Minutes of the Graduate Council
April 1, 2014 - 3:30 p.m.
227 KSU Student Union


1. Opening remarks
   - The 2012 Survey of Earned Doctorates report was presented to Graduate Council members. The report is retained in the Graduate School if anyone is interested in viewing the full copy.
   
   - The Golden Key International Honour Society is sponsoring two awards recognizing both GTA’s and GRA’s. The deadline to apply is April 11th. More information and the nomination form were provided to Council members.
   
   - The 2014 Alvin and RosaLee Sarachek Fellowship Award Recipient:
     - Kai Yuan (PhD, Animal Science)
   
   - The 2014 Sarachek Travel Award Recipients are:
     - Damien Downes (PhD, Genetics)
     - Sara Duhachek Muggy (PhD, Biochemistry)
     - Jessica Rupp (PhD, Plant Pathology)

2. Minutes of the March 4, 2014 meeting were approved as presented.

3. Graduate School Actions and Announcements
   The following appointments for non-graduate faculty to teach graduate courses 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>Scott Schaake</td>
<td>Associate Professor</td>
<td>Animal Science &amp; Industry</td>
<td>03/5/2014</td>
</tr>
<tr>
<td>Nan An</td>
<td>GRA</td>
<td>Geography</td>
<td>03/06/2014</td>
</tr>
</tbody>
</table>
4. **Academic Affairs Committee - Bill Zhang, Chair**
   On behalf of the Academic Affairs committee, Bill Zhang, chair, moved 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>Donna Menke</td>
<td>Assistant Professor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>NON-GRAD</td>
</tr>
<tr>
<td>Shannon Burton</td>
<td>Instructor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>NON-GRAD</td>
</tr>
<tr>
<td>Heather Trangsrud</td>
<td>Instructor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>NON-GRAD</td>
</tr>
<tr>
<td>Darren Kelly</td>
<td>Instructor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>NON-GRAD</td>
</tr>
<tr>
<td>Darrin Carr</td>
<td>Instructor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>NON-GRAD</td>
</tr>
<tr>
<td>Stephanie Morris</td>
<td>Psychologist</td>
<td>Special Education, Counseling &amp; SA</td>
<td>NON-GRAD</td>
</tr>
<tr>
<td>Stewart Duncan</td>
<td>Professor</td>
<td>Agronomy</td>
<td>Membership</td>
</tr>
<tr>
<td>Lucas Haag</td>
<td>Assistant Professor</td>
<td>Agronomy</td>
<td>Membership</td>
</tr>
<tr>
<td>Paige Adams</td>
<td>Research Asst. Professor</td>
<td>Diagnostic Medicine/Pathobiology</td>
<td>Membership</td>
</tr>
<tr>
<td>Karrie Swan</td>
<td>Assistant Professor</td>
<td>Special Education, Counseling &amp; SA</td>
<td>Certification</td>
</tr>
<tr>
<td>Cary Rivard</td>
<td>Assistant Professor</td>
<td>Horticulture, Forestry &amp; Recreation</td>
<td>Certification</td>
</tr>
<tr>
<td>Hitesh Bindra</td>
<td>Assistant Professor</td>
<td>Mechanical &amp; Nuclear Engineering</td>
<td>Memb. &amp; Cert.</td>
</tr>
<tr>
<td>Jeffrey Geuther</td>
<td>Nuclear Reactor Mngr.</td>
<td>Mechanical &amp; Nuclear Engineering</td>
<td>Associate</td>
</tr>
<tr>
<td>William Genereux</td>
<td>Associate Professor</td>
<td>Engineering Technology</td>
<td>Associate</td>
</tr>
</tbody>
</table>

5. **Course and curriculum issues**
   On behalf of the Academic Affairs committee, Bill Zhang, chair, moved 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>
</tr>
</thead>
<tbody>
<tr>
<td>HMD 624 Procurement in the Hospitality Industry</td>
<td>HMD 624 Procurement in the Hospitality Industry</td>
</tr>
<tr>
<td>Credits (2)</td>
<td>Credits (2)</td>
</tr>
<tr>
<td>Principles and theories of procurement of food and supplies for hospitality operations. Includes management, financial, safety, and ethical considerations in the procurement process.</td>
<td>Principles and theories of procurement of food and supplies for hospitality operations. Includes management, financial, safety, and ethical considerations in the procurement process.</td>
</tr>
<tr>
<td>When Offered: Spring</td>
<td>When Offered: On Demand</td>
</tr>
<tr>
<td>Pre-Requisite: HMD 342</td>
<td>Pre-Requisite: HMD 342</td>
</tr>
<tr>
<td>K-State 8 TAG: Ethical Reasoning and Responsibility</td>
<td>K-State 8 TAG: Ethical Reasoning and Responsibility</td>
</tr>
</tbody>
</table>

**Rationale:** The terms offered for the course has been changed and reflect current practice.
**Effective Date:** Fall 2014

<table>
<thead>
<tr>
<th>CHANGE FROM:</th>
<th>CHANGE TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMD 662 Foodservice Systems Management</td>
<td>HMD 662 Foodservice Systems Management</td>
</tr>
<tr>
<td>Credits (3)</td>
<td>Credits (3)</td>
</tr>
<tr>
<td>A capstone course in foodservice management that focuses on the management, analysis, and evaluation of food and beverage systems. Emphasis on planning, coordinating, and improving commercial and noncommercial operations. Development of analytical and decision-making skills for solving managerial and operational problems.</td>
<td>A capstone course in foodservice management that focuses on the management, analysis, and evaluation of food and beverage systems. Emphasis on planning, coordinating, and improving commercial and noncommercial operations. Development of analytical and decision-making skills for solving managerial and operational problems.</td>
</tr>
<tr>
<td>When Offered: Fall</td>
<td>When Offered: Fall</td>
</tr>
<tr>
<td>Pre-Requisite: HMD 342, HMD 475</td>
<td>Pre-Requisites: HMD 342, HMD 375, Recommended: HMD 422 and HMD 475</td>
</tr>
<tr>
<td>Components/Size: REC/70</td>
<td>Components/Size: LEC/70</td>
</tr>
</tbody>
</table>

**Rationale:** Prerequisites and recommended requisites have been added to ensure students are successful in the course.

**Effective Date:** Fall 2014

<table>
<thead>
<tr>
<th>CHANGE FROM:</th>
<th>CHANGE TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMD 663 Convention, Meeting, and Event Management Systems</td>
<td>HMD 663 Convention, Meeting, and Event Management Systems</td>
</tr>
<tr>
<td>Credits (3)</td>
<td>Credits (3)</td>
</tr>
<tr>
<td>A capstone course in convention, meeting and event management that focuses on the management, analysis and evaluation of conventions, meetings and events. Emphasis will be placed on strategic planning, budgeting, contract negotiation, vendor selection, evaluation and ethical issues.</td>
<td>A capstone course in convention, meeting and event management that focuses on the management, analysis and evaluation of conventions, meetings, and events. Emphasis will be placed on strategic planning, budgeting, contract negotiation, vendor selection, evaluation, and ethical issues.</td>
</tr>
<tr>
<td>When Offered: Spring</td>
<td>When Offered: Spring</td>
</tr>
<tr>
<td>Pre-Requisite: HMD 376</td>
<td>Pre-Requisite: HMD 363, HMD 376, Senior Standing Recommended: HMD 422, HMD 475</td>
</tr>
<tr>
<td>Components/Size: LEC/45</td>
<td>Components/Size: LEC/45</td>
</tr>
</tbody>
</table>

**Rationale:** Requisites have been updated to ensure proper progression through the curriculum.

**Effective Date:** Fall 2014
<table>
<thead>
<tr>
<th>CHANGE FROM:</th>
<th>CHANGE TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMD 664 Lodging Management Theory</td>
<td>HMD 664 Lodging Management Theory</td>
</tr>
<tr>
<td>Credits (3)</td>
<td>Credits (3)</td>
</tr>
<tr>
<td>Application of management theories to the lodging industry including yield management, multicultural issues, marketing strategies, environmental issues, and future trends.</td>
<td>Application of management theories to the lodging industry including yield management, multicultural issues, marketing strategies, environmental issues, and future trends.</td>
</tr>
<tr>
<td>When Offered: Fall</td>
<td>When Offered: Fall</td>
</tr>
<tr>
<td>Pre-Requisite: HMD 464, recommended HMD 422</td>
<td>Pre-Requisite: HMD 377, HMD 464; Senior Standing Recommended: HMD 422 and HMD 475</td>
</tr>
</tbody>
</table>

**Rationale:** Requisites have been updated to ensure students have the necessary knowledge base to be successful in the course.

**Effective Date:** Fall 2014

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| GEOG 821 – Geographic Research Methods. (3) II. The nature of geographic research and the processes involved in its structuring, development, and articulation. Each student will produce and present a research proposal. Required of all Master’s degree students in geography. | GEOG 821 – Research and Professional Development in Geography. (3) I. Geographic research approaches, design, implementation and reporting, with applications to research proposals and thesis conceptualization and structuring. Programmatic expectations of graduate students and professional development. Required of all Master’s degree students in geography. |

**Rationale:** Course has not been updated in decades. Update reflects need for change in order to better serve incoming masters students and prepare them for graduate-level expectations and research. Course also is to be offered in fall semester to better reach students in their first semester.

**Impact:** None

**Effective Date:** Fall 2014

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| MUSIC 813 – Improvisation and Composition in Elementary Curriculum. (2) S. Development of pedagogical practices in the areas of improvisation and composition as appropriate for the elementary music classroom. | MUSIC 813 – Improvisation and Composition in Elementary Curriculum. (3) S. Development of pedagogical practices in the areas of improvisation and composition as appropriate for the elementary music classroom. |

**Rationale:** This course was intended to be a 3 credit course but there was a mistake on the original approval as a 2 credit course. This corrects this mistake.

RATIONALE: Addition of a zero credit option will add flexibility in offering this course for purposes of independent study or field trips during the semester to complement a traditional classroom course.

IMPACT: None

EFFECTIVE DATE: Summer 2014

IMPACT: None

EFFECTIVE DATE: Fall 2014
### Expedited Curriculum Changes

<table>
<thead>
<tr>
<th>Change from:</th>
<th>Change to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kinesiology (Ph.D.)</strong></td>
<td>The Department of Kinesiology participates in the Ph.D. program in College of Human Ecology with a specialization in Kinesiology. Students are prepared to conduct research in exercise physiology or public health physical activity.</td>
</tr>
<tr>
<td><strong>Doctoral Degree Requirements</strong></td>
<td>The Ph.D. requires a minimum of 90 semester credit hours beyond the bachelor's degree, including 30 credit hours of dissertation research.</td>
</tr>
<tr>
<td>The number of hours from a previously completed master's degree which may be counted toward the 90 hour requirement is decided by the student’s supervisory committee and is reviewed by the chair of the College of Human Ecology Coordinating Committee and the Graduate School. A maximum of 30 hours may be transferred from a completed master’s degree. A maximum of 9 credit hours can be transferred from graduate work completed after the master's degree at another accredited university. Doctoral students are required to pass both written and oral preliminary examinations prior to admission to candidacy.</td>
<td></td>
</tr>
<tr>
<td>• 90 credit hours minimum</td>
<td>• 90 credit hours minimum</td>
</tr>
<tr>
<td>• 30 hours minimum of research</td>
<td>• 30 hours minimum of research</td>
</tr>
<tr>
<td>• 15 hours minimum at the 800 level or above</td>
<td>• 15 hours minimum at the 800 level or above</td>
</tr>
<tr>
<td>• 6 credit hours maximum at the 500 level</td>
<td>• 6 credit hours maximum at the 500 level</td>
</tr>
<tr>
<td>• 6 credit hours maximum of independent study</td>
<td>• 6 credit hours maximum of independent study</td>
</tr>
<tr>
<td>• 30 hours maximum from master’s degree</td>
<td>• 30 hours maximum from master’s degree</td>
</tr>
<tr>
<td>• Dissertation: preparing three or more papers for publication in exercise physiology or public health physical activity.</td>
<td>• Dissertation: preparing three or more papers for publication in exercise physiology or public health physical activity.</td>
</tr>
<tr>
<td><strong>Ph.D. Common Core Courses</strong></td>
<td><strong>Core Requirements</strong> (15 Credit Hours)</td>
</tr>
<tr>
<td><strong>(6 Credit Hours)</strong></td>
<td>• KIN 801 - Physical Activity: Physiology to Public Health Impact Credits: (3)</td>
</tr>
<tr>
<td></td>
<td>• KIN 815 - Research Methods in Kinesiology Credits: (3)</td>
</tr>
<tr>
<td></td>
<td>• STAT 703 - Introduction to Statistical Methods for the Sciences Credits: (3)</td>
</tr>
<tr>
<td></td>
<td>• STAT 705 - Regression and Correlation Analyses Credits: (3)</td>
</tr>
<tr>
<td></td>
<td>• STAT 720 - Design of Experiments Credits: (3)</td>
</tr>
<tr>
<td><strong>Other Coursework in Major Area</strong></td>
<td><strong>Other Coursework in Major Area</strong> (15 Credit Hours)</td>
</tr>
<tr>
<td><strong>(24 Credit Hours)</strong></td>
<td>Students develop a plan of study with their major professor and graduate committee to develop an expertise in exercise physiology or public health physical activity. Students may select from the list below or other courses to fulfill the requirement.</td>
</tr>
<tr>
<td><strong>Exercise Physiology</strong></td>
<td><strong>Exercise Physiology</strong></td>
</tr>
<tr>
<td>Choose from the following courses:</td>
<td>Choose from the following courses:</td>
</tr>
<tr>
<td>• KIN 601 - Cardiorespiratory Exercise Physiology Credits: (3)</td>
<td>• KIN 601 - Cardiorespiratory Exercise Physiology Credits: (3)</td>
</tr>
<tr>
<td>• KIN 603 - Cardiovascular Exercise Physiology Credits: (3)</td>
<td>• KIN 603 - Cardiovascular Exercise Physiology Credits: (3)</td>
</tr>
<tr>
<td>• KIN 605 - Topics in the Biological Basis Credits: (1-3)</td>
<td>• KIN 605 - Topics in the Biological Basis Credits: (1-3)</td>
</tr>
<tr>
<td>• KIN 607 - Muscle Exercise Physiology Credits: (3)</td>
<td>• KIN 607 - Muscle Exercise Physiology Credits: (3)</td>
</tr>
<tr>
<td>• KIN 609 - Environmental Physiology Credits: (3)</td>
<td>• KIN 609 - Environmental Physiology Credits: (3)</td>
</tr>
</tbody>
</table>
Choose from the following courses:

- KIN 625 - Exercise Testing and Prescription **Credits**: (3)
- KIN 635 - Nutrition and Exercise **Credits**: (3)
- KIN 650 - Development of Motor Control **Credits**: (3)
- KIN 657 - Therapeutic Use of Exercise in the Treatment of Disease **Credits**: (3)
- KIN 792 - Health-Fitness Instructor Internship **Credits**: (6-8)
- KIN 800 - Advanced Physiology of Exercise **Credits**: (3)
- KIN 822 - Advanced Muscle Physiology **Credits**: (3)
- KIN 824 - Physiology of Oxygen Transport **Credits**: (3)
- KIN 826 - Advanced Cardiovascular Physiology **Credits**: (3)
- KIN 896 - Independent Study in Kinesiology **Credits**: (1-4)

**Public Health Physical Activity**

Choose from the following courses:

- KIN 602 - Gender Issues in Sport and Exercise **Credits**: (3)
- KIN 604 - Exercise and Mental Health **Credits**: (3)
- KIN 606 - Topics in the Behavioral Basis of Kinesiology **Credits**: (1-3)
- KIN 608 - Body Image, Eating Disorders & Obesity **Credits**: (3)
- KIN 610 - Program Planning and Evaluation **Credits**: (3)
- KIN 612 - Built Environment and Physical Activity **Credits**: (3)
- KIN 655 - Fitness Promotion **Credits**: (3)
- KIN 703 - Minority Groups in Sport **Credits**: (3)
- KIN 793 - Internship/Public Health Physical Activity **Credits**: (1-8)
- KIN 797 - Topics in Public Health Physical Activity Behavior **Credits**: (1-4)
- KIN 805 - Physical Activity and Human Behavior **Credits**: (3)
- KIN 808 - Social Epidemiology of Physical Activity **Credits**: (3)
- KIN 818 - Social and Behavioral Bases of Public Health **Credits**: (3)
- KIN 820 - Physical Activity Leadership **Credits**: (3)

![Course List](image)

Choose from the following courses:

- KIN 602 - Gender Issues in Sport and Exercise **Credits**: (3)
- KIN 604 - Exercise and Mental Health **Credits**: (3)
- KIN 606 - Topics in the Behavioral Basis of Kinesiology **Credits**: (1-3)
- KIN 608 - Body Image, Eating Disorders & Obesity **Credits**: (3)
- KIN 610 - Program Planning and Evaluation **Credits**: (3)
- KIN 612 - Built Environment and Physical Activity **Credits**: (3)
- KIN 655 - Fitness Promotion **Credits**: (3)
- KIN 703 - Minority Groups in Sport **Credits**: (3)
- KIN 793 - Internship/Public Health Physical Activity **Credits**: (1-8)
- KIN 797 - Topics in Public Health Physical Activity Behavior **Credits**: (1-4)
- KIN 805 - Physical Activity and Human Behavior **Credits**: (3)
- KIN 808 - Social Epidemiology of Physical Activity **Credits**: (3)
- KIN 818 - Social and Behavioral Bases of Public Health **Credits**: (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 835</td>
<td>Group Dynamics and Physical Activity</td>
<td>(3)</td>
</tr>
<tr>
<td>KIN 840</td>
<td>Public Health Field Experience</td>
<td>(3-6)</td>
</tr>
<tr>
<td>KIN 845</td>
<td>Exercise Adherence</td>
<td>(3)</td>
</tr>
<tr>
<td>KIN 855</td>
<td>Exercise Psychology in Special Populations</td>
<td>(3)</td>
</tr>
<tr>
<td>KIN 896</td>
<td>Independent Study in Kinesiology</td>
<td>(1-4)</td>
</tr>
</tbody>
</table>

**Supporting Statistic Courses (10 Credit Hours)**

- STAT 703 - Introduction to Statistical Methods for the Sciences  
  Credits: (3)

- STAT 704 - Analysis of Variance  
  Credits: (3)

- STAT 705 - Regression and Correlation Analyses  
  Credits: (3)

- STAT 720 - Design of Experiments  
  Credits: (3)

**Dissertation Research (30 Credit Hours)**

- KIN 999 - Dissertation Research  
  Credits: (1-15)

**Rationale:** These changes reflect proposed or approved changes in the course offerings by the Statistics Department. STAT 705, which will be a 3 credit class, awaits final approval by Faculty Senate. (Faculty Senate approved the STAT 705 course change as of February 11, 2014).

**Impact:** None

**Effective Term:** Fall 2014
## Non-Expedited Course Changes

<table>
<thead>
<tr>
<th>MANGT 623 Compensation and Performance Management</th>
<th>MANGT 623 Compensation and Performance Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits: (3) An in-depth critique of compensation system design and performance management strategies needed to attract, retain, develop and motivate the human capital required for organizational effectiveness and strategic success.</td>
<td>Credits: (3) An in-depth critique of compensation system design and performance management strategies needed to attract, retain, develop and motivate the human capital required for organizational effectiveness and strategic success.</td>
</tr>
<tr>
<td><strong>Requisites:</strong> Prerequisites: Mangt 531.</td>
<td><strong>Requisites:</strong> Prerequisites or concurrent: Mangt 531.</td>
</tr>
<tr>
<td><strong>When Offered:</strong> Spring</td>
<td><strong>When Offered:</strong> Spring</td>
</tr>
</tbody>
</table>

**Rationale:** Changing the pre-requisites to allow Mangt 623 to be taken concurrently with Mangt 531 will enable students to complete all courses needed for the HRM emphasis in the Management major in a timely manner.

**Impact on Other Units:** None

**Effective Date:** Fall 2014

| POLSC 650 – Not For Profit Management. (3) Unique management issues in terms of policy setting, participation, and accountability of non-profit organizations. Pr.: Senior or Graduate Standing. | POLSC 740 – Nonprofit Financial Management. (3) I. Introduction to the major issues in nonprofit management. Highlights the unique nature of the nonprofit sector with government (public) and business (for-profit) sectors. Issues may include governance roles and responsibilities, ethics and risk management, financial management and resource generation, managing staff and volunteers, performance measurements, and the emerging trends that threaten nonprofits’ tax-exempt status. Pr.: Graduate Student Standing. |

**RATIONALE:** Course name and number changes better reflect course content and student level at which course is directed.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2014
Non-Expeditied New Courses

<table>
<thead>
<tr>
<th>Course Add</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 614 Physical Activity Behavior Settings: Youth Sport to Senior Centers</td>
</tr>
<tr>
<td>Credits: (3)</td>
</tr>
</tbody>
</table>

The course is a study of key physical activity behavior settings across life-span development. Topics include observation of social and physical environmental variables, surveillance of physical activity in behavior settings, motivational theory and responses, setting interventions and developmental outcomes, and intervention evaluation methods.

When Offered: Spring

Pre-Requisite: KIN 310 and KIN 345 with grades of C or higher

K-State 8 TAG: Social Sciences

K-State 8 TAG Rationale: Covers the social science of physical activity.

Rationale: This course extends the 600 level offerings for public health physical activity emphasis. Students will learn how to develop effective physical activity interventions in the community.

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

Effective Date: Spring 2015

MANGT 643 – Staffing Organizations

Credits: (3) This course focuses on recruitment, selection, and retention issues, including an in-depth consideration of legal and practical issues involved in the acquisition and retention of human resources, including detailed coverage of job analysis, criterion development, recruitment strategies, and techniques and procedures for ensuring valid and effective selection of employees.

Requisites: Prerequisite or concurrent: MANGT 531.

When Offered: Fall

Rationale: Adding a staffing course will improve the preparation of our HRM emphasis students in the Management major. This addition will bring our HRM curriculum into strong compliance with the recommendations of recent national HRM curricular studies (which included students, business professionals, and academics) and the main HRM professional association (Society of Human Resource Management).

Impact on Other Units: None.

Effective Date: Fall 2014

RATIONALE: This course will allow a wider range of practices such as video, installation and other contemporary extension of photographic practices.

IMPACT: None

EFFECTIVE DATE: Fall 2014

ADD: GEOL 760 – Geochemical and Biogeochemical Modeling. (3) I. Use of geochemical modeling to examine geochemical and biogeochemical processes in aqueous environments. Pr.: CHM 210, CHM 230 (or CHM 220, CHM 250), GEOL 605. K-STATE 8: Natural and Physical Sciences; Empirical and Quantitative Reasoning.

RATIONALE: The Department of Geology seeks to add the course “Biogeochemical Modeling” to its curriculum. The course will provide students with valuable training that is currently unavailable on campus. Students in the course will use geochemical modeling techniques to analyze and simulate complex geochemical systems. In doing so, they will develop in-depth knowledge of geochemical processes and acquire marketable skills that will promote future career opportunities in academia, industry, and government. In addition, inquiry-based learning exercises used throughout the course will greatly enrich the students’ understanding of advanced topics in geochemistry and biogeochemistry.

IMPACT: No other geochemical or biochemical modeling courses are offered at K-State. The course, therefore, does not duplicate the course offering of any other department or unit. However, the course could enhance curricula available to students in other departments, including Biology, Civil Engineering, Agronomy, and Geography.

EFFECTIVE DATE: Fall 2014

ADD: POLSC 608 – Political Participation in the United States. (3) II. A broad overview of the various tools of democracy; public opinion, political parties, interest groups, and elections. K-State 8: Social Sciences; Historical Perspectives. Pr.: POLCS 110 or POLSC 115 or junior standing.

RATIONALE: In an effort to aid in the development of politically aware and active citizens we are combining an exposure to the various tools of democratic politics in a single course. The specific tools available for participation in democratic politics include public opinion, voting and elections, political parties, and interest groups. Upon completion of this course students will understand and appreciate how they can better fulfill the political responsibilities of American citizens.

IMPACT: None

EFFECTIVE DATE: Fall 2014
ADD: **POLSC 610 – Local Government Law.** (3) I. Explores the dynamic relationship between states and cities. Major issues may include budget shortfalls, social issues, and sprawl. Focus on the legal framework of state and city powers, including the forms of government, state preemption, and home rule theory and practice. Pr.: POLSC 110 or POLSC 115 or junior standing. K-STATE 8: Social Sciences.

RATIONALE: State and local government laws and regulations impact the vast majority of our everyday decisions. A deeper knowledge of these laws and regulations will help out students to understand the applications and limitations of governmental powers relative to their POLSC professional and personal experiences.

IMPACT: None

EFFECTIVE DATE: Fall 2014

ADD: **POLSC 702 – Public Administration and Society.** (3) I. Introduction to the discipline and profession of public administration, which may include the cultural, constitutional, institutional, organizational, and ethical context of public administration. Introduction to central issues facing public administrators, using the related perspectives of management, politics, and law. Pr.: POLSC 507.

RATIONALE: This course is a critical element in a broader restructuring of our Master of Public Administration curriculum which is designed to more closely map the skill sets required of public managers in the 21st century. This will be the first course taken by our students. It will introduce them to the general challenges confronted by public administrators in a democratic society.

IMPACT: None

EFFECTIVE DATE: Fall 2014

ADD: **POLSC 736 – Strategic Management of Public Organizations.** (3) II. Strategic management in the public sector of democratic societies. Provides a set of tools and research skills to focus thinking, judgment and decision making in order to act strategically. Pr.: POLSC 507 or POLSC 735.

RATIONALE: This course is a critical element in a broader restructuring of our Master of Public Administration curriculum which is designed to more closely map skill sets required of public managers in the 21st century. One such increasingly critical skill involves strategic thinking and management practices which refer to a set of tools that improve how public managers identify, plan and accomplish public purposes sustainably. This course has previously been offered under a topics (791) course number.

IMPACT: None

EFFECTIVE DATE: Fall 2014

**RATIONALE:** This course is a critical element in a broader restructuring of our Master of Public Administration curriculum which is designed to more closely map the skill sets required of public managers in the 21st century. More specifically, we are developing an emphasis in public budgeting and finance which includes this course along with our current course (POLSC 737) which is a more general and introductory exposure to these skills/topics. Prospective employers have ensured us that this emphasis will function to enhance greatly the attractiveness of our graduates.

**IMPACT:** None

**EFFECTIVE DATE:** Fall 2014

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**#1 EDCI 729.** Middle-Level Mathematics for Teachers. (3) I, S. This course reviews math concepts, problems and applications to help prepare teachers to pass the Middle School Mathematics Praxis Exam. The course helps teachers gain pedagogical content knowledge in relation to teaching mathematics.

**IMPACT:** The Math Department was contacted and they support our efforts.

**RATIONALE:** This course will form one of the core courses in the new Area of Emphasis in Mathematics Education for the Masters degree in Curriculum and Instruction. Recent reports have identified middle-level mathematics as the fourth largest area of need in the state of Kansas (KSDE, 2010). School districts, especially those in rural areas, identify their strongest elementary teachers and place those teachers in positions to teach at the middle level under a waiver. These teachers, while typically extremely knowledgeable in areas of pedagogy, are often weaker in mathematical content knowledge.

**EFFECTIVE DATE:** Fall 2014

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**#2 EDCI 823.** History of Mathematics Education. (3) I. This course will examine the issues and forces behind the evolution of mathematics education reform from 1820-present. Historical readings, mathematics curricula, analysis of political and social change, and research in both psychology and mathematics education will be analyzed to establish a foundation for understanding current reform efforts.

**IMPACT:** The Math Department was contacted and they support our efforts.

**RATIONALE:** This course will form one of the core courses in the new area of emphasis in mathematics education for the Masters degree in Curriculum and Instruction. Historically mathematics reform has been driven by multiple factors within the United States and abroad.
Understanding these influential forces and their impact upon historical reform movements is essential for understanding contemporary reform movements. As the US enters another decade of dramatic reform in mathematics education, students will analyze motivations for the current reform and identify both social and political impacts upon the way public educators approach reform.

**EFFECTIVE DATE:** Fall 2014

**#3 EDCI 825.** Research in Mathematics Teaching and Learning. (3) S. This course will focus on seminal and contemporary research in mathematics teaching and learning. Emphasis will be placed on (1) current trends in K-12 classrooms, (2) the relationship between curriculum and instruction to current mathematics education research, (3) critical analysis of research practices, (4) solving and analyzing problems, and (5) designing goals and outcomes for instructional strategies.

**IMPACT:** The Math Department was contacted and they support our efforts.

**RATIONALE:** This course will form one of the core courses in the new area of emphasis in Mathematics Education for the Masters degree in Curriculum and Instruction. Graduate students being prepared in Mathematics Education need to have a solid background in seminal research informing current changes in education. They need to have experience reading and analyzing research, linking reports of research to classroom teaching and learning, and synthesizing research so that they can inform colleagues, make sound decisions, and conduct research of their own.

**EFFECTIVE DATE:** Fall 2014

**#4 EDCI 826.** Contemporary Technologies in Mathematics Education. (3) I. The purpose of this class is to explore the theoretical implications of using technology as a tool for teaching mathematics in K-12 classrooms. The course content will focus on the continual evolution of technology and how this evolution can assist in the teaching and learning of mathematics.

**IMPACT:** The Math Department was contacted and they support our efforts.

**RATIONALE:** This course will form one of the core courses in the new area of emphasis in mathematics education for the Masters degree in Curriculum and Instruction. Technology has had a key impact on the teaching and learning of mathematics throughout history. Often schools provide teachers with technology-based professional development but this does not extend to the area of mathematics education. Exploration of the technology available for teaching and learning mathematics will enhance opportunities for K-12 teachers and students.

**EFFECTIVE DATE:** Fall 2014

**#5 EDCI 827.** Theoretical Models of Mathematics Teaching and Learning. (3) II (even years). This course will focus on the theories of learning, which provide a foundation for the standards for mathematical practice. The course will specifically address historical and contemporary theories related to mathematics teaching and learning.

**IMPACT:** The Math Department was contacted and they support our efforts.
RATIONALE: This course will form one of the core courses in the new area of emphasis in Mathematics Education for the Masters degree in Curriculum and Instruction. In order to understand mathematics education, graduate students need to have a foundation in theoretical models of mathematics teaching and learning. They need to have an opportunity to become knowledgeable about the principal theoretical models that have informed educators and education reforms.

EFFECTIVE DATE: Fall 2014

#6 EDCI 828. Assessment in Mathematics Education. (3) S (even years). This course will provide participants with assessment tools necessary to enhance learning for diverse student populations. The course will explore ways to document student performance and progress for instructional and accountability purposes. Participants will become familiar with quantitative and qualitative concepts and practices used to evaluate student learning in the classroom.

IMPACT: The Math Department was contacted and they support our efforts.

RATIONALE: This course will form one of the core courses in the new Area of Emphasis in Mathematics Education for the Masters degree in Curriculum and Instruction. For assessment to be meaningful it must be done thoughtfully and systematically. When done effectively, it can help teachers assess the degree to which their students understand and what adjustments need to be made to instruction. How teachers use assessment techniques to refine their teaching and improve instruction is complex. This course focuses on assessment will enable teachers to continue to expand their knowledge of this growing field.

EFFECTIVE DATE: Fall 2014

Horticulture, Forestry, and Recreation Resources

ADD: PMC 710. Rural Tourism and Sustainable Development. (3) I. This course will explore the obstacles and opportunities of using ecotourism and agritourism to contribute to rural economic development. Examples of successful ecotourism projects both domestically and internationally will be presented with an emphasis on the role of National Parks as tourism destinations. Agritourism efforts in Kansas will be highlighted and compared to similar efforts in other states and countries. Principles of attracting and managing tourists and park visitors in a sustainable manner also will be covered.

RATIONALE: This content is lacking in our curriculum and adding this course helps us meets accreditation standards set forth by the National Recreation and Park Association. Also we currently offer no graduate level courses and this first course would begin to address that void.

IMPACT: No impacts outside the department.

EFFECTIVE DATE: Spring 2015
Non-Expedited Curriculum Changes

Food Science Program

General Graduate Records Examination (GRE) scores are required of all applicants.

FROM:  

TO:  

Are there any special requirements for international students?

International students must submit the following:

- TOEFL score of at least 577 (paper), 233 (computer), 90 (IBT), 7.0 (IELTS) or evidence of a degree from a U.S. university

- GRE scores

  NOTE: A minimum GRE score of 1000 between the verbal and quantitative is required. A GRE score of at least 425 on the verbal section must be achieved.

- Complete financial form and evidence of financial support for their entire graduate training

- Ensure sections 1, 2, and 3 are filled out completely on the affidavit. It must include the official bank seal and signature of the bank official. A certificate of deposit or a bank statement is not acceptable to fulfill this requirement.

Are there any special requirements for international students?

International students must submit the following:

- TOEFL score of at least 577 (paper), 90 (IBT), 7.0 (IELTS) or evidence of a degree from a U.S. university

  - Graduate Record Examination (GRE) General Test scores are required.

- Complete financial form and evidence of financial support for their entire graduate training

- Ensure sections 1, 2, and 3 are filled out completely on the affidavit. It must include the official bank seal and signature of the bank official. A certificate of deposit or a bank statement is not acceptable to fulfill this requirement.

RATIONALE: The GRE selective requirements for international applicants to the program was determined to be discriminatory and thus this was removed. The Food Science Graduate Program Coordinating Committee thought that it would be helpful to have GRE scores for all applicants. The GRE scores will provide some metrics on the quality of incoming students and may be helpful for students with low grades. No minimum scores will be required. This will not be a burden on applicants as almost all Food Science programs in the USA required that GRE scores be a part of the application process.

EFFECTIVE DATE:  Fall 2014
### Doctoral Degree Requirements

The Ph.D. requires a minimum of 90 semester credit hours beyond the bachelor’s degree, including 30 credit hours of dissertation research. The number of hours from a previously completed master’s degree which may be counted toward the 90 hour requirement is decided by the student’s supervisory committee and is reviewed by the chair of the College of Human Ecology Coordinating Committee and the Graduate School. A maximum of 30 hours may be transferred from a completed master’s degree. A maximum of 9 credit hours can be transferred from graduate work completed after the master’s degree at another accredited university. Doctoral students are required to pass both written and oral preliminary examinations prior to admission to candidacy.

### Doctor of Philosophy Course Requirements

#### Major Area (Minimum of 60 Credit Hours)

**Ph.D. (900-level) Courses (12 Credit Hours)**

- HMD 975 - Research and Applied Theories in Consumer Behavior in Foodservice and Hospitality Management **Credits:** (3)

- OR

- a 900-level or equivalent course

- HMD 980 - Administration of Dietetics and Hospitality Programs **Credits:** (3)

- HMD 985 - Advances in Foodservice and Hospitality Management **Credits:** (3)

- HMD 995 - Grantsmanship and Publication **Credits:** (3)

**Dissertation Proposal Seminar (1 Credit Hour)**

- HMD 990 - Dissertation Proposal Seminar **Credits:** (1)

**Other Coursework in Major Area (17 Credit Hours)**

The Ph.D. requires a minimum of 90 semester credit hours beyond the bachelor’s degree, including 30 credit hours of dissertation research. The number of hours from a previously completed master’s degree which may be counted toward the 90 hour requirement is decided by the student’s supervisory committee and is reviewed by the chair of the College of Human Ecology Coordinating Committee and the Graduate School. A maximum of 30 hours may be transferred from a completed master’s degree. A maximum of 9 credit hours can be transferred from graduate work completed after the master’s degree at another accredited university. Doctoral students are required to pass both written and oral preliminary examinations prior to admission to candidacy.

**Doctor of Philosophy Course Requirements**

#### Major Area (Minimum of 60 Credit Hours)

**Ph.D. (900-level) Courses (12 Credit Hours)**

- HMD 975 - Research and Applied Theories in Consumer Behavior in Foodservice and Hospitality Management **Credits:** (3)

- OR

- a 900-level or equivalent course

- HMD 980 - Administration of Dietetics and Hospitality Programs **Credits:** (3)

- HMD 985 - Advances in Foodservice and Hospitality Management **Credits:** (3)

- HMD 995 - Grantsmanship and Publication **Credits:** (3)

**Dissertation Proposal Seminar (1 Credit Hour)**

- HMD 990 - Dissertation Proposal Seminar **Credits:** (1)
Other Coursework in Major Area (17 Credit Hours)

- HMD 805 - Food Production Management Credits: (3)
- HMD 885 - Seminar in Foodservice and Hospitality Management Credits: (1)
- HMD 890 - Administration of Foodservice and Hospitality Organizations Credits: (3)
- HMD 895 - Financial Management and Cost Controls for the Hospitality Industry Credits: (3)
- Other HMD Graduate Courses Credits: (7)

Dissertation Research (30 Credit Hours)

- HMD 999 - Research in Foodservice or Hospitality Management Credits: (Var.)

Supporting Areas (21 Credit Hours)

Research Skills (10 Credit Hours)

- STAT 703 - Introduction to Statistical Methods for the Sciences Credits: (3)
- STAT 704 - Analysis of Variance Credits: (2)
- AND
- STAT 705 - Regression and Correlation Analyses Credits: (2)
- OR
- STAT 713 - Applied Linear Statistical Models Credits: (3)
- OR
- STAT 720 - Design of Experiments Credits: (3)
- OR
- EDCEP 917 - Experimental Design in Educational Research Credits: (3)
- EDCEP 917 - Experimental Design in Educational Research Credits: (3)

**Course in Research Methods (3 Credit Hours)**
- HMD 810 - Research Techniques for Foodservice and Hospitality Management Credits: (3)

**Other Supporting Courses (9 Credit Hours)**
- ACCTG 810 - Foundations of Accounting and Finance Credits: (3)
- EDCI 943 - Principles of College Teaching Credits: (3)
- Graduate Course Elective (formal course, not independent study) Credits: (3)

**Notes**
Research, seminar, or other independent study hours will not be transferred from a master’s degree into the Ph.D. program of study. No courses with a grade below a B will be accepted from a master’s degree into the Ph.D. program of study.

**Rationale:** The graduate faculty has decided that ACCTG 810, Foundations of Accounting and Finance, should not be required for every student in the specialization. This course will become an elective course, and students will work with their major professor and committee to determine if the course is needed in their plan of study.

**Impact:** Department of Accounting. The accounting department has responded with approval of this change.

**Effective:** Fall 2014

**CHANGES FROM ORIGINAL PROPOSAL:**
The curriculum change for the Phd Specialization: Hospitality and Dietetics Administration was updated to reflect Statistics course changes by the Department of Statistics. STAT 704 which has been dropped and STAT 705 course title changed and credits increased to 3. As approved by Faculty Senate, February 11, 2014.
Offered through the Political Science graduate program, the Master of Public Administration degree is a professional degree for those who wish to hold administrative positions primarily in the public sector. This degree prepares individuals for administrative careers in a wide range of environments—international, national, sub-national, not-for-profit—by offering a program of study which is comprehensive, flexible, and interdisciplinary.

The program is committed to meeting the needs of both pre-service and in-service students. Pre-service students without administrative experience have enjoyed success in obtaining both valuable internships while pursuing their degree and challenging positions upon graduation. In-service students have found this program especially attractive since, through careful scheduling, courses required for the degree may be completed in the evenings.

Degree requirements (42 credit hours)

The degree requires 42 hours of graduate credit including core public administration courses, an area of specialization, electives, and, for pre-service students, an internship. Full time students are normally able to complete the degree in two years. The core courses are designed to familiarize all students with the fundamentals of public administration. The six courses in this category are Research Methods, Public Personnel Administration, Policy Analysis and Evaluation, Public Organization Theory, Public Budgeting, and Capstone Seminar in Public Administration.

Each student is also required to develop an interdisciplinary area of specialization.

The Master of Public Administration (MPA) degree at Kansas State University prepares both mid and pre-career students to serve the public interest and establish themselves as civic leaders. The program emphasizes a theoretically-informed, research-driven, and skills-based approach to learning designed to insure that our students develop specific competencies which prepare them for the challenges of work in the public and non-profit sectors immediately upon graduation. Our faculty’s approach to education begins with a broad exposure to policy systems, political environments, administrative principals, and research methods. Additionally, our students are required to think critically, apply knowledge, and seek practical solutions to real world problems. Our low faculty-to-student ratio contributes to a student-centered learning environment in which we are able to instill in our students the ethics of public service and professional management that are critical to the diverse and changing modern workplace.

**New Courses Added**
- POLSC 702: Public Administration and Society
- POLSC 736: Strategic Management of Public Organizations
- POLSC 738: Public Finance

**Course Name/Number Changes**
- POLSC 740: Non Profit Financial Management
- POLSC 831: Public Administration Capstone:

**General Program Changes**
- **Increase in the number of core courses from 6 to 8.** The two new courses – POLSC 702 and POLSC 738 – will be offered in the fall semester
- POLSC 700: Research Methods in Political Science
- POLSC 708: Public Personnel Administration
- POLSC 702: Public Administration and Society
- POLSC 738: Public Finance
- POLSC 710: Policy Analysis and Evaluation

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Semester</th>
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<tbody>
<tr>
<td>POLSC 700: Research Methods in PS</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>POLSC 708: Public Personnel Adm</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>POLSC 702: Public Admin and Society</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>POLSC 738: Public Finance</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>POLSC 710: Policy Analysis and Eval</td>
<td>Spring Semester</td>
</tr>
</tbody>
</table>
such as budgeting and finance, personnel administration, planning, international and comparative administration, not-for-profit management, or state and local government. However, other areas of interest specific to individual students are met on a case-by-case basis under special circumstances with the advice of the director of the program.

Students also take two political science electives, one of which must be a seminar. This component of the curriculum helps students to gain a better appreciation of the political environment in which public administrators operate. Students may choose from an extensive range of graduate courses and advanced seminars regularly offered by the Department of Political Science.

Pre-service students are required to complete an internship, involving a minimum of ten weeks of full-time employment in an administrative capacity. This may involve appointments with public or not-for-profit sector employers.

Program Mission Statement

The Master of Public Administration (MPA) degree at Kansas State University is a flexible professional degree for those who wish to hold administrative positions in the public sector. Graduates are trained for employment with government agencies at the federal, state or local level, and with regional or sub-state organizations. Opportunities are also available for graduates of the program with non-profit corporations, public interest groups or commissions, charitable organizations, private corporations that work with government agencies, and international organizations.

- **Decrease in the total number of hours for the degree from 42 to 39 for pre-career students and to 40 for mid-career students.** This is accomplished by not requiring the internship hours for mid-career students while only requiring pre-career students to enroll for one hour of internship credit.

- **Comprehensive exam will be written only.** In the past the comprehensive exam at the end of the MPA program involved both a written exam and an oral defense of the internship paper. The exam will be in written form only and will focus only on the core coursework.

- **Area of Specialization Changes**

Currently we require four courses in one of several areas of specialization. Going forward we wish to offer the following four areas of specialization and will require completion of only two of the courses listed in each area. Please note that all courses outside the Political Science Department are recommended for our current areas of specialization. Hence we are not increasing the burden on other departments.

- **Public Budgeting and Finance**
  - MANGT 596: Business, Government & Society
  - POLSC 610: Local Government Law
  - ECON 633: Public Finance
  - POLSC 737: Intergovernmental Relations
  - POLSC 740: Non-Profit Financial Management

- **Planning**
  - PLAN 720: Infrastructure Plan Implementation
  - PLAN 730: Planning Administration
  - PLAN 815: Planning Theory, Ethics and Practice
  - POLSC 618: Urban Politics

- **Security Studies**
<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
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<tbody>
<tr>
<td>POLSC 812: Fundamentals of Security</td>
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<tr>
<td>POLSC 813: International Security</td>
<td></td>
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<tr>
<td>POLSC 814: Transnational Security</td>
<td></td>
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<tr>
<td><strong>State and Local Government</strong></td>
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<tr>
<td>POLSC 618: Urban Politics</td>
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<tr>
<td>POLSC 620: State and Local Government</td>
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<td>POLSC 739: Intergovernmental Relations</td>
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<tr>
<td>POLSC 799: Pro-seminar: Executive Leadership Problems</td>
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<tr>
<td><strong>Elective Changes</strong></td>
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</tbody>
</table>

**From:** Currently students are required to complete a total of 9 credit hours, three courses, in this category distributed as follows:

- Choose one from among the following public administration courses:
  - POLSC 607: Administrative Law
  - POLSC 707: Comparative Administration
  - POLSC 711: Administrative Ethics

- Choose one from any course in the Political Science department numbered 600 or above.

- Choose one of the four 800-level Political Science seminars field.

**To:** The changes are as follows:

**Public Administration Electives (9 credit hours):** Three of the following six courses

- POLSC 607: Administrative Law
- POLSC 610: Local Government Law
- POLSC 711: Administrative Ethics
- POLSC 736: Strategic Management of Public Organizations
- POLSC 740: Non-Profit Financial Management
- POLSC 799: Pro-seminar: Executive Leadership Problems
RATIONALE: The Political Science faculty and the MPA faculty, with input from the MPA program’s various stakeholders, have formulated a series of changes in the requirements associated with the MPA degree program. These changes are designed to serve our students better by providing a greater range of those professional skills required of successful public managers in the 21st century.

IMPACT: None

EFFECTIVE DATE: Fall 2014
Change From:
Kinesiology (M.S.)

Admission
Students entering the Kinesiology graduate program must satisfy a minimum number of undergraduate competencies. These competencies are often satisfied with an undergraduate degree in kinesiology. Students without an undergraduate degree in kinesiology may be required to complete additional undergraduate coursework. Application procedures require (1) a completed graduate application form, (2) transcripts from all universities and colleges attended, (3) scores on the aptitude portion of GRE examination, (4) three letters of reference, and (5) a statement outlining professional goals and areas of special interest. Application for admission to the program in the fall semester should be made in the preceding late fall or early winter. Applications are also accepted for the spring semester.

Master's degree program
The Department of Kinesiology offers a master of science degree. Students may emphasize exercise physiology/pathophysiology, or public health physical activity.
The M.S. degree in kinesiology requires a minimum of 30 hours for students completing a master’s thesis option and 36 hours for students completing a coursework option. The specific program of study, designed by the student and supervisory committee, is tailored to meet the individual needs and interests of the student. A maximum of 12 hours of supporting work in other departments may be applied toward the degree. All students are expected to demonstrate a depth and breadth of understanding of kinesiology in a written and/or oral final evaluation.

Thesis Option Requirements
Research Core
- KIN 815 - Research Methods in Kinesiology
  Credits: (3)
- STAT 703 - Introduction to Statistical Methods for the Sciences
  Credits: (3)

Kinesiology Core
- KIN 800 - Advanced Physiology of Exercise
  Credits: (3)
- KIN 830 - Advanced Public Health Physical Activity
  Credits: (3)

Support Work
Complete a total of 12 hours from Kinesiology courses 600 and above; and approved courses outside the department
Thesis
6 hours required

Coursework Option
Research Core
- KIN 815 - Research Methods in Kinesiology
  Credits: (3)
- STAT 703 - Introduction to Statistical Methods for the Sciences
  Credits: (3)

Change To:
Kinesiology (M.S.)

Admission
Students entering the Kinesiology graduate program must satisfy a minimum number of undergraduate competencies. These competencies are often satisfied with an undergraduate degree in kinesiology. Students without an undergraduate degree in kinesiology may be required to complete additional undergraduate coursework. Application procedures require (1) a completed graduate application form, (2) transcripts from all universities and colleges attended, (3) scores on the aptitude portion of GRE examination, (4) three letters of reference, and (5) a statement outlining professional goals and areas of special interest. Application for admission to the program in the fall semester should be made in the preceding late fall or early winter. Applications are also accepted for the spring semester.

Master's degree program
The Department of Kinesiology offers a master of science degree. Students may emphasize exercise physiology/pathophysiology, or public health physical activity.
The M.S. degree in kinesiology requires a minimum of 30 hours for students completing a master’s thesis option and 36 hours for students completing a coursework option. The specific program of study, designed by the student and supervisory committee, is tailored to meet the individual needs and interests of the student. A maximum of 12 hours of supporting work in other departments may be applied toward the degree. All students are expected to demonstrate a depth and breadth of understanding of kinesiology in a written and/or oral final evaluation.

Thesis Option Requirements
Research Core
- KIN 815 - Research Methods in Kinesiology
  Credits: (3)
- STAT 703 - Introduction to Statistical Methods for the Sciences
  Credits: (3)
- STAT 705 – Regression and Analysis of Variance
  Credits: (3)

Kinesiology Core
- KIN 801 – Physical Activity: Physiology to Public Health Impact
  Credits: (3)

Support Work
Complete a total of 12 hours from Kinesiology courses 600 and above; and approved courses outside the department
Thesis
6 hours required

Coursework Option
Research Core
- KIN 815 - Research Methods in Kinesiology
  Credits: (3)
- STAT 703 - Introduction to Statistical Methods for the Sciences
  Credits: (3)
**Rationale:** There are two proposed changes in the curriculum of the MS program in Kinesiology. 1) Consolidation of two previously required courses in the Kinesiology Core, KIN 800 Advanced Exercise Physiology and KIN 830 Advanced Public Health Physical Activity, into one required and already approved course, KIN 801 Physical Activity: Physiology to Public Health Impact. 2) Strengthening the statistical experience for students participating in the thesis option from a single course STATS 703 to an additional course STAT 705, and elimination of STATS 702 since the Statistics Dept. no longer offers that course. Students in the coursework plus examination option would still be required to take STATS 703. STAT 705, which will be a 3 credit class, awaits final approval by Faculty Senate. (Faculty Senate approved the STAT 705 course change as of February 11, 2014).

**Impact:** Slight increase in annual enrollment for STAT 705. These changes are acceptable to the Statistics Department.

**Effective Term:** Fall 2014

<table>
<thead>
<tr>
<th>CHANGE FROM</th>
<th>CHANGE TO</th>
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| Personal Financial Planning – (M.S.) The Family Studies and Human Services department offers a Master of Science degree in Family Studies and Human Services with a specialization in personal financial planning. The inter-institutional master’s degree program in personal financial planning and the graduate certificate program in personal financial planning draw on the expertise of graduate faculty and graduate courses from seven universities, members of the Great Plains IDEA, a consortium of major Midwestern universities. The Internet-based personal financial planning curriculum lets you do course work at convenient times for you. Upon completion of the master’s degree curriculum, students are eligible to sit for the Certified Financial Planner certification examination. These courses in personal financial planning and counseling enable you to:  
  - Enhance your personal financial knowledge  
  - Complete a master’s degree from any of the participating universities  
  - Develop competencies that may lead to professional certification by CFP Board |
| Personal Financial Planning – (M.S.) The School of Family Studies and Human Services offers a Master of Science degree in Family Studies and Human Services with a specialization in Personal Financial Planning. The inter-institutional master’s degree program in personal financial planning and the graduate certificate program in personal financial planning draw on the expertise of graduate faculty and graduate courses from seven universities, members of the Great Plains IDEA, a consortium of major Midwestern universities. The Internet-based personal financial planning curriculum lets you do course work at convenient times for you. Upon completion of the master’s degree curriculum, students are eligible to take the Certified Financial Planner certification examination. These courses in personal financial planning and counseling enable you to:  
  - Enhance your personal financial knowledge  
  - Complete a master’s degree from any of the participating universities  
  - Develop competencies that may lead to professional certification by CFP Board |
| K-State Degree Program                           | K-State Degree Program                         |
| All students applying to the master’s in personal financial planning program at K-State will complete the |  |
All students applying to the master's in personal financial planning program at K-State will complete the first six courses leading to completion of the K-State Personal Financial Planning Graduate Certificate. All courses are required for the master's degree, and upon completion of the certificate portion of the program, students are eligible to sit for the CFP Certification Examination. Students automatically flow into the Great Plains IDEA upon successful completion of the graduate certificate in personal financial planning.

For additional information, please visit the Personal Financial Planning website at: [http://www.ipfp.k-state.edu/](http://www.ipfp.k-state.edu/).

### Required Coursework (27 credits):

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSHS 624</td>
<td>Fundamentals of Financial Planning</td>
<td>(3)</td>
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<tr>
<td>FSHS 766</td>
<td>Insurance Planning</td>
<td>(3)</td>
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<tr>
<td>FSHS 762</td>
<td>Investment Planning</td>
<td>(3)</td>
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<tr>
<td>FSHS 760</td>
<td>Families, Employment Benefits and Retirement Planning</td>
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<td>FSHS 772</td>
<td>Personal Income Taxation</td>
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<td>FSHS 764</td>
<td>Estate Planning</td>
<td>(3)</td>
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<tr>
<td>FSHS 836</td>
<td>Case Studies</td>
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<tr>
<td>FSHS 850</td>
<td>Family System</td>
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<tr>
<td>FSHS 675</td>
<td>Field Study in Family Economics</td>
<td>(3)</td>
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<tr>
<td>FSHS 756</td>
<td>Financial Counseling</td>
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<tr>
<td>FSHS 702</td>
<td>Financial Theory and Research I</td>
<td>(3)</td>
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### Electives Coursework (9 credits):

#### (Option A)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSHS 802</td>
<td>Financial Theory and Research II</td>
<td>(3)</td>
</tr>
</tbody>
</table>

#### (Option B)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSHS 899</td>
<td>MS Research in Family Studies and Human Services</td>
<td>(6 hrs. required)</td>
</tr>
</tbody>
</table>

Choose one from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSHS 802</td>
<td>Financial Theory and Research II</td>
<td>(3)</td>
</tr>
</tbody>
</table>
Non-Expedited New Curriculum

Political Science
Concurrent Degree: BA/BS in Political Science and Masters of Public Administration

ADD:

Students who successfully complete this program will receive both a BA or BS in political science and a Masters of Public Administration. The degree can be completed in a minimum of five academic years.

Admission Requirements: The application process is the same as for the traditional MPA degree except that completion of the bachelor’s degree is not required. The following requirements must be met before an individual can be admitted to the program.

- The student must be seeking a bachelor’s degree in Political Science.
- The student must have completed a minimum of 90 credit hours towards the bachelor’s degree in Political Science.
- The student’s cumulative undergraduate GPA and their GPA in Political Science courses must be at least 3.0.

Admission Process: Required in the admission process are the following:

- A KSU online Graduate School Application completed.
- An application fee submitted with the application.
- A statement of objectives indicating professional goals relative to the MPA degree.
- Three letters of recommendation – at least two from faculty.
- One official transcript from all previous higher education courses.

Program Guidelines

- The program requires a total of 160 credit hours including 120 undergraduate hours and 40 graduate hours.
- However, a maximum of 9 credit hours from the graduate degree can also be counted towards the undergraduate degree, effectively reducing the total number of hours to 151.
- The 9 credit hours to be counted for both undergraduate and graduate credit must be chosen from among the “core courses” described below.
- Graduate courses must be completed with an overall GPA of at least a 3.0 GPA.
- At least 24 of the hours on the graduate program of study must be at the 700 or above level.
- The bachelor’s degree may be awarded at any time following the completion of undergraduate degree requirements. Alternatively the BA/BS and MPA degrees...
may be awarded concurrently.
- In the event that a student enters the program but does not wish to finish the Master’s degree, he/she must change the nine credit hours of graduate credit and then will receive a bachelor’s degree once all other requirements are met.

MPA Core courses: Eligible for Concurrent Credit
- POLSC 700: Research Methods in Political Science
- POLSC 702: Public Administration and Society
- POLSC 708: Public Personnel Administration
- POLSC 710: Policy Analysis and Evaluation
- POLSC 735: Public Organization Theory
- POLSC 737: Public Budgeting
- POLSC 738: Public Finance

RATIONALE: The concurrent BA/BS in Political Science and Masters in Public Administration degree will encourage Political science majors to pursue their Master’s degree at K-State. In turn, graduate enrollments in the Political science department will increase. Students may be expected to appreciate an opportunity to earn the two degrees in a maximum of eleven semesters. In fact, with careful undergraduate advising involving a combination of at most three 18 hour semesters along with the remaining semesters at 15 hours, students may complete the program in five years/ten semesters. In either case, the concurrent degree will involve a much shorter time than normally required to earn both an undergraduate degree and a Master’s degree in public administration.

IMPACT: None

EFFECTIVE DATE: Fall 2014
M.S. in Personal Financial Planning

a. Summary of Proposed Academic Program (1-15-04)
b. Curriculum Outline for Proposed Academic Program
c. Fiscal Summary for Proposed Academic Program (2-15-01)

New Degree Request – Kansas State University

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Program Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Identification</td>
<td>CIP 52.0804</td>
</tr>
<tr>
<td>2. Academic Unit</td>
<td>College of Human Ecology, School of Family Studies &amp; Human Services</td>
</tr>
<tr>
<td>3. Program Description</td>
<td>Currently, Personal Financial Planning is a sub-plan within the Family Studies and Human Services degree. The proposal is for a stand-alone M.S. in Personal Financial Planning to meet the professional demands of solidifying Personal Financial Planning as an independent and growing program, and to provide the opportunity for M.S. thesis completion to prepare for doctoral programs in Personal Financial Planning. Graduates find placement in comprehensive or small financial planning practices, insurance, investments, retirement planning, as well as in banks, trust departments, and Cooperative Extension. There is a real need for financial planners in our society as people strive to manage their money and reach their financial goals, providing tremendous growth projections for the field.</td>
</tr>
<tr>
<td>4. Demand/Need for the Program</td>
<td>Due to our aging population and growing demand for financial planners, the U.S. Bureau of Labor Statistics projected 32% job growth for financial planners between 2010 and 2020. The Kansas Department of Labor projected even greater growth, at 43% for the same period. Enrollment in the Family Studies and Human Services M.S. specialization in Personal Financial Planning has exceeded 60 students for the past five years. Greater visibility as a stand-alone program will contribute to demand. Additionally, the program has added an M.S. thesis option to attract students who want to prepare for doctoral education in Personal Financial Planning.</td>
</tr>
<tr>
<td>5. Comparative/Locational Advantage</td>
<td>The M.S. in Personal Financial Planning will be offered online, by an inter-institutional Great Plains Interactive Distance Education Alliance (GPIDEA) team of faculty from Kansas State University, Iowa State University, University of Missouri, University of Nebraska, North Dakota State University, Oklahoma State University, and South Dakota State University. This GPIDEA program has already been approved. A 2011 Financial Planning magazine article ranked Kansas State University’s Personal Financial Planning program as a top 10 financial planning program. In 2012, Financial Planning once again ranked Kansas State University’s Personal Financial Planning program as one of the 25 great schools for future financial planners. We maintain our accreditation with the Certified Financial Planning Board of Standards and a memorandum of understanding with the Association for Financial Counseling and Planning Education so that our students may take the rigorous exams of both associations. A survey of Universities registered with the Certified Financial Planners Board revealed that, of the roughly twenty programs that provide distance Master’s degrees in personal financial planning, only seven are affiliated with a public research university (i.e., Kansas State University and our six GPIDEA consortium partners).</td>
</tr>
</tbody>
</table>
The primary academic objectives are to provide students with the opportunity to: Solve real world problems; Apply their creativity in helping others meet challenges; Develop and refine communication skills; Work in multidisciplinary and diverse teams; Obtain an understanding of 21st century technologies; Learn through instruction by faculty committed to both teaching and research; Participate in professional groups and activities; Assume leadership positions in school and professionally; Understand and conduct scholarly research in personal financial planning; Be part of a growing program that is devoted to building the finest personal financial planning program in the nation while meeting the growing need for well-trained graduates.

Other academic program objectives include: Providing courses that meet the criteria to maintain the program’s registered status with the Certified Financial Planning Board of Standards, Inc. Students will be able to comprehensively integrate financial planning content areas into the development of financial plans and targeted financial planning recommendations that meet specific individual and family need sets; Providing opportunities for students to demonstrate the ability to apply verbal, written, and graphic communication and presentation skills to client presentations; Providing students with opportunities to integrate knowledge about family finance, relationships, and management issues in families that are experiencing financial distress through the development of a comprehensive assessment and plan of action based on possible alternatives; Providing opportunities for students to study abroad; Encouraging students to participate in scholarly research; Encouraging student participation in professional publishing activities; Encouraging students to take and pass the national CFP Certification Examination.

| 6. Curriculum | The Personal Financial Planning unit in the School has eight faculty members involved with the M.S. degree program (four holding the AFC and/or CFP® designation): an Instructor, four Assistant Professors, two Associate Professors and a Professor. The unit recently received approval to hire another tenure-track Assistant Professor who will become a graduate faculty member. |
| 7. Faculty Profile | Currently, there are over sixty M.S. students. About half of the students are women. Their ages range from 23 to 61 years of age. Most are non-Hispanic White, but seven percent are Asian, and eleven percent are African-American. Nearly a quarter of the most recent cohort entering the program were changing careers (e.g. leaving military service, lost jobs, or retired). Most of the students hold a full-time job in addition to taking classes part-time. |
| 8. Student Profile | The personal financial planning major’s development and growth will be supported by eight faculty members, all with terminal degrees in the field; four of them are Certified Financial Planners. Additionally, the unit employs a full-time unclassified staff person to provide support services and recruit new students. |
| 9. Academic Support | No additional space requirements, facilities, renovations will be needed. Our College of Human Ecology recently acquired new space for our Financial Counseling Clinic at the K-State Research Park’s Mary and Carl Ice Hall. |
| 10. Facilities & Equipment | In FY 2019, the degree programs in the College of Human Ecology will go through a formal review process by the Kansas Board of Regents. In the last review of the program as contained within the School of Family Studies and Human Services degree, there were no issues identified with the Personal Financial Planning unit. An internal review occurs on an annual basis as required by the CFP Board since we maintain registration with the CFP Board to allow students to take the CFP Exam upon graduation. |
CURRICULUM OUTLINE

NEW DEGREE PROPOSALS

Kansas Board of Regents

I       Identify the new degree: M.S. Personal Financial Planning

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

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses:</td>
<td></td>
</tr>
<tr>
<td>FSHS 624 Fundamentals of Family Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>FSHS 766 Insurance Planning</td>
<td>3</td>
</tr>
<tr>
<td>FSHS 762 Investment Planning</td>
<td>3</td>
</tr>
<tr>
<td>FSHS 760 Family, Employment Benefits and Retirement</td>
<td>3</td>
</tr>
<tr>
<td>FSHS 772 Personal Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>FSHS 764 Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>FSHS 836 Case Studies</td>
<td>3</td>
</tr>
<tr>
<td>FSHS 756 Financial Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FSHS 702 Financial Theory and Research I</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives:

- **Option A (9 credits)**
  - Practica: FSHS 675 Field Study in Family Economics, 3 credits
  - FSHS 835 Professional Practice, 3 credits
  - FSHS 704 Seminar in FSHS, 3 credits
  - OR

- **Option B (9 credits)**
  - Research: FSHS 899 MS Research in FSHS, 6 credits
  - FSHS 802 Financial Theory and Research II, 3 credits
  - Or
  - FSHS 806 Statistical Methods in FSHS, 3 credits
  - Or
  - STAT 703 – Introduction to Statistical Methods for the Sciences, 3 credits

TOTAL: 36
Institution: Kansas State University  
Proposed Program: M.S. Personal Financial Planning

**Part I. Anticipated Enrollment**

<table>
<thead>
<tr>
<th></th>
<th>Implementation Year</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Full-Time</td>
</tr>
<tr>
<td>A. Full-time, Part-time Headcount:</td>
<td>70 M.S.</td>
<td>75 M.S.</td>
<td>75 M.S.</td>
</tr>
<tr>
<td>B. Total SCH taken by all students in program</td>
<td>980 M.S.</td>
<td>1,050 M.S.</td>
<td>1,040 M.S.</td>
</tr>
</tbody>
</table>

**Part II. Program Cost Projection**

A. In implementation year one, list all identifiable General use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.

<table>
<thead>
<tr>
<th></th>
<th>Fall, Implementation Year</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs: Salaries</td>
<td>$493,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>OOE</td>
<td>$25,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>$518,000</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

All salaries and OOE have been and will continue to be supported through student tuition dollars. The program is self-sustaining without the need for reallocation from other units.

Approved: ____________________
NEW PROGRAM PROPOSAL
for M.S. in Personal Financial Planning

Basic Program Information

1. Proposing Institution
   a. Kansas State University
2. Title of Proposed Program
   a. Personal Financial Planning
3. Degree to be Offered
   a. M.S.
4. Anticipated Date of Implementation
   a. Fall 2014
5. Responsible Units
   a. College of Human Ecology
6. Center for Education Statistics, Classification of Instruction Program (CIP)
   Code a. 52.0804 Financial Planning and Services

PROGRAM PROPOSAL NARRATIVE

(1) Program Justification

Personal Financial Planning is a growing field. As of December 2012, there are 67,323 Certified Financial Planner® certificants. With the recent recession, public awareness of financial planning as a field has grown. According to a 2012 survey by the Consumer Federation of America and Certified Financial Planner Board of Standards, consumers exhibit greater confidence and money management skills after seeking the help of a financial planner. The demand for financial planners is also noted in the popular press as a top ranking career for new graduates. As new careers develop, it is important to show that the Personal Financial Planning program has a strong academic grounding to provide the level of education necessary to move into the specified career.

Currently, Personal Financial Planning is a sub-plan within the Family Studies and Human Services degree. The purpose of separating Personal Financial Planning into its own degree program is to meet the professional demands of solidifying Personal Financial Planning as an independent and growing program. It is important for students to communicate to employers that their training is in Personal Financial Planning. As currently structured, students do not receive a degree in Personal Financial Planning, but rather an emphasis in Personal Financial Planning

(a) Is the Program Central to the Mission of the Institution?

1 http://www.cfp.net/media/profile.asp
Kansas State University is a comprehensive, research, land-grant institution first serving students and the people of Kansas, also the nation and the world. Since its founding in 1863, the University has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other major comprehensive universities, Kansas State shares responsibilities for developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, business, education, and government. These responsibilities are addressed through an array of undergraduate and graduate degree programs, research and creative activities, and outreach and public service programs. In addition, its land-grant mandate, based on federal and state legislation, establishes a focus to its instructional, research, and extension activities which is unique among the Regents’ institutions.

Through quality teaching, the University is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. It is also pledged to prepare students for successful employment or advanced studies through a variety of disciplinary and professional degree programs. To meet these intentions, the institution dedicates itself to providing academic and extracurricular learning experiences which promote and value both excellence and cultural diversity. Kansas State University prepares its students to be informed, productive, and responsible citizens who participate actively in advancing cultural, educational, economic, scientific, and socio-political undertakings.

Kansas State University's mission includes enriching the lives of the citizens of Kansas by extending to them opportunities to engage in life-long learning and to benefit from the results of research. The University addresses this charge through mutually supportive activities on its Manhattan, Salina, and Olathe campuses, research and extension sites at numerous locations, outreach programs offered throughout the State and nation, and international activities.

The mission of Kansas State University is enhanced by symbiotic relationships among the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life through research applications. Coordinated teaching, research, and extension services help develop the highly skilled and educated work force necessary to the economic well-being of Kansas, the nation, and the international community.

Kansas State University has a goal of being a top 50 public research institution by the year 2025. The thematic goals outlined by the 2025 committee and how the Personal Financial Planning program intends to help meet these goals are outlined below:

**Theme 1: Research, Scholarly and Creative Activities, and Discovery**
Create a culture of excellence that results in flourishing, sustainable, and widely recognized research, scholarly and creative activities, and discovery in a variety of disciplines and endeavors that benefit society as a whole.

- Master’s students write and give an oral presentation of a comprehensive financial plan, which is a crucial job skill. Two students are serving as graduate assistants for Powercat Financial Counseling, a free peer-based financial counseling program for K-State.
students. Master’s students regularly attend conferences, such as the Association for Financial Counseling and Planning Education and the Financial Planning Association annual conferences. Students have the option of completing a research project for their mandatory practicum requirement, or selecting a six-credit M.S. thesis option in research that requires coursework in statistics, or advanced financial theory and research. Personal Financial Planning faculty have an outstanding record of publications, publishing an average of four publications each per year.

Theme 2: Undergraduate Educational Experience
Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social, and personal lives.

• Not applicable for proposal.

Theme 3: Graduate Scholarly Experience
Advance a culture of excellence that attracts highly talented, diverse graduate students and produces graduates recognized as outstanding in their respective professions.

• The master’s degree is designed for working professionals, including those who may want to continue for a doctoral degree by choosing the M.S. thesis option. The students are geographically diverse and would likely not be able to move to Kansas for an on-campus program. Students take courses from seven other universities as part of the Great Plains Interactive Distance Education Alliance (GPIDEA) allowing them a wide range of faculty styles and interests. Students must write and give an oral presentation of a comprehensive financial plan. Students have an option to complete a research project as part of their practicum requirement, or an M.S. thesis. Students also have the option of volunteering as a peer financial counselor for Powercat Financial Counseling if they are able to visit campus at least once per week.

Theme 4: Engagement, Extension, Outreach, and Service
Be a national leader and model for a re-invented and transformed public research land-grant university integrating research, education, and engagement.

• One of the building blocks of the Personal Financial Planning programs involves incorporating strategies that not only integrate culturally diverse students into U.S. and Kansas culture, but that also incorporate traditional students into those diverse cultures and activities already present at the university. Students studying personal financial planning have the option to become a peer financial counselor for the Powercat Financial Counseling center, which offers free financial education and counseling to Kansas State University students. The Institute of Personal Financial Planning clinic offers community members the opportunity to receive free financial counseling while providing faculty and students with valuable research data. Master’s students have the option of developing curriculum or programming for community members as part of their practicum requirement.
Theme 5: Faculty and Staff

Foster a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all.

- Becoming a stand-alone degree program will help attract high quality financial planning educators and researchers to Kansas State University. The increased visibility of personal financial planning will also help us reach industry supporters. Our goal is to obtain an endowed professor position from industry within the next five to ten years.

Theme 6: Facilities and Infrastructure

Provide facilities and infrastructure that meet our evolving needs at a competitive level with our benchmark institutions and are an asset to recruit and retain quality students, faculty, researchers, and staff.

- Given the nature of the quickly evolving field of financial planning, many recent graduates’ jobs revolve around the ability to effectively and efficiently utilize financial planning software to provide meaningful insight into client situations. Faculty members are engaged in active efforts to obtain external funding to redesign a current classroom into a smart classroom with individual computer stations to provide an interactive learning environment for our students. Without this classroom, students are still able to learn the software outside of the classroom as homework assignments. However, by 2025 we hope to have accomplished our goal of securing external funding for a smart classroom so that students can manipulate financial planning software on their individual computers and the instructor will be provided the opportunity to immediately assess student comprehension. Students can use the classroom for statistical programming.

What are the Locational and Comparative Advantages of this Program?
The master’s degree program is designed to meet the time, location, and cost constraints of students from a wide variety of backgrounds. Students enter as a class cohort. Students take at least one and as many as three online courses in the fall and spring semesters for approximately two years. There are only a limited number of program of its kind as illustrated in the table below. Six of the other programs are in the Great Plains IDEA consortium with Kansas State University, so they are not competitors.

Universities and Colleges Registered with CFP Board as Providing Distance Master’s Degree

<table>
<thead>
<tr>
<th>University or College</th>
<th>Included in GPIDEA Consortium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentley University</td>
<td></td>
</tr>
<tr>
<td>California Lutheran University</td>
<td></td>
</tr>
<tr>
<td>College for Financial Planning</td>
<td></td>
</tr>
<tr>
<td>Golden Gate University</td>
<td></td>
</tr>
<tr>
<td>Iowa State University</td>
<td>X</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>X</td>
</tr>
</tbody>
</table>
Employer demand for master’s level graduates continues to grow. This is based, in part, on the quality of education received by students at Kansas State University. A 2011 Financial Planning magazine article ranked Kansas State University’s Personal Financial Planning program as a top 10 financial planning program. In 2012, Financial Planning once again ranked Kansas State University’s Personal Financial Planning program as one of the 25 great schools for future financial planners.

Kansas State University strives to uphold the highest standards for students studying Personal Financial Planning. As such, we maintain our accreditation with the Certified Financial Planning Board of Standards and a memorandum of understanding with the Association for Financial Counseling and Planning Education so that our students may sit for the rigorous exams of both associations.

The Personal Financial Planning program houses the Institute of Personal Financial Planning, which provides education and outreach for the greater Manhattan community as well as conducts multidisciplinary research. Research funded through the Institute has been published in national and international journals. A significant competitive advantage is provided by the multidisciplinary nature of the School of Family Studies and Human Services, which houses the Personal Financial Planning unit.

(b) What is the Student Demand for the Program?
Distance-based graduate education is beneficial to individuals already in the workforce who want to advance in their career or switch careers. The demand for the master’s degree has remained stable over the years and is likely to grow with a more specialized degree name.

Enrollment for the past five years has been stable in the master’s degree programs. We anticipate that enrollment will rise with greater visibility with a degree titled Personal Financial Planning.

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(c) What is the Demand for Graduates of this Program?
The demand for a degree in Personal Financial Planning has been growing. The United States Department of Labor, Bureau of Labor Statistics projects a 32% job growth for financial planners between 2010 and 2020, which is much faster than average for all occupations. Today’s aging population will be the primary driver of growth as baby boomers reach retirement, as well as decreased funds and shortfalls for corporate and state pensions, which will increase demand for financial planners. The Kansas Department of Labor projects even greater job growth for personal financial planners in Kansas at 43% between 2010 and 2020, with 768 new jobs by 2020 and replacement needs of 207 jobs (for a net gain of 975 more jobs available). See: Projections 2020 KS Occupations.xlsx at https://klic.dol.ks.gov/gsipub/index.asp?docid=442&print=1.

Most of the master’s level students already have positions when they start the program and are taking classes for career advancement purposes. However, there is a need for advanced financial planners as evidenced from the announcements posted on the Financial Planning Association website.

Over the past five years, the number of graduates has remained fairly stable with the exception of the 2009-2010 academic year. In the Fall 2009, a new emphasis in Personal Financial Planning to the Ph.D. in Human Ecology was approved, which temporarily reduced the attention on the master’s degree program. With the addition of new faculty since 2009, all programs are once again in a stable position. With a degree titled Personal Financial Planning we anticipate an increase in the number of students which will help with our ability to place students in the open positions.

<table>
<thead>
<tr>
<th>Degrees</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2011-10</th>
<th>2009-10</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S.</td>
<td>12</td>
<td>21</td>
<td>21</td>
<td>12</td>
<td>21</td>
</tr>
</tbody>
</table>

(5) What are the Characteristics of the Students Who Will Participate in this Proposed Program?
It is expected that applicants for admission will continue to come from the following sources:

1. Traditional Graduate Student Populations. The current demographic characteristics of current students is split fairly equally between men (51%) and women (49%), ranging in age between 23 and 61 years of age (M = 44). Although the largest number of students are non-Hispanic White, we also have Asian (7%) and African-American (11%) students.

2. Career Changers. Nearly one fourth of each cohort entering the graduate-level financial planning

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planning programs are career changers (e.g., military, loss of job, retired, etc.). Financial planning offers individuals facing a second career the perfect blend of time flexibility and financial reward.

(2) **Curriculum of the Proposed Program**

The goals and objectives of the Personal Financial Planning M.S. program are designed to provide talented and ambitious students with the knowledge, skills, and tools necessary to achieve success as practitioners of financial planning and productive citizens of the State of Kansas and the United States. A dedicated commitment to enhancing students’ personal development will prepare students to excel academically and professionally, leading ultimately to more rewarding and creative lives.

The primary program academic objectives are to provide students with the opportunity to:

- Solve real world problems;
- Apply their creativity in helping others meet challenges;
- Develop and refine communication skills;
- Work in multidisciplinary and diverse teams;
- Obtain an understanding of 21st century technologies;
- Learn through instruction by faculty committed to both teaching and research;
- Participate in professional groups and activities;
- Assume leadership positions in school and professionally;
- Understand and conduct scholarly research in personal financial planning;
- Be part of a growing program that is devoted to building the finest personal finance (financial planning) program in the nation while meeting the growing need for well-trained graduates.

Other academic program objectives include:

- Providing courses that meet the criteria to maintain the program’s registered status with the Certified Financial Planning Board of Standards, Inc. Students will be able to comprehensively integrate financial planning content areas into the development of financial plans and targeted financial planning recommendations that meet specific individual and family need sets.
- Providing opportunities for students to demonstrate the ability to apply verbal, written, and graphic communication and presentation skills to client presentations.
- Providing students with opportunities to integrate knowledge about family finance, relationships, and management issues in families that are experiencing financial distress through the development of a comprehensive assessment and plan of action based on possible alternatives.
- Providing opportunities for students to study abroad.
- Encouraging students to participate in scholarly research.
- Encouraging student participation in professional publishing activities.
- Encouraging students to take and pass the national CFP® Certification Examination.

The Graduate School admission’s procedures will be followed for the master’s degree, which requires approval of the Dean of the Graduate School upon the recommendation of faculty in the program. Students must hold a bachelor’s degree from an accredited college or university and have an undergraduate GPA of 3.0 or higher in the last 60 hours of coursework or cumulative GPA of 3.0 or higher. International students must demonstrate similar levels of
achievement (i.e., 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). The Graduate School requires international students whose native language is not English to demonstrate competence in the English language by achieving a satisfactory score on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or Pearson Test of English (PTE). According to the Graduate School handbook, the TOEFL (K-State TOEFL school code 6334) is offered several times a year throughout the world by the Educational Testing Service, Princeton, New Jersey. International applicants are advised to take the TOEFL as early as possible to avoid delays in the processing of their applications for admission. An applicant who has received a degree in the last two years from a United States college or university is exempt from this requirement.

**English Proficiency Requirements**

* Applicants who are submitting iBT TOEFL (internet based) scores must have a minimum total score of 79 with no part score below 20 on the reading, listening, and writing sections.
* Applicants who are submitting paper-based TOEFL (PBT) test scores must have a minimum total score of 550 with no part score below 55 on reading or listening sections and a TWE (Test of Written English) score of 5.0 or higher.
* Applicants who are submitting an IELTS score must have a minimum total score of 6.5 with part scores of 6.5 or higher on the reading, listening, and writing sections.
* Applicants who are submitting a Pearson Test of English (PTE) score must have a minimum total score of 58 with part scores of 58 or higher.

Applicants who do not meet the scores specified above must meet the following criteria during the first semester of enrollment in order to satisfy the English proficiency requirement:

* Applicants with **one or two low part scores** (14-19 IBT, 48-54 PBT, 5.0-6.4 IELTS, or 47-57 PTE) must successfully complete one or more of the specified classes based on the section of the examination that is below the minimum (20 IBT; 55 on reading or listening sections and a TWE of less than 5.0 on PBT; 6.5 IELTS; 58 PTE):
  
  o DAS 176 – Reading Skills
  o DAS 177 – Written Communication
  o DAS 178 – Listening Skills

Waivers will not be approved.

* Applicants with **three part scores below** 20 IBT, 55 PBT, 6.5 IELTS, or 58 PTE are required to take the English Proficiency Test (EPT) and successfully complete the English course(s) specified on their EPT score reports. Waivers will not be approved.

* Applicants with any one score below 14 IBT, 48 PBT, 5.0 IELTS, or 47 PTE must take the English Proficiency Test and successfully complete full time intensive English. Waivers will not be approved.

The same courses required from the Family Studies and Human Services degree with a specialization in personal financial planning will be required for the separation of the program as an independent degree. This includes the following 36 semester credit hours:

- **27 credit hours** in core courses
  
  o FSHS 624 Fundamentals of Financial Planning **Credits:** (3)
  o FSHS 702 Financial Theory and Research I **Credits:** (3)
- 9 credit hours for an option in applied financial planning or financial planning research:

**Option A  Applied Financial Planning (non-thesis project)**
- FSHS 675 Field Study in Family Economics Credits: (3)
- FSHS 835 Professional Practice Credits: (3)
- FSHS 704 Seminar in Family Studies and Human Services Credits: (3)

**Option B  M.S. Thesis Research**
- FSHS 899 MS Research in Family Studies and Human Services Credits: (3)
- FSHS 802 Financial Theory and Research II Credits: (3)
  - Or
- FSHS 806 Statistical Methods in Family Studies and Human Services Credits: (3)
  - Or
- STAT 703 Introduction to Statistical Methods for the Sciences Credits: (3)

Courses are offered online as part of the Great Plains Interactive Distance Education Alliance (GPIDEA) program with seven other universities (see course schedule, next page). The program offers the option of a thesis; students choosing the applied financial planning option are required to complete a non-thesis final exam. The final exam will be developed and administered by the major advisor.
### GPIIDEA Two-Year Course Schedule for M.S. in Personal Financial Planning
(SDSU-South Dakota State; MTSU-Montana State; UNL-Nebraska; MU-Missouri; ISU-Iowa State University; KSU-Kansas State; NDSU-North Dakota State; OSU-Oklahoma State)

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFP Fundamentals</td>
<td>SDSU</td>
<td>PFP Fundamentals</td>
</tr>
<tr>
<td>Estate Planning</td>
<td>MTSU</td>
<td>Estate Planning</td>
</tr>
<tr>
<td>Retirement Benefits</td>
<td>UNL</td>
<td>Retirement Benefits</td>
</tr>
<tr>
<td>Income Taxation</td>
<td>MU</td>
<td>Income Taxation</td>
</tr>
<tr>
<td>Investing for Family</td>
<td>ISU</td>
<td>Insurance Planning</td>
</tr>
<tr>
<td>Case Studies</td>
<td>KSU</td>
<td>Case Studies</td>
</tr>
<tr>
<td>Financial Counseling</td>
<td>NDSU</td>
<td>Financial Counseling</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>KSU</td>
<td>Theory-Research I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Housing Real Estate</td>
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<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2015</th>
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</thead>
<tbody>
<tr>
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<td>SDSU</td>
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</tr>
<tr>
<td>Financial Counseling</td>
<td>NDSU</td>
<td>Financial Counseling</td>
</tr>
<tr>
<td>Theory-Research II</td>
<td>NDSU</td>
<td>Theory-Research I</td>
</tr>
<tr>
<td>Seminar</td>
<td>KSU</td>
<td>M.S. Research</td>
</tr>
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</table>

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**Notes:**
- Course codes and abbreviations are used to identify the institutions offering the courses.
- The schedule is designed to accommodate students from participating universities.
### c. Program Faculty

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Degree, Type</th>
<th>Certification</th>
<th>Time Allocated to Program</th>
<th>Credentials &amp; Role in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonya Britt, Assistant Professor</td>
<td>Ph.D. Tenure-track</td>
<td>CFP®, AFC®, CRC</td>
<td>10% MS</td>
<td>Dr. Sonya Britt, CFP®, AFC, CRC is an Assistant Professor and Program Director of Personal Financial Planning. Britt was the founding president of the Financial Therapy Association and currently serves on the board of the American Council on Consumer Interests association and is an associate editor for the Journal of Family and Economic Issues. Britt’s role in the master’s degree program is to serve on student committees and teach case studies and direct field study projects.</td>
</tr>
<tr>
<td>Kristy Archuleta, Associate Professor</td>
<td>Ph.D., tenured</td>
<td>LMFT</td>
<td>10% MS</td>
<td>Dr. Kristy Archuleta is an Associate Professor and a Licensed Marriage and Family Therapist in the state of Kansas. Archuleta is co-founder and co-director of the Institute of Personal Financial Planning Clinic where she conducts research and practices in the area of financial therapy. She is a co-founding board member of the Financial Therapy Association and currently serves as the treasurer of the board as well as the co-editor of the FTA sponsored peer-reviewed publication, <em>Journal of Financial Therapy</em>. Archuleta’s role in the master’s degree program is to serve on student committees and direct field study projects.</td>
</tr>
</tbody>
</table>
| Ann Coulson, Assistant Professor | Ph.D., non-tenure track | CFP® | 30% MS | Dr. Coulson is an Assistant Professor in the Personal Financial Planning program. Coulson initiated the first CFP® registered undergraduate program in Kansas at Kansas State University in 1987. She completed the requirements for her CFP® certification in 1991. She has received K-State’s Conoco undergraduate Teaching Award.

Coulson’s role in the master’s degree program is to serve on student committees, teach the core content courses (insurance, investing, retirement, estate tax), and provide student advising. |
| Brad Klontz, Associate Research Professor | Ph.D., non-tenure track | CFP® | 50% MS | Dr. Klontz is a clinical psychologist, addictions specialist, consultant, speaker, peak performance coach, researcher, author, media spokesperson, and internationally recognized expert in the field of psychology. Klontz is a fellow of the American Psychological Association and a former president of the Hawaii Psychological Association.

Klontz’ role in the master’s degree program is to serve on student committees and teach fundamentals of personal financial planning. |
| Maurice MacDonald, School Director and Professor | Ph.D., tenured | 25% MS | Maurice MacDonald’s scholarship in family economics spans from measures of personal and family economic well-being and income adequacy to intergenerational wealth transfer to the economic status of children, college students and the oldest old. MacDonald has received research grants from the U.S. Department of Agriculture, National Institute of Child Health and Development, National Institute of Mental Health, and the National Institute on Aging. His work has also won him several awards for teaching, administration and research. He has published more than 70 articles, chapters, and technical reports.

MacDonald is the Chair of the GPIDEA university consortium for the M.S. in Personal Financial Planning, and also Chair for the GPIDEA M.S. in Family and Community Services. His term as School Director ends in June 2014, at which time he will be a full-time faculty member in Personal Financial Planning. |
Ron Sages, Instructor Ph.D., non-tenure track CFP®, CTFA, AEP® 100% MS

Dr. Sages is an instructor in the Certificate and Masters’ Programs in Personal Financial Planning. He is the co-founder and President of Chapin Asset Management, a wealth management firm, based in Greenwich, Connecticut and Hilton Head Island, South Carolina. As a financial planning practitioner and researcher, Sages aspires to bring applied research to financial planning practitioners in an effort to provide practical solutions to client-focused challenges.

Sages’ role in the master’s degree program is to serve on student committees and teach case studies.

Cliff Robb, Associate Professor Ph.D., tenure-track CFP® 10% MS

Dr. Cliff Robb is an Associate Professor of Personal Financial Planning. Robb received the American Council of Consumer Interests best paper award and the mid-career award in 2013. He currently serves as president-elect for the American Council of Consumer Interests association and is an associate editor for the Journal of Consumer Affairs.

Robb’s role in the master’s degree program is to serve on student committees and direct student field study projects.

Martin Seay, Assistant Professor Ph.D., tenure-track CFP®, CRC 10% MS

Assistant Professor Dr. Martin Seay's career objective is to provide meaningful and impactful research into consumer financial issues while training ethical, thoughtful, and well-rounded financial planners.

Seay’s role in the master’s degree program is to serve on student committees and direct study field study projects.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degree, Tenure</th>
<th>MS %</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stuart Heckman</td>
<td>new Assistant Professor</td>
<td>Ph.D., tenure-track</td>
<td>25% MS</td>
<td>This new position will support undergraduate education in Introduction to Personal Financial Planning for first- and second-year students to increase recruitment at Kansas State. <em>This new position is not required to operate the existing M.S. in Personal Financial Planning, but will support enrollment growth.</em></td>
</tr>
<tr>
<td>Kathryn Morrison</td>
<td>Ph.D. CFP®</td>
<td>25% MS</td>
<td></td>
<td>Dr. Morrison is an Assistant Professor of Consumer Sciences. She received her Ph.D. from Iowa State University, and has served as the South Dakota Association of Family and Consumer Sciences President. She teaches Fundamentals of Financial Planning, and Financial Counseling, for GPIDEA.</td>
</tr>
<tr>
<td>Deborah Haynes</td>
<td>Ph.D. tenured</td>
<td>25% MS</td>
<td></td>
<td>Dr. Haynes is Associate Professor and Program Leader for Family and Consumer Sciences. She received her Ph.D. in Consumer Economics from Cornell University. Deborah’s publications have appeared in the <em>Journal of Family and Economic Issues</em>, and the <em>Journal of Financial Counseling and Planning Education</em>. She teaches Estate Planning for GPIDEA and has developed the new Financial Theory and Research I course, as well as Financial Theory and Research II.</td>
</tr>
<tr>
<td>Deanna Sharpe</td>
<td>Ph.D. tenured CFP®</td>
<td>25% MS</td>
<td></td>
<td>Dr. Sharpe is Associate Professor of Personal Financial Planning. She received her Ph.D. from Iowa State University. Her research examines factors affecting later-life financial well-being. She is on the editorial board of the <em>Journal of Family and Economic Issues</em>. Dr. Sharpe teaches Income Taxation for GPIDEA.</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Degree</td>
<td>Tenure</td>
<td>MS%</td>
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<tr>
<td>Jonathon Fox</td>
<td>Iowa State</td>
<td>Ph.D.</td>
<td>tenured</td>
<td>25%</td>
</tr>
<tr>
<td>Debra Pankow</td>
<td>North Dakota State</td>
<td>Ph.D.</td>
<td>tenured</td>
<td>25%</td>
</tr>
<tr>
<td>Margaret Fitzgerald</td>
<td>North Dakota State</td>
<td>Ph.D.</td>
<td>tenured</td>
<td>15%</td>
</tr>
<tr>
<td>Douglas Nelson</td>
<td>U. of Nebraska</td>
<td>M.A.</td>
<td>CFP®</td>
<td>15%</td>
</tr>
</tbody>
</table>
Dr. Osteen is an Associate Professor and Family Resource Management Extension Specialist. She received her doctorate from Oklahoma State University. Her publications appear in *Journal of Family & Consumer Sciences*, *Journal of Extension*, and *Marriage and Family Review*. Dr. Osteen teaches Insurance Planning for Families for GPIDEA.

### Number of Graduate Assistants Needed to Serve Program

Although we do not offer GTA positions, occasionally graduate students are employed on an hourly basis to assist with teaching responsibilities. No additional graduate teaching assistants are needed to implement the program.

(4) **Academic Support**

What are the Academic Support Services for this Program? All student advising will be provided by staff currently employed by the Institute of Personal Financial Planning and in the Personal Financial Planning unit in the School of Family Studies and Human Services. No additional advising, library, audio-visual, or academic computing resources will be needed. Resources available for the current specialization M.S. in Family Studies and Human Services are adequate.

The Institute currently employs a full-time graduate coordinator whose responsibilities include student recruitment and advising. All anticipated student support materials are currently available in an online format either through the Division of Continuing Education or through the K-State library system.

Quality control is an issue of major importance to the continued success of the program. The following Personal Financial Planning faculty will have direct, daily contact with students through instruction, advising, and committee leadership and membership:

- Sonya Britt
- Kristy Archuleta
- Ann Coulson
- Brad Klontz
- Maurice MacDonald
- Martin Seay
- Cliff Robb
- Ron Sages

What New Library Materials and Other Forms of Academic Support will be Needed Beyond Normal Additions?

No additional library or other academic support will be needed in the immediate future. However, given the nature of the quickly evolving field of financial planning skills in technology are needed by graduates of the program. As mentioned above, the Personal
Financial Planning faculty members are actively engaged in efforts to obtain external funding to redesign a current classroom into a smart classroom with individual computer stations to provide an interactive learning environment for students studying on campus.

What New Supporting Staff will be Required Beyond Normal Additions? No additional supporting staff will be needed.

(5) **Facilities and Equipment**

What are the Anticipated Facilities Requirements?

No additional space requirements, facilities, renovations will be immediately needed. We intend to add computer stations to an existing classroom upon the attainment of sufficient external funding. The college dean and assistant to the dean for fiscal management and operations are aware of our plan.

What New Equipment will be Required Beyond Normal Additions? No new equipment will be needed.

**Based on the Board of Regents Program Review Standards**, we believe we meet the minimum requirements for number of majors, degrees granted annually, and faculty size.

<table>
<thead>
<tr>
<th>Area</th>
<th>Requirement</th>
<th>2013 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors:</td>
<td>Masters = 20</td>
<td>Masters = 53</td>
</tr>
<tr>
<td>Number of Degrees Granted Annually:</td>
<td>Masters = 5</td>
<td>Masters = 12</td>
</tr>
<tr>
<td>Number of Faculty with Terminal Degrees:</td>
<td>Masters = 6</td>
<td>Masters = 8 + GPI DEA faculty</td>
</tr>
</tbody>
</table>

**f. Program Review**

What Program Review Process Methods will be used to Review the Program?

In FY 2019, the College of Human Ecology will go through a formal review process by the Kansas Board of Regents. In the last review of the program as contained within the School of Family Studies and Human Services degree, Personal Financial Planning did not receive any negative reports from the board. The master’s program will undergo a mid-cycle review by the Graduate School in 2015. At that time the assessment and student learning outcomes outlined below will be reviewed. Faculty monitor the assessment measures and student learning outcomes on an annual basis using the University’s Prism system.

**External Evaluation**

The graduate program is registered with the Certified Financial Planning Board of Standards, which means an external association is responsible for monitoring our program on an annual basis. More information on the accreditation/registration process is provided below.

**Internal Evaluation**

Indirect measures are employed during faculty meetings held every two weeks. A recurring theme in these meetings is our desire to inspire passion for the profession of financial planning among students. As a faculty we observe student’s needs to help them understand and grasp material as well as to become active in professional development opportunities. As
a result of these discussions, we decided to further our collaboration with the Financial Planning Association of Kansas City to offer educational and networking opportunities for students.

The master’s degree students are required to complete a capstone course which serves as a direct assessment. In the capstone course, students write a comprehensive financial plan and give an oral presentation of their findings. Students are also required to take six hours of practicum on a research-based or practice-implication project, or complete an M.S. thesis.

Student Learning Outcomes
All M.S. in Family Financial Planning students will be assessed on three Student Learning Outcomes (SLOs) in the areas of knowledge, skills, and attitudes and professional conduct. Students in the program will choose between Options A (Practical Experience) and B (Research Thesis). Students will be assessed on two additional SLOs dependent on the option the student chooses.

Knowledge
Financial planning 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.

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

SLO 2. Demonstrating listening and counseling skills needed to help families with financial management.

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

SLO 3. Recognizing ethical standards for financial planners as prescribed by the CFP Board.

Option A – Practical Experience:
For students who select Option A-Practical Experience, students will be assessed on their ability to construct and present a comprehensive financial plan (see attached). Their major professor and M.S. committee members assess their Final Case using a grading rubric. Each year the MS Program Coordinator reviews the compilation of rubric results to contribute to assessment of the program, as well as individual student progress toward degree completion.

SLO 4 (Option A): Students will construct a written professional, comprehensive financial plan.

SLO 5 (Option A): Students will demonstrate oral communication by presenting a professional,
comprehensive financial plan.

Option B – Research Thesis:
Students who select Option B–Thesis will write and present a M.S. thesis that they defend for their final exam. A rubric will completed by the major professor and all committee members for use in assessing both individual students and the program overall (see attached). Each year the MS Program Coordinator reviews the compilation of rubric results to contribute to assessment of the program, as well as individual student progress toward degree completion.

**SLO 4 (Option B):** Students will demonstrate an understanding of research in personal financial planning.

**SLO 5 (Option B):** Students will demonstrate oral communication by presenting research in personal financial planning.

What are the Institution’s Plans Regarding Program Accreditation?
Currently, the Certified Financial Planner Board of Standards, Inc. (CFP Board) serves as the accreditation/registration body for all college and university financial planning curriculums in the United States. Re-accreditation/registration occurs every three years. The program coordinator/director is responsible for managing the accreditation process. The master’s degree programs offered at Kansas State University are accredited/registered with the CFP® Board at this time.

To maintain our registration with the CFP Board, we must submit documentation showing how we cover 78 learning objectives covering the financial planning process in our classes. They review our course syllabi and textbook selections on an annual basis to be sure we are providing up-to-date knowledge to our students. The Association for Financial Counseling and Planning Education also registers the Personal Financial Planning programs. This registration allows graduates to obtain the Accredited Financial Counselor designation.

At the current time, accreditation costs are minimal (i.e., less than $2,500 per year). Costs associated with achieving and maintaining accreditation will be paid for by the Institute of Personal Financial Planning.
<table>
<thead>
<tr>
<th>FROM</th>
<th>TO:</th>
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<tbody>
<tr>
<td>No area of specialization is currently offered.</td>
<td>G9-Mathematics Education</td>
</tr>
<tr>
<td>This area of specialization is designed for teachers who wish to further their understandings of mathematics curriculum, content, and pedagogy. Courses are designed to provide a contemporary perspective on teaching mathematics in K-12 schools.</td>
<td></td>
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</tbody>
</table>

*Select 15 hours from the following courses:*

- EDCI 729 Middle Level Mathematics for Teachers (3)
- EDCI 821 Advanced Methods in the Teaching of K-12 Mathematics (3)
- EDCI 823 History of Mathematics Education (3)
- EDCI 825 Research in Mathematics Teaching and Learning (3)
- EDCI 826 Contemporary Technologies in Mathematics Education (3)
- EDCI 827 Theoretical Models in Mathematics Teaching and Learning (3)
- EDCI 828 Assessment in Mathematics Education (3)
- EDCI 886 Seminar in Mathematics Education (3)

Or other courses approved by the advisor. These hours may include up to six hours from the KSU Math Department (e.g., MATH 591, MATH 791)

**IMPACT:** The Math Department was contacted and they support our efforts.

**RATIONALE:** The Department of Curriculum & Instruction currently provides students the opportunity to seek a Master’s degree with a specialization in eight areas. However, mathematics education is not currently included as a specialization. This is a proposal to add an area of specialization in mathematics education.

Given the increasing emphasis on mathematics as a core curriculum area, the mathematics education faculty in the COE are seeking support to develop a new area of emphasis in Mathematics Education for the Masters degree in Curriculum and Instruction. The area of emphasis will focus on six new core mathematics education courses which will provide a foundation for deepening student understanding of mathematics education.

While the current pool of certified mathematics teachers is sufficient to meet the demands placed upon the profession due to retirement, many early career teachers are leaving the field. This places greater demand on the teacher supply. In a recent study Ingersol (2012) suggested data showed that one of the reasons why teachers were leaving the field following their first year was directly correlated to mathematics education preparation. Current licensure requirements vary from state to state but are generally tied to a passing score on a content test. Therefore, a teacher with a degree in mathematics can simply successfully pass a mathematics content test to receive
licensure. While these teachers typically have strong mathematical backgrounds, they have little to no experience in the pedagogy of mathematics.

Reports have identified middle-level mathematics as the fourth largest area of need in the state of Kansas (KSDE, 2010). School districts, especially those in rural areas, identify their strongest elementary teachers and place those teachers in positions to teach at the middle-level under a waiver. These teachers, while typically extremely knowledgeable in areas of pedagogy, are often weaker in mathematical content knowledge.

This proposal creates an online sequence of courses addressing foundational concepts in mathematics education which not only constitute a specialization as a part of the Master’s program in the College of Education, but also meet the needs of teachers and districts in the state of Kansas who seek to target deficiencies in the area of mathematics teaching and learning.

**EFFECTIVE DATE:** Fall 2014
6. Graduate Student Affairs Committee – Candice Shoemaker, Chair
- No action items to report

7. Graduate School Committee on Planning – Matthew Sanderson

- The following was approved for FIRST READING:
  CURRENT: Chapter 2, Section D.2
  No more than 3 hours in problems or other individualized courses may be applied to the master’s degree.

  PROPOSED: Chapter 2, Section D.2
  No more than 3 hours in problems or other individualized courses may be applied in a 30-hour program or no more than 6 hours in problems or other individualized courses in a program of more than 30 hours.

- The following was approved for SECOND READING and will now be updated in the Graduate Handbook.
  - Currency of Course Requirements (pages 58-66)

8. Graduate School Committee on Assessment and Review – Royce Ann Collins, Chair
  The committee is currently reviewing 2013 mid-cycle reports submitted to the Graduate School and providing feedback to the graduate programs.

9. Graduate Student Council Information – Amanda Fairbanks, President-Elect
  - The K-State Research Forum held on March 26th was successful, with over 140 presenters.
    - Election applications for GSC Executive office are due April 4th.
    - Ice Cream Social: April 17th (1-3pm) on the east side of Fairchild Hall.
    - Graduate Student Picnic at the President’s Home: April 27th (6-8p.m.)

10. University Research and Scholarship

11. Graduate Fellowship Announcements

  - U.S. Borlaug Fellows Program- Center for Global Food Security (April 14, 2014)
    http://www.purdue.edu/discoverypark/food/borlaugfellows/research-fellowship/steps.php

  - University Distinguished Professors Graduate Student Award (deadline: April 1, 2014)
    http://www.k-state.edu/grad/financing/udp/

  - Commerce Bank Distinguished Graduate Faculty Award (deadline: May 1, 2014)
    http://www.k-state.edu/grad/faculty/distinguished/

  - KSURF Doctoral Research Scholarship (deadline: May 1, 2014)
    http://www.k-state.edu/grad/financing/ksurf/index.html
12. Graduate School Calendar of Events: April -May

April
1 Graduate Council Meeting (3:30 p.m. – 5:00 p.m. – Union 227)
1 Deadline to submit “Approval to Schedule Final Examination” to the Graduate School to have your name appear in the May commencement program.
1 KSURF Doctoral Research Fellowships Deadline http://www.k-state.edu/grad/ksurf/
1 Graduate Student Council travel grant application deadline for travel in June
7 Graduate Student Council General Meeting, 12:00-1:00pm, Union 227 (Officer Elections)
10 Deadline to submit graduate faculty nominations and course and curriculum changes for May Graduate Council Meeting
10 Student Loan Repayment Seminar (2:00-3:00pm, Union Sunflower Room)
17 Graduate Student Council Ice Cream Social (1:00-3:00pm, east side of Fairchild Hall)
21 Graduate Student Council Leadership Committee meeting, 12:00-1:00pm, Union 227
25 Deadline to participate in Spring Commencement.
   • Online registration to participate in commencement must be completed. Beginning in late March, commencement information and the web address to register online to participate in commencement will be sent to those students whose Approval to Schedule Final Examination form has been received in the Graduate School.
25 To officially graduate in May 2014, your final examination ballot and the final copy of the electronic dissertation or master’s level thesis/report must be in the Graduate School.

May
1 University Distinguished Professors Graduate Student Award deadline http://www.k-state.edu/grad/udp/
5 Graduate Student Council General meeting (Officer Transitions) (12:00-1:00pm, Waters 137)
6 Graduate Council Meeting (3:30 p.m. – 5:00 p.m. – Union 227)
11 Spring term ends
16 Graduate School Commencement (1:00 p.m. – Bramlage Coliseum)

- For a current list of Graduate School events, please see our website at: www.k-state.edu/grad
D. Courses

Graduate study demands a high degree of intellectual aptitude. It presupposes a broad preparation and involves the acquisition of specialized knowledge. These facts should be reflected in the graduate student's program of study. Credits that were earned more than six years prior to the semester in which the program of study is approved cannot be accepted except as noted in Chapter 2, section D.6.

D.1 Course Levels and Programs

Master's students should earn a significant majority of their credit hours in courses numbered 700 or above. Therefore, of the 30 to 32 credit hours normally required for the master's program of study at least 18 hours should be at the 700 level and above, including the thesis/research and the report/problems hours required by the thesis and report options (see Chapter 2.A). Courses at the 600-level may be included, but 500-level courses in the student's major area are expected to have been completed as undergraduate prerequisites to graduate study or as undergraduate deficiency courses assigned upon admission. The use of 500-level supporting courses in master's programs is therefore restricted as follows: (1) No course in the student's major area may be at the 500 level, and (2) normally no more than 6 credit hours may be at the 500 level.

D.2 Problems Courses

No more than 3 hours in problems or other individualized courses may be applied to the master's degree.

D.3 Short Courses and Workshops

A student enrolled in a short course or workshop during the summer session may also take regularly scheduled courses but must be able to attend all sessions of both. Enrollment in a short course or workshop does not affect enrollment in research or problems. In no case may a student enroll for more
than nine credit hours during the summer session.

D.4 S Courses
Departments may choose to offer certain courses or course sections that are primarily intended to teach or provide practice in skills and principles deemed important to a particular profession or discipline but that may not be applied to a master's degree program. Such courses or course sections are designated by the letter S.

D.5 Courses Applied Toward Two Degrees
No graduate student may use credit from the same course in meeting the requirements for both an undergraduate and a graduate degree, except as described in the concurrent B.S./master/graduate certificate programs approved by the Graduate Council.

Transferring graduate credit
1. Students who take two master's degrees may apply up to six hours of graduate credit from the first degree to the program of the second.
2. Students who wish to earn a master's degree after earning a doctorate may apply a maximum of 10 credit hours of doctoral work from the first degree toward the master's degree.

DVM Students enrolled in a Master's Program
a. For students concurrently enrolled in the DVM program and a Master's program, a maximum of 12 graduate credit hours from the College of Veterinary Medicine DVM curriculum may be applied to their Master's program of study.
b. For students who have not yet earned a bachelor's degree and are enrolled in the DVM program and a Master's program, the Master's degree shall be awarded concurrently with the DVM.

Master's Students with Professional Doctorate Degrees (DVM, MD, etc.)

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b. For students who have not yet earned a bachelor's degree and are enrolled in the DVM program and a Master's program, the Master's degree shall be awarded concurrently with the DVM.
A maximum of 12 graduate credit hours from a professional doctorate degree may be transferred toward a Master's degree.

**D.6 Transfer of Credit**

Kansas State University accepts graduate credit from another institution only under the following conditions:

1. The other institution is accredited by the cognizant regional accrediting association to offer graduate degree programs appropriate to the level of the credit to be transferred;

2. The credit is fully acceptable to the other institution in satisfaction of its own advanced degree requirements; and

3. The credit is applicable to the student's program of study for an advanced degree at Kansas State University.

The program of study should consist solely of courses directly related to the master's degree.

Under normal circumstances, graduate credit transferred from other institutions may not exceed 10 credit hours for the master's degree, and then only for courses graded B or better. Credits that were earned more than six years prior to the semester in which the program of study is approved cannot be transferred. Research conducted outside an academic program cannot be accepted for credit as part of a program of study.

**D.7 Off-Campus Programs**

A student who has satisfied requirements for admission to the Graduate School may receive credit toward a master's degree for off-campus courses taught by regular members of the Kansas State University graduate faculty or by others approved by specific action of the Graduate Council and the Faculty Senate. The department offering the...
approved by specific action of the Graduate Council and the Faculty Senate. The department offering the course must obtain approval in advance from the Dean of the Graduate School and from the Graduate Council. The request for approval must include documentation sufficient to demonstrate that the quality of instruction will be equivalent to that of on-campus offerings.

D.8 Off-Campus Research

Special difficulties arise in guiding graduate students when they are engaged in protracted off-campus research, whether that research is in the field, in the laboratory, or in the library. Therefore, supervisory committees must take adequate steps to ensure appropriate guidance. As a minimal requirement, the student must submit to the supervisory committee a well formulated research plan, including objectives and methodology, and the committee must review and approve the plan before the student departs for the research site and indicate approval on the program of study. In addition, the supervisory committee may require:

1. That the major professor and/or a competent local authority who can reliably guide the student provide continuing on-site supervision.
2. That the student provide the supervisory committee with frequent, periodic estimates of performance and progress. The committee may also require that these be authenticated by a competent local authority.
3. That the major professor carry out local inspections of the student's activities.

Regardless of the location at which the research is conducted, the final oral examination will normally be given on the Manhattan campus. Exceptions can be made if requested by the student, recommended by the supervisory committee, and approved by the Department Head or Graduate Program Director and the Dean of the Graduate School. In the case of an examination in which the participants are not all in the same location, any technology used to conduct the examination must support simultaneous oral interaction between the student and all members of the examining committee. When unusual circumstances arise in the guidance of off-campus students, supervisory committees should consult with the Dean of the Graduate School.
D. Courses

Graduate work leading to the doctoral degree demands a high degree of intellectual achievement. It necessarily depends on extensive prior preparation and involves the development of understanding and knowledge at the most advanced levels. Programs of study are therefore expected to reflect in the course selection an intensive specialization extending to the limits of knowledge in one's field. Credits that were earned more than six years prior to the semester in which the program of study is approved cannot be accepted.

D.1 Course Levels

Doctoral students should earn a significant majority of their course work credit hours that are required by their programs of study in courses numbered 800 or higher. Although supervisory committees have considerable latitude in providing an appropriate program of study for their students, they are encouraged to follow these guidelines:

1. Of the 24 to 30 hours of course work credit hours beyond the master's degree normally required by the supervisory committee, 15 credit hours should be at the 800-level or above, in addition to doctoral research credit hours (see Chapter 3.A).

2. For course work beyond the master's degree, no more than 6 credit hours of 500-level courses are permitted in a doctoral program. No 500-level course taken in the student's major field of study, e.g., Department, may appear in the program of study.

3. For students who bypass the master's degree, the program of study must include at least 15 credit hours at the 800-level or above, in addition to doctoral research credit hours. No more than 12 credit hours of 500 level courses are permitted in a doctoral program. No 500-level course taken in the student's major field of study, e.g., Department, may appear in the program of study.
D.2 Problems Courses

Not more than 6 hours of problems or other individualized courses should ordinarily appear on the program of study for the doctoral program.

D.3 Short Courses and Workshops

A student enrolled in a short course or workshop during the summer session may also take regularly scheduled courses but must be able to attend all sessions of both. Enrollment in a short course or workshop does not affect enrollment in research or problems. In no case may a student enroll for more than nine credit hours during the summer session.

D.4 S Courses

Departments may choose to offer certain courses or course sections that are primarily intended to teach or provide practice in skills and principles deemed important to a particular profession or discipline but that may not be applied to a doctoral degree program. Such courses or course sections are designated by the letter S.

D.5 Courses Applied Toward Two Degrees

No graduate student may use credit from the same course to meet the requirements for both an undergraduate degree and a graduate degree. A graduate student may earn a master's degree or a doctoral degree at Kansas State University after receiving the same degree, in the same or another field, at another institution. The degree sought at Kansas State University is subject to the same provisions for transfer of credit as a first degree.

Exception:

a. For students concurrently enrolled in the DVM program and a Doctoral program, a maximum of 12 graduate credit hours from the College of Veterinary Medicine DVM curriculum may be applied to their Doctoral program of study.

b. For students who have not yet earned a bachelor's degree and are enrolled in the DVM program and a Doctoral program the Doctoral degree shall be awarded concurrently with the DVM.

c. Doctoral students with professional doctorate degrees (DVM, MD, etc.) may include a maximum of 12 graduate credit hours from a professional Department, may appear in the program of study.

D.2 Problems Courses

Not more than 6 hours of problems or other individualized courses should ordinarily appear on the program of study for the doctoral program.

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Departments may choose to offer certain courses or course sections that are primarily intended to teach or provide practice in skills and principles deemed important to a particular profession or discipline but that may not be applied to a doctoral degree program. Such courses or course sections are designated by the letter S.

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No graduate student may use credit from the same course to meet the requirements for both an undergraduate degree and a graduate degree. A graduate student may earn a master's degree or a doctoral degree at Kansas State University after receiving the same degree, in the same or another field, at another institution. The degree sought at Kansas State University is subject to the same provisions for transfer of credit as a first degree.

Exception:

a. For students concurrently enrolled in the DVM program and a Doctoral program, a maximum of 12 graduate credit hours from the College of Veterinary Medicine DVM curriculum may be applied to their Doctoral program of study.

b. For students who have not yet earned a bachelor's degree and are enrolled in the DVM program and a Doctoral program the Doctoral degree shall be awarded concurrently with the
D.6 Transfer of Credit

1. General conditions: Kansas State University accepts toward a doctoral degree graduate credit from another institution only under the following general conditions:
   a. The other institution is accredited by the cognizant regional accrediting association to offer graduate degree programs appropriate to the level of the credit to be transferred;
   b. The credit is fully acceptable to the other institution in satisfaction of its own advanced degree requirements; and
   c. The credit is applicable to the student's program of study for an advanced degree at Kansas State University.

2. Master's degrees: Students who hold a master's degree may request transfer of up to 30 hours of that degree toward a doctoral degree. The number of hours accepted depends on the relevance of the course work to a doctoral degree. Students with a master's degree in an area different from that in which they intend to seek a doctoral degree may expect to transfer far fewer than the maximum 30 hours allowed.

3. Other credit: Students may also request to apply graduate credit earned at other accredited institutions toward a doctorate at Kansas State University under the following limitations:
   a. Students who have not earned a master's degree may ask to transfer up to 10 hours of master's or doctoral-level work taken elsewhere. A graduate program may request additional credit be transferred for students in their doctoral program. Graduate programs granted such an exemption to the normal transfer limit, will present evidence of quality of the students' programs of study during periodic program reviews.
   b. Students who have transferred credit from a master's degree (up to the maximum of 30 hours)

DVM.

c. Subject to the recommendation of the supervisory committee, doctoral students with professional doctorate degrees (DVM, MD, etc.) may include a maximum of 12 graduate credit hours from a professional doctorate degree in their 90-hour PhD program. As an earned degree, the transfer credit is not subject to the six year time limit.
b. Students who have transferred credit from a master's degree (up to the maximum of 30 hours allowed) may normally ask to apply up to 10 more hours of transfer credit for doctoral-level work. These hours must represent credit earned beyond a master's degree, even when the master's program included more than 30 hours. A graduate program may request additional credit be transferred for students in their doctoral program. Graduate programs granted such an exemption to the normal transfer limit will present evidence of quality of the students' programs of study during periodic program reviews.

c. Courses with the grade of C or lower are not acceptable for transfer unless they already form part of the candidate's master's degree received at another college or university.

4. Credits that were earned more than six years prior to the semester in which the program of study is approved cannot be transferred.

D.7 Research Outside the Program
Research conducted outside an academic program cannot be accepted for credit as part of a program of study.

D.8 Off-Campus Research
Special difficulties arise in guiding graduate students when they are engaged in protracted off-campus research, whether that research is in the field, in the laboratory, or in the library. Therefore, supervisory committees must take adequate steps to ensure appropriate guidance. As a minimal requirement, the student must submit to the supervisory committee a well formulated research plan, including objectives and methodology, and the committee must review and approve the plan before the student departs for the research site and indicate approval on the program of study. In addition, the supervisory committee may require:

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2. that the student provide the supervisory committee with frequent, periodic estimates of performance and progress. The committee may also require that these be authenticated by a competent local authority.

3. that the major professor carry out local inspections of the student's activities.

Regardless of the location at which the research is conducted, the final oral examination must be given on the Manhattan campus. When unusual circumstances arise in the guidance of off-campus students, supervisory committees should consult with the Dean of the Graduate School.