on how to acquire, manage, analyze and visualize unstructured data (e.g., texts, relationships, opinions) in social media platforms (e.g., Twitter, Facebook), documents (e.g., news releases, financial reports), web pages (e.g., blogs, newspapers, online product reviews), among others. This course is recommended as an unrestricted elective for the undergraduate management information system major and can also be accepted as an elective/concentration 600-level (and above) course with the approval from the student’s advisory committee in the masters of business administration program.

Impact on Other Units: None.

Effective Date: Fall 2014

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**Course Add**

<table>
<thead>
<tr>
<th>FSHS 768 Introduction to Financial Therapy</th>
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</thead>
<tbody>
<tr>
<td>Credits: (3)</td>
</tr>
<tr>
<td>An applied financial psychology course that examines the intersection of financial planning, coaching, and therapy; the psychology of investing; money disorders frequently seen by financial professionals; advanced techniques to establish rapport; helping clients change problematic/destructive money-related behaviors; dealing with client resistance to change; working with couples and families; and integrating financial psychology tools into personal financial planning.</td>
</tr>
</tbody>
</table>

When Offered: Spring

Rationale: A DCE grant was obtained to offer this new course related to the area of financial therapy. This is a required course in the proposed financial therapy graduate certificate program. The course is also appropriate for students in the Personal Financial Planning doctoral specialization who need nine hours of electives. This course has generated a high interest from current students as a possible elective option.

Impact: None

Effective: Spring 2014
Course Add

**FSHS 769 Money and Relationships**

**Credits:** (3)

This course will explore the connection between money and couple and family relationships. The objective of the course is to understand the factors that impact how individuals, couples, and families perceive and manage money. Students will gain in-depth knowledge of current literature, research, and theory in this area. Students will gain personal insight into their own relationship with money and how it impacts their relationships in order to enhance their ability to help and work with others to improve financial well-being.

**When Offered:** Spring

**Rationale:** This is a required course in the proposed financial therapy graduate certificate program. The course is also appropriate for students in the Personal Financial Planning doctoral specialization who need nine hours of electives. This course has generated a high interest from current students as a possible elective option.

**IMPACT:** None.

**Effective:** Spring 2015

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Course Add

**FSHS 770 Applied Behavioral Finance**

**Credits:** (3)

This course is an applied behavioral finance course that examines the intersection of behavioral finance and financial planning. It reviews the research on behavioral finance, neuroeconomics, and investor psychology, exploring the effects of human emotions and cognitive errors on financial decisions and the financial planning process. This course focuses on the application of behavioral finance theory and research to the practice of personal financial planning to help financial planners improve the financial health of their clients.

**When Offered:** Summer

**Rationale:** A DCE grant was obtained to offer this new course related to the area of financial therapy. This is a required course in the proposed financial therapy graduate certificate program. The course is also appropriate for students in the Personal Financial Planning doctoral specialization who need nine hours of electives. This course has generated a high interest from current students as a possible elective option.

**IMPACT:** None

**Effective:** Spring 2014
**Course Add**

FSHS 771 Financial Therapy Theory & Research  
**Credits:** Variable (1-3)  
Survey of financial therapy and planning literature, conceptual models, and empirical research. Students will be expected to read empirical research related to financial therapy and write a short report on their findings on a weekly basis.

**When Offered:** Fall

**Rationale:** A DCE grant was obtained to offer this new course related to the area of financial therapy. This is a required course in the proposed financial therapy graduate certificate program. The course is also appropriate for students in the Personal Financial Planning doctoral specialization who need nine hours of electives. This course has generated a high interest from current students as a possible elective option.

**IMPACT:** NONE

**Effective:** Fall 2014

ADD:  
**ART 614 – Italian Renaissance Architecture:** Patronage and Construction. (3) I, II, S. Renaissance architecture of central Italy. A case-study approach with a focus on aesthetics, construction, function, and patronage. Pr.: Art 195 or Art 196. K-State 8: Aesthetic Experience and Interpretive Understanding; Historical Perspectives.

**RATIONALE:** Increases art history course offerings; stabilizes topics course.

**IMPACT:** No impact. We checked with The College of Architecture and they support our desire to add this course to our course offerings in the Department of Art.

**EFFECTIVE DATE:** Fall 2014

ADD:  
**MUSIC 676 – Arranging Choral Music.** (2) S. Examination of basic compositional issues. Application of compositional techniques. Scoring and arranging for various choral ensembles.

**RATIONALE:** We have offered this course as a MUSIC 799 course in the past but since it will be reoccurring, this will facilitate enrollment and graduate school program of study planning.

**EFFECTIVE DATE:** Summer 2014
ADD: **THTRE 670 – Playback Theatre.** (3) I, II, S, Intersession. Improvisational theater forms in which actors listen to stories told by audience and improvisationally act the story out. Students will learn playback acting forms and how to conduct a session. Playback is often used as a technique by drama therapists in performance and in therapy sessions. K-State 8: Aesthetic Interpretation.

RATIONALE: This course has been offered four times before as a topics number and it has been very valuable and popular class for the students who have taken it. Since we will want to offer it on an ongoing basis, I think it is time to make it a permanent course.

IMPACT: None

EFFECTIVE DATE: Fall 2014

ADD: **ANTH 790 - Writing Cultures: Ethnographic Methods.** (3) II. An introduction to qualitative field methods and research ethics in cultural anthropology. Students will examine issues of truth, representation, and reflexivity in ethnographic writing. Pr.: ANTH 200, 204, or 210. K-State 8: Human Diversity within the US, Ethical Reasoning and Responsibility.

RATIONALE: This upper-level undergraduate course adds to the anthropology program’s methods offerings. This course, which has been taught twice, previously as ANTH 522, teaches classic ethnographic methods in data-collection, interviewing and writing-up.

EFFECTIVE DATE: Spring 2014
# Non-Expedited Curriculum Changes

## Graduate Certificate in Applied Statistics

### FROM:

A minimum of 15 credit hours with at least a 3.0 GPA in applied statistics courses at the 700 level and above. These courses may also be used for a student’s Program of Study in his/her chosen field if approved by the student’s Graduate Committee.

Courses that can be used for the Graduate Certificate in Applied Statistics Program are:

- STAT 701, 702, 703, or 706 (3 hrs)
- STAT 704, 705 or STAT 713 (4 hrs)
- STAT 710 (2 hrs)
- STAT 716 (2 hrs)
- STAT 717 (3 hrs)
- STAT 720 (3 hrs)
- STAT 722 (3 hrs)
- STAT 725 (1 hr)
- STAT 726 (1 hr)
- STAT 730 (3 hrs)
- STAT 736 (2 hrs)
- STAT 745 (3 hrs)
- STAT 870 (3 hrs)

Note: A maximum of three credit hours can be earned from coursework taken outside the Department of Statistics, either in another department on campus, or at another university. Persons wishing to apply such credits will gain approval from the director of the certificate program. Courses so approved must clearly be of an applied statistics nature, of a duration commensurate with the number of credit hours claimed on the certificate, and at a graduate level (under no circumstances will undergraduate courses be considered). The person asking for this exception will need to supply such information as deemed necessary by the department.

### TO:

A minimum of 15 credit hours with at least a 3.0 GPA in applied statistics courses at the 700 level and above. These courses may also be used for a student’s Program of Study in his/her chosen field if approved by the student’s Graduate Committee.

Courses that can be used for the Graduate Certificate in Applied Statistics Program are:

- STAT 701, 702, 703, or 706 (3 hrs)
- STAT 705 or STAT 713 (4 hrs)
- STAT 710 (3 hrs)
- STAT 715 (3 hrs)
- STAT 717 (3 hrs)
- STAT 720 (3 hrs)
- STAT 722 (3 hrs)
- STAT 725 (1 hr)
- STAT 726 (1 hr)
- STAT 730 (3 hrs)
- STAT 736 (2 hrs)
- STAT 745 (3 hrs)
- STAT 870 (3 hrs)

*(note: Stat 713 is already a 3 credit course)*

Note: A maximum of three credit hours can be earned from coursework taken outside the Department of Statistics, either in another department on campus, or at another university. Persons wishing to apply such credits will gain approval from the director of the certificate program. Courses so approved must clearly be of an applied statistics nature, of a duration commensurate with the number of credit hours claimed on the certificate, and at a graduate level (under no circumstances will undergraduate courses be considered). The
the director for such approval, possibly including syllabus and identification of textbook used.

person asking for this exception will need to supply such information as deemed necessary by the director for such approval, possibly including syllabus and identification of textbook used.

RATIONALE: Faculty who have recently taught Stat 710 and 716 do not feel that 2 credits provides adequate time to cover material, thus we propose increasing the credits on each from 2 to 3.

STAT 704 (2cr) is being dropped and its content merged into Stat 705 which will increase from 2 to 3 credits. These courses share a considerable amount of underlying content. The fact that STAT 704 and STAT 705 are taught separately seems to be causing confusion amongst students, many of whom leave the course sequence with the misunderstanding that linear regression and analysis of variance are completely different statistical methods that are not related to each other. Much to the contrary, both linear regression and analysis of variance are inherently similar and share a common methodological framework. Gains in efficiencies when combining two courses with related underlying content will allow the material in two 2 credit courses to be covered in one 3 credit course.

IMPACT: Departments were identified whose students had taken Stat 704 or 705 during the previous two years and a memo notification was emailed to departmental contacts on February 18, 2013. A copy of this email is attached. The department/program list included: Agronomy, Food Science, IMSE, Animal Sciences and Industry, Civil Engineering, College of Education, Anatomy and Physiology, Diagnostic Medicine, Master in Public Health program, Agricultural and Biological Engineering, Mechanical and Nuclear Engineering, Architectural Engineering, Chemical Engineering, Electrical and Computer Engineering, Chemistry, Geography, Biology, Plant Pathology, Grain Science and Industry, Agricultural Economics, Entomology, Horticulture Forestry and Recreational Services, Landscape Architecture, Business Administration Dean's office, Accounting, Human Ecology Dean's office, Human Nutrition, Apparel Textiles and Interior Design, Hospitality Management and Dietetics, Mathematics, Sociology Anthropology and Social Work, English, Kinesiology, Journalism, Economics, Psychology. Positive feedback was received by Food Science, Agronomy, IMSE, Animal Sciences and Industry, and Civil Engineering. There were no replies from the other programs which was interpreted as no objections. We did not receive any objections to the proposed change. Emails of replies are available upon request.

EFFECTIVE DATE: Fall 2014
M.S. in Horticulture: Urban Food Systems Specialization

<table>
<thead>
<tr>
<th>FROM: Required Courses</th>
<th>TO: Thesis Research or Report Track</th>
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<tbody>
<tr>
<td>8</td>
<td>8</td>
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<tr>
<td>HORT 951 Horticulture Graduate Seminar 2</td>
<td>Required Courses 8</td>
</tr>
<tr>
<td>Research Methods and/or Scientific Writing 3</td>
<td>HORT 951 Horticulture Graduate Seminar 2</td>
</tr>
<tr>
<td>700 level or above Statistics 3</td>
<td>Research Methods and/or Scientific Writing at or above the 600 level 3</td>
</tr>
<tr>
<td>Thesis Research or Report 2-6</td>
<td>700 level or above Statistics 3</td>
</tr>
<tr>
<td>HORT 898 Master’s Report 2</td>
<td>Thesis Research or Report 2-6</td>
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<tr>
<td>Or HORT 899 Research – M.S. 6</td>
<td>Or HORT 899 Research – M.S. 6</td>
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<tr>
<td>Additional Courses 9-13</td>
<td>Additional Courses 9-13</td>
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<tr>
<td>To be determined with Advisory Committee</td>
<td>To be determined with Advisory Committee</td>
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<tr>
<td>Specialization 7</td>
<td>Specialization 7</td>
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<tr>
<td>HORT 790 Sustainable Agriculture 2</td>
<td>HORT 790 Sustainable Agriculture 2</td>
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<tr>
<td>HORT 791 Urban Agriculture 3</td>
<td>HORT 791 Urban Agriculture 3</td>
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<tr>
<td>HORT 792 Urban Food Production Pract. 2</td>
<td>HORT 792 Urban Food Production Pract. 2</td>
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<tr>
<td>Total Credit Hours Required 30</td>
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<tr>
<th>Professional Track</th>
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<tr>
<td>Required Courses 8</td>
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<tr>
<td>HORT 951 Horticulture Graduate Seminar 2</td>
</tr>
<tr>
<td>A Professional/Scientific Writing course at or above the 600 level 3</td>
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<tr>
<td>700 level or above Statistics 3</td>
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<tr>
<td>Additional Courses 21</td>
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<tr>
<td>To be determined with Advisory Committee</td>
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<tr>
<td>Specialization 7</td>
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<tr>
<td>HORT 790 Sustainable Agriculture 2</td>
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<tr>
<td>HORT 791 Urban Agriculture 3</td>
</tr>
<tr>
<td>HORT 792 Urban Food Production Pract. 2</td>
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<tr>
<td>Total Credit Hours Required 36</td>
</tr>
</tbody>
</table>

RATIONALE: Urban Food Systems is a new specialization under the Master of Science in Horticulture program in the Department of Horticulture, Forestry, and Recreation Resources that is offered at both our Manhattan and Olathe campuses. Working professionals are a likely student audience for the K-State Olathe campus. We believe a professional track will best suit
their needs to obtain the knowledge and skills in this new discipline rather than the research skills of our current program.

IMPACT: The professional track increases the number of elective credits students can take. Since student interests may vary, the elective courses will vary, thus we do not expect an impact on other units.

EFFECTIVE DATE: Fall 2014

**Master of Science: Food Science Program Non-Thesis (course-work only) option**

**FROM:**

<table>
<thead>
<tr>
<th>Core Courses:</th>
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<tbody>
<tr>
<td>ENGL 604 Expository Writing Workshop (3)</td>
</tr>
<tr>
<td>FDSCI 600 Food Microbiology (2)</td>
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<tr>
<td>FDSCI 690 Principles of HACCP (2)</td>
</tr>
<tr>
<td>FDSCI 695 Quality Assurance of Food Products (3)</td>
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<tr>
<td>FDSCI 725 Food Analysis (3)</td>
</tr>
<tr>
<td>FDSCI 815 Advanced Food Chemistry (3)</td>
</tr>
<tr>
<td>FDSCI 850 Food Science Graduate Seminar (1)</td>
</tr>
<tr>
<td>STAT 703 Introduction to Statistical Methods for the Sciences (3)</td>
</tr>
</tbody>
</table>

**TO:**

<table>
<thead>
<tr>
<th>Core Courses:</th>
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<tbody>
<tr>
<td>ENGL 758 Scientific Communication (3)</td>
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<tr>
<td>OR</td>
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<tr>
<td>AGCOM 810 Scientific Communication (3)</td>
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<tr>
<td>FDSCI 600 Food Microbiology (2)</td>
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<tr>
<td>FDSCI 690 Principles of HACCP (2)</td>
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<td>FDSCI 695 Quality Assurance of Food Products (3)</td>
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<td>FDSCI 725 Food Analysis (3)</td>
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<td>FDSCI 815 Advanced Food Chemistry (3)</td>
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<td>FDSCI 850 Food Science Graduate Seminar (1)</td>
</tr>
<tr>
<td>STAT 705 Regression and Analysis of Variance (3)</td>
</tr>
</tbody>
</table>

**RATIONALE:**

ENGL 604 to ENGL 758. This is essentially a bookkeeping modification. ENGL 604 “Expository Wksp - Top/Writing Food Science” was initially offered for the MS distance students about six years ago. In the summer of 2012 the course was dropped and ENGL 758 Scientific Communication Scientific Communication was initiated. Since 2012 students have substituted the equivalent course, ENGL 758, as part of the program requirements.

ADD AGCOM 810 Scientific Communication (3). Adding AGCOM 810 provides another option for students to meet the program communications requirement.

STAT 703 to STAT 705. Due to changes in statistics curriculum STAT 703 is now an introduction course for graduate students that have not taken statistics during their undergraduate studies. Since all students admitted to the food science graduate program must have a statistics course as part of the program prerequisites STAT 703 is redundant. STAT 705 will provide a more thorough background needed to understand data evaluation in research publications. Student with a weak background in statistics will still be able to take STAT 703 and use it on the program of study.

**EFFECTIVE DATE:** Fall 2014
Non-Expedited Course Drops

DROP: STAT 704 – Analysis of Variance. (2) I, II, S. Computation and interpretation of two- and three-way analyses of variance; multiple comparisons; applications including use of computers. Note: Meets four times a week during first half of semester. PR.: One previous statistics course.

RATIONALE: The content of STAT 704 (2cr) will be merged into another current course, STAT 705 (2cr), but STAT 705 will become 3 credits. These courses share a considerable amount of underlying content. For instance, both courses cover basic concepts of hypothesis testing and confidence intervals, use of distribution tables, inference and interpretation of results. However, the fact that STAT 704 and STAT 705 are taught separately seems to be causing confusion amongst students, many of whom leave the course sequence with the misunderstanding that linear regression and analysis of variance are completely different statistical methods that are not related to each other. Much to the contrary, both linear regression and analysis of variance are inherently similar and share a common methodological framework. Understanding these similarities is critical for students to be able to effectively apply linear regression, analysis of variance and/or their combination, analysis of covariance, onto their own real data problems. With this change, STAT 704 would no longer be needed.

IMPACT: Departments were identified whose students had taken Stat 7054 or 705 during the previous two years and a memo notification was emailed to departmental contacts on February 18, 2013. A copy of this email is attached. The department/program list included: Agronomy, Food Science, IMSE, Animal Sciences and Industry, Civil Engineering, College of Education, Anatomy and Physiology, Diagnostic Medicine, Master in Public Health program, Agricultural and Biological Engineering, Mechanical and Nuclear Engineering, Architectural Engineering, Chemical Engineering, Electrical and Computer Engineering, Chemistry, Geography, Biology, Plant Pathology, Grain Science and Industry, Agricultural Economics, Entomology, Horticulture forestry and Recreational Services, Landscape Architecture, Business Administration Dean’s office, Accounting, Human Ecology Dean’s office, Human Nutrition, Apparel textiles and Interior Design, Hospitality Management and Dietetics, Mathematics, Sociology Anthropology and Social Work, English, Kinesiology, Journalism, Economics, Psychology. Positive feedback was received by Food Science, Agronomy, IMSE, Animal Sciences and Industry, and Civil Engineering. There were no replies from other programs which was interpreted as not objections. We did not receive any objections to the proposed change. Emails of replies are available upon request.

EFFECTIVE DATE: Fall 2014
Non-Expedited Curriculum Drop

Occupational Health Psychology Graduate Certificate

This certificate program is offered through the Psychological Sciences graduate program. The four three-credit hour courses that are required for the completion of the certificate are offered on-line in a distance format. Students can enroll for each class at their convenience and will be granted the certificate upon completion of the four course sequence. This involves a pro-seminar survey of the field, a seminar on key topics, a review of relevant research methods, and a practicum/internship in OHP. Students with prior course work in social science research methods may be granted credit for that requirement. The program has been designed for individuals from a wide variety of social science, psychology, and health related academic backgrounds. Students must have completed a bachelor degree to enroll in the certificate program. All four courses have been approved by the American Psychological Association for continuing education credits (45 credits for each course). Students who meet the requirements can enroll in any OHP course without enrolling in the certificate program.

Required Courses:

- Proseminar in Occupational Health (3 credits)
- Occupational Health Methodology (3 credits)
- Occupational Health Behaviors (3 credits)
- Practicum in Occupational Health Psychology (3 credits)

RATIONALE: The OHP Certificate was created in 2000 using a grant from the American Psychological Association and has been directed by Dr. Ron Downey. Since its inception, the program has typically enrolled one to two students in any particular year and no more than five students in any one year (2005). The certificate-specific courses have been taught by Dr. Downey, who retired in spring, 2013, or adjunct faculty whose only teaching responsibility is to the courses supporting the program. As a result, in fall, 2012, the Head of Psychological Sciences initiated a discussion regarding the viability of the program. Discussions with DCE were not promising, there was little support in the department for the program’s continuation, and the faculty member recently hired to replace the retiring Dr. Downey is not interested in taking on the burden of running the program for so few students. Therefore, the Department of Psychological Sciences is recommending discontinuation of this graduate certificate.

IMPACT: There is not foreseeable impact on other units.

EFFECTIVE DATE: Spring 2014
5. Graduate Student Affairs Committee – Candice Shoemaker, Chair  
   No action items to report

6. Graduate School Committee on Planning – David Yetter, Chair  
   David Yetter, chair, proposed the following items for approval of SECOND READING. The motion passed.
   - Add Ex-Officio status: (page 32)
     - chapter 6, section A- Constitution AND
     - chapter 6, section B.1 Graduate Council Membership
       - DCE ex-officio
       - Library ex-officio
   - ADD: Social Security and Medicare taxes (page 33)
   - Summer Term GTA’s, GRA’s and GA’s
     - Summer, Fall, Spring table to be added (page 34)

7. Graduate School Committee on Assessment and Review – Royce Ann Collins, Chair  
   - Assessment Plan Approval: Financial Therapy Graduate Certificate (page 35)

8. Graduate Student Council Information – Amanda Fairbanks, President-Elect  
   - K-State Research Forum: March 26, 2014
     - Abstract submission portal is now open
   - Capitol Graduate Research Summit: February 13, 2014- 2nd Floor Rotunda, Topeka KS
   - Notable Scholarly Achievements, Volume 5 is now available online.

9. University Research and Scholarship  
   No report

10. Graduate Fellowship Announcements  
    - AAUW Selected Professional Fellowship (January 10, 2014)  
      http://www.aauw.org/what-we-do/educational-funding-and-awards/  
    - Smithsonian Institution Fellowship Program (January 15, 2014)  
      http://www.smithsonianofi.com/fellowship-opportunities/smithsonian-institution-fellowship-program/  
    - National Research Council: Research Associateship Programs (February 1, 2014)  
      http://sites.nationalacademies.org/PGA/RAP/index.htm  
    - Donald M. Payne International Development Graduate Fellowship (January 27, 2014)  
      www.paynefellows.org
11. **Graduate School Calendar of Events: December-February**

**December**

1. Graduate Student Council travel grant application deadline for travel in February

2. Graduate Student Council General meeting, 12:00-1:00pm, Union 227


3. Graduate Council Meeting (3:30 p.m. – 5:00 p.m. – Union 227)

13. Fall term ends

13. Graduate School Commencement (1:00 p.m. – Bramlage Coliseum)

20. Kansas State Research Forum abstract submission deadline

**January**

1. Graduate Student Council travel grant application deadline for travel in March

10. Deadline to submit graduate faculty nominations and course and curriculum changes for February Graduate Council Meeting

15. New Graduate Student Orientation (8:00am-3:00pm, location TBD)

21. Spring semester begins

27. Graduate Student Council Leadership Committee meeting, 12:00-1:00pm, Waters 137

**February**

1. Graduate Student Council travel grant application deadline for travel in April

3. Graduate Student Council General meeting, 12:00-1:00pm, Waters 137

4. Graduate Council Meeting (3:30 p.m. – 5:00 p.m. – Union 227)

10. Deadline to submit graduate faculty nominations and course and curriculum changes for March Graduate Council Meeting

13. Capitol Graduate Research Summit (2nd Floor rotunda, Capitol Bldg- Topeka, KS)

17. Graduate Student Council Leadership Committee meeting, 12:00-1:00pm, Union 227

- For a current list of Graduate School events, please see our website at:
Add Ex-Officio status:

6. GRADUATE COUNCIL CONSTITUTION, BY-LAWS, AND PROCEDURES A. CONSTITUTION

CURRENT:
The Graduate Council is the chief legislative and policy-formulating body of the Graduate Faculty. Its duties are to formulate, review, and approve policies concerned with the conduct of graduate study at Kansas State University, providing effective leadership in advocating graduate education and scholarship of the highest caliber. Its actions are reported to the Graduate Faculty and to appropriate colleges of the University. The Graduate Council is composed of one representative from each college having a graduate program, and four representatives from each of six Academic Areas. The Dean of the Graduate School, or the Dean's designated representative, is the presiding officer of the Council, but not a voting member. Two representatives of the Graduate Student Council, one of whom is the Graduate Student Council President, are also non-voting Council members.

PROPOSED:
The Graduate Council is the chief legislative and policy-formulating body of the Graduate Faculty. Its duties are to formulate, review, and approve policies concerned with the conduct of graduate study at Kansas State University, providing effective leadership in advocating graduate education and scholarship of the highest caliber. Its actions are reported to the Graduate Faculty and to appropriate colleges of the University. The Graduate Council is composed of one representative from each college having a graduate program, and four representatives from each of six Academic Areas. The Dean of the Graduate School, or the Dean's designated representative, is the presiding officer of the Council, but not a voting member. One representative from the Division of Continuing Education, one representative from the Libraries, and two representatives of the Graduate Student Council, one of whom is the Graduate Student Council President, are also non-voting Council members. These representatives serve at the discretion of the head of their unit.
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 (GTA), graduate research assistantships (GRA) and graduate assistantships (GA). These assistantship appointments carry with them a service requirement, typically directed at improving professional skills in their academic fields. Award of an assistantship is based on the student's ability and promise and is usually made for either nine or twelve months. The maximum appointment is 0.5 full-time equivalent (FTE), but appointments for lesser fractions may be made. Continuation of appointments is subject to academic performance and the availability of funds. Information on applying for graduate assistantships may be obtained from the department concerned.

Students holding GTA, GRA, or GA appointments from September 1 through November 17 receive tuition benefits for the fall term, and students holding GTA, GRA, or GA appointments from February 1 through April 17 receive tuition benefits for the spring term. If a graduate appointment does not begin by these dates or terminates before these ending dates, all tuition benefits will be lost. The student then is responsible for the total tuition payment.

GTAs, GRAs, and GAs on a 0.5 FTE appointment are eligible to participate in the Kansas Board of Regents GTA/GRA/GA health insurance plan. Information about enrollment in the health insurance plan is available from Human Resources.

The maximum number of credit hours in which a graduate student employed on an assistantship can enroll is 12 hours for the fall and spring terms and 9 hours during the summer. Students desiring to enroll in credit hours exceeding the maximum number permitted should be in good academic standing and obtain permission from their advisor and forward the permission to the Graduate School for final approval. To fulfill the obligation that students pursue studies full-time, graduate assistants must be enrolled for a minimum of 6 hours of credit during fall and spring terms. The Graduate School does not require that graduate students be enrolled during the summer. Individual departments may require minimum enrollment in any term. Information pertaining to minimum enrollment during the summer may be obtained from the department concerned. Graduate students appointed on a full-time GRA and GA appointment (0.5 FTE) in the summer may enroll in 1 hour, but they will be required to pay Social Security and Medicare taxes. To be exempt from paying taxes they must be enrolled in 3 hours. Hours taken during May and August intersession are counted in the total number of hours for the summer term. To be eligible for a GTA tuition waiver in the summer, the student must be enrolled in 3 hours.

Tuition responsibilities for graduate students depend on the nature of the appointment. Students holding a 0.4 FTE appointment as GRA/GA/GTA, or any combination of these, are assessed tuition at the resident rates according to an established schedule. Graduate students appointed as a GTA are eligible for a tuition waiver. Graduate students appointed on a full-time GTA appointment (0.5 FTE) receive a tuition waiver for a maximum of 10 hours in the fall and spring terms and 6 hours in the summer term. Hours taken during January intersession are counted in the total number of hours for the tuition waiver paid in the spring term. Hours taken during May and August intersessions are counted in the total number of hours for the tuition waiver paid in the summer term. Graduate students holding a 0.5 total FTE
appointment during the fall, spring, or summer terms but an appointment of less than 0.5 FTE as a GTA are eligible to receive a partial tuition waiver based on the proportion of the teaching appointment. See Table 1 for a Schedule of Tuition Remission.

<table>
<thead>
<tr>
<th>Fall &amp; Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>.10 FTE GTA</td>
<td>20% tuition waiver (2 hours)</td>
</tr>
<tr>
<td>.15 FTE GTA</td>
<td>30% tuition waiver (3 hours)</td>
</tr>
<tr>
<td>.20 FTE GTA</td>
<td>40% tuition waiver (4 hours)</td>
</tr>
<tr>
<td>.25 FTE GTA</td>
<td>50% tuition waiver (5 hours)</td>
</tr>
<tr>
<td>.30 FTE GTA</td>
<td>60% tuition waiver (6 hours)</td>
</tr>
<tr>
<td>.35 FTE GTA</td>
<td>70% tuition waiver (7 hours)</td>
</tr>
<tr>
<td>.40 FTE GTA</td>
<td>80% tuition waiver (8 hours)</td>
</tr>
<tr>
<td>.45 FTE GTA</td>
<td>90% tuition waiver (9 hours)</td>
</tr>
<tr>
<td>.50 FTE GTA</td>
<td>100% tuition waiver (10 hours) (maximum)</td>
</tr>
</tbody>
</table>

In all cases, the student will be responsible for paying the remainder of the tuition at the resident rate. GTA tuition waivers are provided for tuition benefits only; students will be responsible for campus privilege fees (student health, activity fees, etc).

The Kansas Board of Regents requires all prospective GTAs who are non-native speakers of English to achieve a:

minimum score of 50 on the TSE (Test of Spoken English)

OR

minimum score of 50 on the Speaking Proficiency English Assessment Kit (SPEAK)

OR

minimum score of 22 on the speak section of the Internet-based Test of English as a Foreign Language (TOEFL iBT)

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 in which the (GTA/GRA/GA) is employed. Formal grievance procedures do not apply to these appointments.

Individuals should contact Affirmative Action or the Office of Student Life regarding employment disputes believed to constitute discrimination or harassment, as defined in the "Policy and Procedure for Discrimination and Harassment Complaints" section of the University Handbook.
School of Family Studies and Human Services (FSHS)
New Curriculum Proposal

Non-Expedited Proposal

Financial Therapy Graduate Certificate

To be considered for approval by the
Family Studies and Human Services (FSHS) Core Graduate Faculty

Review and Comment Period:

Contact Person(s):
Kristy Archuleta
FSHS
532-1474
kristy@ksu.edu

Units impacted by these changes are:
None
Appendix D: Curriculum Form  
Kansas State University  
(This includes additions, deletions, and changes)

Department: Family Studies and Human Services  
Dept Head Signature: __________________________ Date: ____________

Contact person(s) for this proposal: Kristy Archuleta

Program name: Financial Therapy Graduate Certificate

Effective term for requested action: Term Fall Year 2014

Please note the following deadlines:

<table>
<thead>
<tr>
<th>Curriculum Changes effective for:</th>
<th>Must be submitted to Faculty Senate</th>
<th>Must be approved by Faculty Senate by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Academic Affairs prior to: 2nd April meeting</td>
<td>May meeting</td>
</tr>
<tr>
<td>Spring</td>
<td>2nd September meeting</td>
<td>October meeting</td>
</tr>
<tr>
<td>Summer</td>
<td>2nd January meeting</td>
<td>February meeting</td>
</tr>
</tbody>
</table>

Please see guidelines in the complete manual regarding format of new degree program proposals that require BOR approval (including new majors, secondary majors, and minors not within an existing degree program, etc.)

Rationale:
The relational, behavioral, cognitive, and emotional elements of personal financial planning are receiving increasing attention in professional and academic settings. Financial Therapy is an emerging discipline that integrates aspects of mental health (e.g., psychology, marriage and family therapy, counseling, social work) and personal financial planning. Financial therapy practitioners include financial planners who utilize financial coaching and counseling skills with their clients and therapists who work with clients facing money issues and around their relationship with money. In the wake of recent economic turmoil, a growing number of mental health and financial planning professionals have been looking for training in these areas. Kansas State University’s Institute of Personal Financial Planning in the School of Family Studies and Human Services is in a unique position to secure its place at the forefront in the development of these emerging fields, with the ultimate goal of establishing a Graduate Certificate in Financial Therapy. A Financial Therapy Graduate Certificate would be the first of its kind and help meet the needs of practitioners who are looking to provide comprehensive and holistic services to their clients to improve their financial well being. This certificate does not lead to licensure as a therapist or counselor.


Impact (i.e. if this impacts another unit): None
The Financial Therapy graduate certificate is offered through the School of Family Studies and Human Services. The program is completely online, combining self-study with a mentoring classroom-type experience. Students will develop skills to help clients improve financial well-being from a holistic perspective where psychological, emotional, relational, and economic aspects of financial health are considered and addressed.

Fifteen hours of core content are required to complete the certificate.

**Required:**
- FSHS 624: Fundamentals of Family Financial Planning (3)
- FSHS 768: Introduction to Financial Therapy (3)
- FSHS 769: Money and Relationships (3)
- FSHS 770: Applied Behavioral Finance (3)
- FSHS 771: Financial Therapy Theory & Research (3)

Please attach additional page(s) if needed.

**For Office Use**
- Date approved by Department Faculty:
- Date approved by College Course and Curriculum committee:
- Date approved by College Faculty (if needed):
- Date approved by Graduate Council (if needed):
- Date approved by Faculty Senate (if needed):
- Date approved by Board of Regents (if needed):
A. Educational Objectives of the Certificate Program

Rationale:
The relational, behavioral, cognitive, and emotional elements of personal financial planning are receiving increasing attention in professional and academic settings. Financial Therapy is an emerging discipline that integrates aspects of mental health (e.g., psychology, marriage and family therapy, counseling, social work) and personal financial planning. Financial therapy practitioners include financial planners who utilize financial coaching and counseling skills with their clients and therapists who work with clients facing money issues and around their relationship with money. In the wake of recent economic turmoil, a growing number of mental health and financial planning professionals have been looking for training in these areas. A growing number of financial practitioners are recognizing the need to pay attention to the relational, psychological, and emotional dynamics of their clients. When practitioners are able to integrate these components into their practice effectively, their clients tend to be more satisfied with the services they received and their portfolio performance. Likewise, mental health practitioners recognize that finances play a critical role in an individual’s overall well-being, including relationship satisfaction and stress. However, mental health professionals generally have very little training in finances. Clearly, there is a need for training in which the two fields intersect.

In 2010, the Financial Therapy Association was established to provide a forum for financial and mental health practitioners, researchers, and educators who wanted to share and develop knowledge and skill related to the interpersonal and intrapersonal aspects of financial well-being. In its inaugural year, the FTA launched their scholarly journal, the *Journal of Financial Therapy*. Articles published in the *Journal of Financial Therapy* have been read by thousands of people, demonstrating a desire among professionals to access scholarly work. A recent survey of the Financial Therapy Association membership showed that 86% of respondents thought that professionals should receive at least a bachelor’s degree or higher to be appropriately trained to provide financial therapy. Another survey of financial and mental health practitioners found that 65% would be willing to enroll in a graduate certificate program. A graduate certificate would not lead to licensure as a counselor or therapist. However, a graduate certificate in financial therapy would enhance the knowledge and skills of these professionals in order to apply them effectively in their practices.

Kansas State University’s Institute of Personal Financial Planning in the School of Family Studies and Human Services is in a unique position to secure its place at the forefront in the development of these emerging fields, with the ultimate goal of establishing a Graduate Certificate in Financial Therapy. The Institute of Personal Financial Planning’s graduate faculty members have been instrumental in the establishment and development of the field of financial therapy. For example, three members of the graduate faculty hold graduate degrees and/or certificates in both mental health and personal financial planning. Faculty members have also spearheaded the establishment of the Financial Therapy Association, as founding Board Members, hosting the 1st Annual Financial Therapy Conference at Kansas State University, and establishing and editing the *Journal of Financial Therapy*. A Financial Therapy Graduate
Certificate would be the first of its kind to meet the growing educational needs of financial planners and mental health professionals who aspire to develop an expertise in financial therapy and enable these professionals more effectively improve the financial health of their clients.

B. Courses Required for Each Student in the Certificate:
Coursework:
There will be 15 credits of required coursework. All Financial Therapy coursework will be available to the PhD students in Personal Financial Planning as options for their 15 credits of required electives. The required courses include the following:
  - FSHS 624: Fundamental of Family Financial Planning (3 credits)*
  - FSHS 768: Introduction to Financial Therapy (3 credits)
  - FSHS 769: Money and Relationships (3 credits)
  - FSHS 770: Applied Behavioral Finance (3 credits)
  - FSHS 771: Financial Therapy Theory & Research (3 credits)

*Students with an established financial planning background will be allowed to substitute a course for the fundamentals of family financial planning course with advisor permission.

Financial Therapy Graduate Course Descriptions

**FSHS 624: Fundamentals of Family Financial Planning:** This course provides an overview of family financial planning by integrating concepts and issues with planning and counseling applications. Students will be introduced to the key concepts of family financial planning, including: insurance, tax, investments, retirement, and estate planning. The family financial planning process is introduced with an emphasis on the integration and application of concepts in meeting individual and family financial goals and objectives. Other topics presented include an ethics overview, compensation trends within the industry, and regulatory frameworks.

**FSHS 768: Introduction to Financial Therapy:** An applied financial psychology course that examines the intersection of financial planning, coaching, and therapy; money disorders frequently seen by financial professionals; advanced techniques to establish rapport; helping clients change problematic/destructive money-related behaviors; dealing with client resistance to change; working with couples and families; and integrating financial psychology tools into personal financial planning.

**FSHS 769: Money and Relationships:** This course will explore the connection between money and couple and family relationships. The objective of the course is to understand the factors that impact how individuals, couples, and families perceive and manage money. Students will gain in-depth knowledge of current literature, research, and theory in this area. Students will gain personal insight into their own relationship with money and how it impacts their relationships in order to enhance their ability to help and work with others to improve financial well-being.

**FSHS 770: Applied Behavioral Finance:** This course is an applied behavioral finance course that examines the intersection of behavioral finance and financial planning. It reviews the research on behavioral finance, neuroeconomics, and investor psychology, exploring the effects of human emotions and cognitive errors on financial decisions and the financial planning process. This course focuses on the application of behavioral finance theory and research to the
practice of personal financial planning to help financial planners improve the financial health of their clients.

**FSHS 771: Financial Therapy Theory & Research:** Survey of financial therapy and planning literature, conceptual models, and empirical research. Students will be expected to read empirical research related to financial therapy and write a short report on their findings on a weekly basis.

**C. HOW COURSES MEET STATED OBJECTIVES**

The courses offered address topics not typically covered in financial planning, financial counseling, or mental health curriculum. The courses provide an empirical and theoretical foundation for financial and mental health professionals to more effectively work with clients to improve financial well-being. Many financial planners practice in a specialized area, meaning that the general fundamentals course could still provide valuable content information for them on all areas of financial planning.

**D. STATEMENT OF NEED**

In 2010, the Financial Therapy Association was established, comprising of financial planners, mental health clinicians, researchers, and educators who shared the common vision of integrating relational, cognitive, emotional, psychological, and economic aspects of financial well-being. This particular organization grew from 0 to over 250 members within one year, demonstrating the need for financial planning and mental health practitioners as well as scholars and educators to learn more about aspects of financial therapy. For practitioners this knowledge is to be applied directly to clients, for educators this knowledge is to be used with students and the public, and for scholars the objective is to empirically test financial therapy approaches and practices, develop theoretical models, and conduct applied research. Currently, there is no such formal program in the nation that integrates these concepts to help practitioners and educators be most effective.

In a recent survey of 50 financial planning and mental health practitioners and students, 65% said they would be likely to enroll in a Certificate of Financial Therapy program and nearly 70% said they would be likely to complete such a program. The Certificate of Financial Therapy would meet the educational needs of financial planners and mental health professionals who aspire to develop an expertise in financial therapy.

**E. CERTIFICATE PROGRAM’S ADMINISTRATION**

**Admissions**

Prospective students are admitted to the program through the Kansas State University Graduate School and must follow the proper admission procedures set forth by the Graduate School. Prospective students must meet the requirements set forth by the Graduate School. Financial Therapy Graduate Certificate prospective students should hold a bachelor’s degree from an accredited university.
Entrance requirements for United States college or university graduates include:

1. A bachelor's degree from a college or university accredited by the cognizant regional accrediting agency.

2. Undergraduate preparation in the proposed major field equivalent to that acquired by a graduate of Kansas State University, or evidence of an appropriate background for undertaking an advanced degree program, and

3. Cumulative grade point average (GPA) of 3.0 or higher on a 4.0 scale or GPA of 3.0 in the last 60 hours of coursework. This GPA is based only on courses graded on a multi-level scale, usually A, B, C, D, F.

**International Students**

All students who graduate from foreign colleges or universities demonstrate the same level of achievement as U.S. students. That is, they must hold a degree from an established institution comparable to a college or university in the United States, have an outstanding undergraduate record, have the demonstrated ability to do graduate work, and provide evidence of language proficiency sufficient for the pursuit of a graduate degree. Admission may be denied to students from technical schools, which may provide excellent training in special areas, but do not offer degrees equivalent to those of colleges and universities. As a rule, students from abroad are not admitted to nondegree status (that is, as special students). Questions about the qualifications of international students should be directed to the Graduate School.

Students who graduate from foreign colleges and universities must also meet the English proficiency requirements. The Graduate School requires each international applicant whose native language is not English to demonstrate competence in the English language by achieving a satisfactory score (defined below) on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) and Pearson Test of English (PTE). The TOEFL, IELTS or PTE is required to ensure that the student’s progress toward a degree is not jeopardized by language barriers. The exception to this rule is a student who has received a degree in the last two years from a United States college or university. English proficiency entrance requirements are outlined in the Graduate School Handbook.

**Status and Enrollment**

All new graduate students, domestic or foreign, are assigned to one of four categories upon admissions as determined by the graduate school. These categories include: full standing, provisional, probationary, or special.

Students who have been admitted to the Graduate School must register and pay their fees during the regular registration periods. Changes in enrollment must be approved by an advisor and the Dean of the Graduate School.

All graduate students who have matriculated at Kansas State University and are using faculty time or University facilities for research or other academic pursuits must be enrolled. The enrollment should reflect, as accurately as possible, the demands made on faculty time and the
use made of University facilities. Further, a graduate degree candidate must be enrolled during the semester in which the degree requirements are completed.

**Verification of Program Completion**
When applying to the Financial Therapy Graduate Certificate program, the Faculty Program Coordinator will assist the students in documenting program requirements and completion of those requirements.

**Advising**
Adequate advising for each student enrolled in the program will be provided by the Faculty Program Coordinator and/or core financial therapy faculty.

**Program Personnel**

**Faculty Program Coordinator**
Kristy Archuleta will serve as the program coordinator. She is a member of the program faculty and is responsible for leading the faculty in the development of curriculum development, course titles, and schedule of offerings. The program coordinator is the person of “first contact” at the institution for students interested in the financial therapy program. The coordinator should be knowledgeable about the website, the courses offered at the institution and at other institutions, the application for admission procedures and other frequently asked questions regarding the programs’ policies and procedures.

- Responsibilities of the Faculty Program Coordinator include:
  - Facilitate curriculum development and changes.
  - Manage course rotations.
  - Schedule faculty meetings as determined in this manual.
  - Prepare agendas for faculty meetings.
  - Coordinate faculty work related to student learning outcomes and assessments of student satisfaction.
  - Website maintenance.
  - Recruitment and communication with prospective students.
  - Assist admitted students
  - Student and course data management.
  - Budget and accounting
  - Report preparation
  - Work with faculty, appropriate university administrators (i.e., graduate school, continuing education, registrar’s office, information systems office, computer center, college-level administrators, department head/chair, etc.)
  - Recommend changes and improvements.

**Program Faculty**
Program faculty are those teaching any one of the required financial therapy courses. Faculty must be approved as graduate faculty members at Kansas State University. Adjunct faculty may serve as teaching faculty if they have the qualifications to be approved to teach graduate courses at their home institution (degree status, experience, etc.) Responsibilities of program faculty include the following:

- Develop, edit, amend, and review the curriculum.
Meetings
Faculty meetings will occur regularly to review curriculum, student progress, and administrative duties. The program coordinator will schedule and organize the meeting in conjunction with program faculty. Special meetings may be called by any of the program faculty in conjunction with the program coordinator.

F. ESTIMATED BUDGET TO SUPPORT THE CERTIFICATE PROGRAM
Expenses will be covered by PFP DRA for the first two years. Tuition generated by the certificate will be used to pay expenses in subsequent years.

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-State Faculty member/Coordinator</td>
<td>Two summers of salary with benefits totaling $11,000 - $13,000</td>
</tr>
<tr>
<td>K-State Faculty Members</td>
<td>$0 (Faculty are paid in-load)</td>
</tr>
<tr>
<td>Supplies/Equipment</td>
<td>$1,000</td>
</tr>
<tr>
<td>Marketing</td>
<td>$2,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$14,500-16,500</strong></td>
</tr>
</tbody>
</table>

G. NAMES OF THE FACULTY ASSOCIATED WITH OR CONTRIBUTING TO THE CERTIFICATE PROGRAM EITHER BY TEACHING ONE OR MORE OF THE COURSES ASSOCIATED WITH THE PROGRAM OR PARTICIPATING IN THE DESIGN OF THE CURRICULUM
Kansas State University Dr. Sonya Britt
Kansas State University Dr. Kristy Archuleta
Kansas State University Dr. Brad Klontz
Kansas State University Dr. Ann Coulson

H. THE NAME AND ADDRESS OF THE FACULTY MEMBER DESIGNATED AS THE COORDINATOR OF THE PROGRAM:
Dr. Kristy Archuleta
School of Family Studies & Human Services
316 Justin Hall
Manhattan, KS 66506
785-532-1474

I. STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN FOR THE PROGRAM:

Student Learning Outcomes

Knowledge
Financial therapy certificate students will demonstrate an understanding and competency in:
**SLO 1.** The key concepts of family financial planning, including: time value of money, insurance, tax planning, investments, retirement, estate planning and the ethical practice of personal financial planning.

**SLO 2.** The factors that impact how individuals, couples, and families perceive and manage money.

**Skills**
Financial therapy certificate students will demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis and communicate to solve problems by:

**SLO3.** Critically reviewing and evaluating evidence-based financial therapy practices and research in financial therapy

**Attitudes and Professional Conduct**
Financial therapy students will exhibit awareness of their responsibilities and engage in professional conduct by:

**SLO 4.** Considering the ethical application of financial therapy interventions and the differences between financial therapy, financial planning, financial counseling, and financial coaching.

**Assessment Plan**
Four SLO’s will be evaluated each year based on program needs, prior assessments, and faculty and student feedback. Table 1 identifies each SLO for the program, the university-wide SLO associated with the program SLO, the course in which the SLO will be evaluated, how the SLO will be measured, and the expected performance level for each SLO.

**Table 1: SLO Assessment Plan**

<table>
<thead>
<tr>
<th>SLO</th>
<th>University-wide SLO for Graduate Programs</th>
<th>Course(s) Evaluated</th>
<th>Measure</th>
<th>Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate an understanding of the key concepts of family financial planning, including: time value of money, insurance, tax planning, investments, retirement, estate planning and the ethical practice of personal financial</td>
<td>Knowledge</td>
<td>Direct Measure: Students will be tested on key concepts of personal financial planning.</td>
<td>It is expected that 70% of students will receive a score of 80% or better on exams.</td>
</tr>
</tbody>
</table>
### 2. Demonstrate an understanding of the factors that impact how individuals, couples, and families perceive and manage money.

**Knowledge**

<table>
<thead>
<tr>
<th>FSHS 769</th>
<th>Direct Measure: Students will submit a topics paper in FSHS 769. Indirect Measure: In class observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is expected that 70% of students will score 80% or higher on the paper.</td>
</tr>
</tbody>
</table>

### 3. Critically review and evaluate evidence-based financial therapy practices and research in financial therapy.

**Skills**

<table>
<thead>
<tr>
<th>FSHS 771</th>
<th>Direct Measure: Students will read and review one empirical study related to evidence-based financial therapy practices and write a short report summarizing their findings. Indirect Measure: In class observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is expected that 70% of students will receive a score of 80% or better on written reports.</td>
</tr>
</tbody>
</table>

### 4. Exhibit professional conduct by considering ethical application of financial therapy interventions and the differences between financial therapy, financial planning, financial counseling, and financial coaching.

**Attitudes and Professional Conduct**

<table>
<thead>
<tr>
<th>FSHS 768</th>
<th>Direct Measure: Students will be tested on one or more aspects of ethics as they relate to financial therapy theory, practice, and/or research. Indirect Measure: In class observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is expected that 70% of students will score 80% or higher on the test.</td>
</tr>
</tbody>
</table>
Quiz to test SLO 1: Demonstrate an understanding of the key concepts of family financial planning, including: time value of money, insurance, tax planning, investments, retirement, estate planning and the ethical practice of personal financial planning.

1. Six years ago, Mark and Ava deposited $15,000 in an account on which interest was compounded quarterly. If the account holds $26,000 now, and no additional deposits or withdrawals were made to the account, what has been Mark and Ava’s annual return on the investment?

2. Jan is in the process of purchasing a home. What will be Jan’s monthly payment if the initial mortgage that she obtains to purchase the home is for $120,000 with an annual interest rate of 9%, compounded monthly, and the mortgage is payable over the next 30 years?

3. What is Jan’s balance after five years?

4. Which of the following steps in the personal financial planning process comes last?
   a. Implement.
   b. Monitor and review.
   c. Compile and analyze data.
   d. Establish scope of activity.
   e. Develop solutions and present the plan.

5. Approximately how long will it take for an investment to double in value if the interest rate is 10.5%? (Use the Rule of 72)

6. Mary would like to know how her investments will actually perform after being adjusted for inflation. She expects to earn a 9% rate of return, while inflation is expected to average 3%. What real rate of return will she be earning?

7. In order to qualify for the CFP designation,
   a. a person has been educated in all major facets of financial planning including course material on investments, risk management, retirement and employee benefits, estate planning, and taxation.
   b. a person must pass a comprehensive examination and must have at least three years of practical financial experience.
   c. a. and b. are both requirements.

8. A perpetual annuity is a stream of payments that is assumed to go on forever.
   a. True
   b. False

9. Which is better—borrowing using a home equity loan or credit card?
   a. Home equity loan
   b. Credit card
   c. They are the same
10. Jerry purchased a stock for $24 that paid $2.00 at the end of each year in dividends (dividends remained level over time). He sold the stock four years later for $28 at the time of the last dividend payment. What was his rate of return on the investment?
Rubric to measure SLOs 2 and 3: Demonstrate an understanding of the factors that impact how individuals, couples, and families perceive and manage money.

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Meets Minimum Standards</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Lacks ability to explain any concepts</td>
<td>Demonstrates ability to explain concepts but not clearly.</td>
<td>Demonstrates mastery of most concepts.</td>
<td>Demonstrates mastery of all concepts.</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Lacks ability to address key components of assignment.</td>
<td>Exhibits limited ability to respond clearly to all components of assignment.</td>
<td>Demonstrates emerging ability to fully explain material.</td>
<td>Demonstrates advanced ability to fully explain material.</td>
<td></td>
</tr>
<tr>
<td><strong>Synthesis and Application of Course Material</strong></td>
<td>Lacks ability to apply or integrate information from course into assignment.</td>
<td>Exhibits limited ability to apply and integrate information from course.</td>
<td>Demonstrates ability to apply and integrate information from course.</td>
<td>Demonstrates outstanding ability to thoughtfully apply &amp; integrate information from course.</td>
<td></td>
</tr>
<tr>
<td><strong>Coherency</strong></td>
<td>Lacks ability to clearly articulate thoughts and explanations.</td>
<td>Exhibits limited capability to clearly articulate thoughts and explanations.</td>
<td>Demonstrates ability to clearly articulate thoughts and explanations.</td>
<td>Demonstrates outstanding ability to clearly articulate thoughts and explanations.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Many grammar, spelling, punctuation and APA errors. No references cited and listed in reference sheet.</td>
<td>Many grammar, spelling, punctuation and APA errors. Some references cited and listed in reference sheet.</td>
<td>Some grammar spelling, punctuation, and APA errors. A few references are not cited or listed in reference sheet.</td>
<td>A few grammar spelling, punctuation, and APA errors. All references are cited and listed correctly in reference sheet.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Disorganized review. Ideas and/or wording unclear and reflect lack of understanding of the topic; overall, incomplete summary and review.</td>
<td>Paper was not well organized and some ideas were unclear and reflect lack of understanding of topic. Somewhat incomplete summary and review.</td>
<td>Paper displayed organization that was easy to follow, but was too wordy, too brief or wrong focus applied.</td>
<td>Paper was mostly organized and easy to follow. The level of writing and scientific vocabulary was appropriate and formal.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Total _____/100%
Quiz to Test SLO 4: Exhibit professional conduct by considering ethical application of financial therapy interventions and the differences between financial therapy, financial planning, financial counseling, and financial coaching

1. According to Klontz, Kahler, and Klontz (2008), the American Psychological Association Code of Ethics and the Code of Ethics and Professional Responsibility of the Certified Financial Planner Board of Standards overlap in their adherence to the following ideals:
   A. Protecting clients
   B. Professional competence
   C. Trust and Integrity
   D. All the above

2. The Principle of Fairness requires behaving with dignity and courtesy to clients, fellow professionals, and others in business-related activities.
   A. True
   B. False

3. Which of the following is not true of the CFP Board's Rules of Conduct:
   A. establish the high standards expected of certificants
   B. are binding on all certificants regardless of position
   C. are general statements expressing ethical and professional ideals
   D. are not designed to be a basis for legal liability to any third party

4. According to Gale, Goetz & Britt (2012), financial planners and therapists have very similar standards of practice and ethic constraints on what is acceptable with regard to professional boundaries.
   A. True
   B. False

5. According to Klontz, Kahler & Klontz (2008) coaching is based on a solution-focused advisory model and therapy is:
   A. Based on a change model
   B. Based on a medical model
   C. Focused on assessment, diagnosis, and treatment of mental disorders
   D. Focused on goal attainment and improving behavior patterns
   E. All the above
   F. B & C
   G. A, C & D

6. Which of the following is not a step to the financial planning process, as identified by the CFP Board:
   A. Gathering client data
   B. Analyzing and evaluating the client's financial status
   C. Reviewing the financial planning recommendations
   D. Implementing the financial planning recommendations
7. CFP(R) professionals are required to abide by a fiduciary standard of care when engaged in financial planning for a client.
   A. True
   B. False

8. According to Robinson (2007), with regard to financial advisor compensation models:
   A. fee-only models are the fairest
   B. all models have limitations
   C. cost is a potential advantage of the flat-fee model
   D. commission models best allow planners to be compensated for financial planning advice

9. According to Finke & Langdon (2012) the suitability standard allows brokers to recommend products that are not necessarily in the best interest of the client but may be considered potentially suitable given the customer's characteristics and needs.
   A. True
   B. False

10. According to Klontz, Kahler, and Klontz (2008), it would be unethical to both provide financial therapy to a client and also manage his or her money.
    A. True
    B. False

J. ENDORSEMENTS FROM THOSE ACADEMIC UNITS (INCLUDING EXTENSION)
    WHOSE STUDENTS, COURSES, OR PROGRAMS COULD BE IMPACTED BY THE CREATION OF THE NEW GRADUATE CERTIFICATE.

Currently, there exists a great demand from financial planners and therapists for professional education and training in financial therapy. There is an equal or even greater need from society for more professionals to provide effective interventions designed to help individuals, couples, and families address the money-emotion-behavior connection and improve financial well-being.

Joseph Goetz
2013 President, Financial Therapy Association